Bulletin 1933 No. 1

EDUCATIONAL DIRECTORY 1933

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PART I

PRINCIPAL STATE AND COUNTY SCHOOL OFFICERS AND OTHER EDUCATIONAL DIRECTORIES

UNITED STATES DEPARTMENT OF THE INTERIOR - - *Harold L. Ickes*, Secretary
OFFICE OF EDUCATION - - - - - *William John Cooper*, Commissioner
UNITED STATES GOVERNMENT PRINTING OFFICE - - - - - WASHINGTON, 1933
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PART I

PRINCIPAL STATE AND COUNTY SCHOOL OFFICERS, AND OTHER EDUCATIONAL DIRECTORIES [1]

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UNITED STATES OFFICE OF EDUCATION

Commissioner of Education—William John Cooper
Assistant Commissioner—Bess Goodykoontz
Chief clerk—Lewis A. Kalbach
Secretary to the Commissioner—Mrs Mabel Hile Smith.
Divisions

1. Administration (chief clerk, in charge)·
   Eunice W. Curtis, in charge of mails and files
2. Research and Investigation (Assistant Commissioner, in charge)·
   Consultants—
   James F Rogers, specialist in health education
   Maris M. Proffitt, specialist in guidance and industrial education.
   David Segel, specialist in tests and measurements
   Divisions—
   (a) *Colleges—Professional schools*—
   Frederick J. Kelly, chief.
   Ben W. Frazier, senior specialist in teacher training
   Walton C. John, senior specialist in higher education.
   Walter J. Greenleaf, specialist in higher education
   John H McNeely, research assistant
   Ella B Ratcliffe, chief educational assistant.
   (b) *American school systems*—
   Walter S Deffenbaugh, chief
   Mary Dabney Davis, senior specialist in nursery-kindergarten-primary education.
   Carl A. Jessen, senior specialist in secondary education.
   Mina M Langvick, senior specialist in elementary school curriculum.
   Florence C. Fox, associate specialist in elementary education.
   Timon Covert, specialist in school finance
   Ward W. Keesecker, specialist in school legislation.
   Rowna Hansen, junior specialist in kindergarten-primary education.
   (c) *Foreign school systems*—
   James F. Abel, chief
   Alina M. Lindegren, specialist in western European education.
   Severin K. Turosienski, associate specialist in foreign education.
   Frances M. Fernald, assistant specialist in foreign education.
   (d) *Special problems*—
   Mrs. Katherine M. Cook, chief.
   Walter H Gaumnitz, senior specialist in rural-school problems.
   Elise H. Martens, senior specialist in education of exceptional children.
   Beatrice McLeod, senior specialist in education of physically handicapped children.
   Ambrose Caliver, senior specialist in the education of Negroes.
   Annie Reynolds, associate specialist in school supervision
   (e) *Statistical*—
   Emery M. Foster, chief.
   David T. Blose, assistant statistician.
   Henry G. Badger, assistant statistician
   Lester B. Herlihy, assistant statistician
   Russell M. Kelley, assistant statistician.

[1] The Educational Directory is released in 4 parts as rapidly as the data become available: Part I, Principal State and county school officers, and other educational directories, Part II, Principal city school officers and Catholic parochial school superintendents; Part III, Colleges and universities, including all institutions of higher education, Part IV, Educational associations, boards, and foundations, and educational periodicals. Parts can be purchased from the Superintendent of Documents, Government Printing Office.

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Divisions—Continued.

3. Editorial:
   - William D. Boutwell, chief.
   - John H. Lloyd, editorial assistant.
   - Margaret F. Ryan, editorial assistant

4. Library
   - Sabra W. Vought, chief
   - Edith A. Lathrop, associate specialist in school libraries
   - Martha R. McCabe, assistant librarian
   - Edith A. Wright, assistant in research bibliography.
   - Agnes I. Lee, head cataloguer.
   - Nora R. Tatum, assistant cataloguer
   - Ruth A. Gray, junior assistant in research.

5. Service.
   - Lewis R Alderman, chief.
   - Alice Barrows, senior specialist in school-building problems.
   - John O. Malott, senior specialist in commercial education
   - Emeline S. Whitcomb, senior specialist in home economics.
   - Cline M. Koon, senior specialist in education by radio
   - Ellen C. Lombard, associate specialist in home education.
   - Marie M. Ready, associate specialist in physical education.

6. General surveys (Commissioner of Education, in charge):
   - Edward S. Evenden, associate director, National Survey of the Education of Teachers.
   - Guy C. Gamble, senior specialist in educational surveys.
   - Ben W Frazier, coordinator.

1. Principal State School Officers

State and officers	Official designation	Address
Alabama		
A. F. Harman	State superintendent of education	Montgomery
John W. Abercrombie	Assistant State superintendent	Do.
John Crump	Chief clerk	Do.
James N. Gunnels	Assistant chief clerk	Do.
Carl Q. Baxter	Acting supervisor of attendance and child accounting.	Do.
N. F. Greenhill	Director of teacher training, certification, and elementary education.	Do.
P. W. Hodges	Secretary of teacher training and certification	Do.
Mrs. Georgia H. Hodges	Assistant in certification	Do.
Eva Wilson	Certification record clerk	Do.
Norma Smith	Supervisor of elementary education	Do.
Dale S. Young	Director of research and information	Do.
Grattan Payne	Statistician	Do.
W. L. Spencer	Director of secondary education	Do.
T. W. Smith	Supervisor of secondary education	Do.
N. R. Baker	do	Do.
Mary England	Director of school and community organization	Do.
Willie W. Welch	Supervisor of public-school libraries	Do.
Jessie R. Garrison	Director of physical and health education	Do.
Clutie Bloodworth	Director of exceptional education	Do.
J. B. Hobdy	Director of vocational education	Do.
R. E. Cammack	Supervisor of agricultural education	Do.
E. H. Gentry	Supervisor of civilian rehabilitation	Do.
Ivol Spafford	Supervisor of home economics education	Do.
E. C. Comstock	Supervisor of industrial education	Do.
R. E. Ledbetter	Director of schoolhouse planning	Do.
A. F. Dittmar	Architect	Do.
Clyde C. Pearson	Architectural draftsman	Do.
M. H. Falkner	do	Do.
W. E. Benns	Supervisor of construction, rural schools	Do.
J. S. Lambert	Director of Negro education	Do.
E. O. McGehee, jr.	Supervisor of Negro education	Do.
Mrs. Mary F. McDavid	Jennes supervisor	Do.
Alaska: W. K. Keller	Commissioner of education	Juneau.
American Samoa: Arthur E. Lindborg.	Director of education	Pago Pago
Arizona:		
H. E. Hendrix	State superintendent of public instruction	Phoenix.
	Director of research	Do.
C. Louise Hoehringer	Director of elementary education	Do.
W. H. Harless	Statistician	Do.
J. Morris Richards	Tests and measurements	Do.
N. W. Hill	Assistant to tests and measurements	Do.
M. J. Hurley	Certification	Do.
Arkansas:		
C. M. Hirst	State commissioner of education	Little Rock
H. T. Steele	Assistant commissioner of education	Do.
Pearle Davis	Deputy commissioner of education	Do.
Howard Dawson	Director information and research	Do.
H. A. Little	Director, school administration and reports	Do.
G. C. Floyd	Director, school law and finance	Do.
J. Odell Baker	Director of school plant division	Do.
E. B. Matthew	Director of vocational education	Do.
R. B. Smith	Supervisor of vocational agriculture	Do.
A. S. Ross	Supervisor of vocational civilian rehabilitation	Do.
Nolen Irby	Supervisor of Negro schools	Do.
W. J. Breit	Supervisor of trades and industries	Do.
Drusilla Kent	Supervisor of home economics	Do.
M. R. Owens	Supervisor of high schools	Do.
Edward McCuistion	Associate high-school supervisor	Do.
W. F. Hall	State supervisor of elementary schools	Do.
Christine Sanders	Librarian	Do.
Frances Bailey	Itinerant teacher trainer of home economics	Do.
Margaret Hart	Associate director of buildings and grounds	Do.
California:		
Vierling Kersey	Superintendent of public instruction and director of education	Sacramento
Mrs. Pauline Winner	Administrative assistant	Do.
A. E. Lentz	Administrative adviser	Do.
Marion H. Ketcham	Assistant secretary and principal clerk, public-school teachers' retirement salary fund board.	Do.
Sam H. Cohn	Deputy superintendent of public instruction	Do.
Walter E. Morgan	Assistant superintendent of public instruction and chief of division of research and statistics.	Do.
C. F. Muncy	Assistant chief of division of research and statistics	Do.

1 PRINCIPAL STATE SCHOOL OFFICERS—Continued

State and officers	Official designation	Address
California—Continued		
Mrs Irene T Heineman	Assistant superintendent of public instruction	Los Angeles (311 California State Bldg.).
Henry M Lynn	Departmental accountant	Sacramento
L B Travers	Chief of division of adult and continuation education.	Los Angeles (311 California State Bldg).
Herbert R. Stolz	Chief of bureau of parent education	Berkeley (2739 Bancroft Way.)
J F Dale	do	Sacramento
Gertrude Laws	do	Los Angeles (311 California State Bldg.).
Mrs Magdalene Wanzer	Chief of bureau of immigration education	Sacramento.
Nicholas Ricciardi	Chief of division of secondary education	Do.
J. C Beswick	Assistant executive officer, commission for vocational education and chief of bureau of trade and industrial education	Do
Julian A McPhee	Chief of bureau of agricultural education	Do
Ira W. Kibby	Chief of bureau of business education	Do.
Maude I Murchie	Chief of bureau of homemaking education	Do.
N P Neilson	Chief of division of health and physical education	Do.
Winifred Van Hagen	Chief of bureau of physical education for girls	Do
Mabel R Gillis	State librarian, chief of division of libraries	Do.
Eleanor Hitt	Assistant librarian	Do
Helen Heffernan	Chief of division of elementary education and rural schools	Do.
Mrs Gladys L Potter	Assistant chief, division elementary education and rural schools	Do.
Andrew P Hill, jr	Chief of division of schoolhouse planning	Do.
Charles W. Bursch	Assistant chief of division of schoolhouse planning.	Do.
J. A Burkman	Research expert and adviser for teachers' colleges	Do.
H D. Hicker	Chief of bureau of vocational rehabilitation	Do.
J. M Dodd	District supervisor of vocational rehabilitation	San Francisco (303 State Bldg.).
W. E Smith	do	Los Angeles (107 California State Bldg.).
R S French	Chief of bureau for the education of the blind	Berkeley
Elwood A Stevenson	Chief of bureau for the education of the deaf	Do
Mrs Lillian B. Hill	Chief of bureau of mental hygiene	Sacramento.
Mrs. Mabel F. Gifford	Chief of bureau of correction of speech defects	San Francisco (Suite 317, State Bldg.).
Mrs Evelyn A. Clement	Chief of division of teacher training and certification.	Sacramento.
Ivan R Waterman	Chief of division of textbooks and publications	Do.
W S. Dyas	Chief of bureau of State printed textbooks	Do.
Canal Zone.		
Ben M. Williams	Superintendent of schools	Balboa Heights.
V. H. Barker	Assistant superintendent of schools	Do.
Mrs. Shirley D Price	Assistant superintendent of schools, elementary grades	Do.
Colorado		
Inez J Lewis	Superintendent of public instruction	Denver.
Lucy C. Auld	Deputy superintendent	Do.
Mrs. Annie P. Hyder	Assistant State librarian	Do.
Helen von Rosenberg	Supervisor of certification	Do.
Mrs. Magdalene C. Roff	Statistician	Do.
Connecticut		
Ernest W. Butterfield	Commissioner of education	Hartford.
Donald H. Scribner	Director, division of business administration	Do.
N Searle Light	Senior supervisor of rural education	Do.
Robert C. Deming	Field supervisor of adult education	Do.
Mary F. Potter	Junior supervisor of adult education	Do.
Joseph Wiseltier	Assistant in art education	Do.
George R. Sturges	Senior supervisor of bureau of attendance, employment, and building inspection.	Do.
Oscar Fitzsimons	Building inspector	Do.
Charles J. Prohaska	Senior supervisor of health and physical education	Do.
Frances Foley	Assistant in health and physical education	Do.
Ruth White Colton	Field supervisor of character education research	Do.
Helena F. Miller	Editor of publications	Do.
Roger M. Thompson	Senior supervisor of research and surveys	Do.
Paul D. Collier	Senior supervisor of secondary education	Do.
Maud Keator	Field supervisor of special education	Do.
Helen F. Bechtel	Assistant in special education	Do.
Annette Bennett	do	Do.
Ruth Pointer	do	Do.
Esther L. Holmes	Junior assistant in special education	Do.
F S. Camp	Field supervisor of urban education	Do.
Franklin E Pierce	Director, division of teacher preparation	Do.
A S Boynton	Director, division of vocational education	Do.
R. L. Hahn	Field supervisor of agriculture (Smith-Hughes)	Storrs.
Mary C. Blodgett	Field supervisor of homemaking (Smith-Hughes)	Do.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Connecticut—Continued.		
Herman S. Hall	Field supervisor of trades and industries	Hartford.
Edward P. Chester	Field supervisor of rehabilitation	Do.
Delaware		
H. V. Holloway	State superintendent of public instruction	Dover.
John Shilling	Assistant superintendent in charge of high schools	Do.
H. B. King	Assistant superintendent in charge of elementary schools.	Do.
James O. Adams	Assistant secretary and business manager	Do.
R. W. Heim	Director of vocational education	Newark.
W. Lyle Mowbls	State supervisor of agriculture	Dover.
Marion F. Breck	State supervisor of home economics	Do.
A. B. Anderson	Supervisor of trades and industries	Wilmington.
J. E. W. Wallin	Director of special classes	Do.
Marguerite H. Burnett	Director of adult education	Do.
George F. Hendricks	Director of physical education	Dover.
Rachel W. Taylor	Director of art	Do.
Mary O. Sheppard	State supervisor of art	Do.
Glenn Gildersleeve	Director of music	Do.
Helen E. Martin	State supervisor of music	Do
Elizabeth Cathcart	...do	Milford.
R. L. Herbst	Director of research	Dover.
William Hall	Supervisor of transportation	Do.
M. Phyllis Mason Heck	Rural supervisor for New Castle County	Wilmington.
Ella J. Holley	...do	Do.
Howard H. Williams	Rural supervisor for Kent County	Dover.
George R. Miller	...do	Do.
Albert Earley	Rural supervisor for Sussex County	Georgetown.
Calvin E. Afflerbach	...do	Do.
E. Paul Burkholder	...do	Do.
Mrs. Martham I. Barnes	Visiting teacher	Wilmington.
Lela A. Thomas	...do	Dover.
Mrs. H. Bertrude Lewis	...do	Laurel.
Edith I. Jones	...do	Georgetown.
District of Columbia		
Frank W. Ballou	Superintendent of schools	Washington.
S. E. Kramer	First assistant superintendent, in charge of white schools.	Do.
J. J. Crane	First assistant superintendent, in charge of business affairs.	Do.
R. L. Haycock	Assistant superintendent, in charge of administration of elementary schools.	Do
Jessie La Salle	Assistant superintendent, in charge of educational research.	Do.
G. C. Wilkinson	First assistant, superintendent, in charge of colored schools	Do
Alfred K. Reeves	Assistant superintendent, in charge of supervision of instruction, colored elementary schools.	Do.
Howard H. Long	Assistant superintendent, in charge of educational research (colored schools).	Do.
R. O. Wilmarth	Assistant superintendent, in business affairs	Do.
R. S. Anderson	Statistician	Do.
Florida		
W. S. Cawthon	State superintendent of public instruction	Tallahassee.
John C. Compton	Chief clerk	Do.
Sara Burwell	Secretary and bookkeeper	Do.
Lois Stuckey	Certificate clerk	Do
M. R. Hinson	State supervisor of high schools	Do.
R. M. Evans	State supervisor of elementary schools	Do.
C. M. Miles	State supervisor of physical and health education.	Do
Claud M. Andrews	State supervisor of civilian rehabilitation	Do.
J. F. Williams, jr.	State supervisor of agricultural education	Do.
H. E. Wood	Assistant supervisor of agricultural education	Do.
C. O. Holley	State supervisor of trade and industrial education.	Do.
Boletha Frajen	State supervisor of home-economics education	Do.
D. E. Williams	State agent for Negro rural schools	Do.
Georgia:		
M. D. Collins	Superintendent of schools and executive officer of State vocational education.	Fairburn.
L. L. Perry	State supervisor of schools	Palmetto
M. R. Little	State supervisor of school	Louisville.
M. E. Thompson	...do	Hawkinsville.
T. J. Dempsey, jr.	High-school supervisor	Jackson.
Janie Hearn	Assistant director of certification	Atlanta.
Gordon G. Singleton	Director of information and statistics	Do.
J. C. Dixon	Supervisor of Negro education	Do.
Robert L. Cousins	Assistant supervisor of Negro education	Do.
James L. Graham	Supervisor of schoolhouse construction	Do.
James A. Stripling	Draftsman	Do.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Georgia—Continued.		
J I Allman	Supervisor school administration	Atlanta.
Paul W. Chapman	Director State vocational education and State supervisor of agriculture	Athens.
L. M. Sheffer	State supervisor of agriculture	Do.
M. D Mobley	Assistant State supervisor of agriculture	Tifton.
J. F. Cannon	State supervisor of trades and industries	Atlanta.
Epsie Campbell	State supervisor of home economics	Athens
Elizabeth Mayes	Assistant State supervisor of home economics	Do.
Martha McAlpine	Special State supervisor of home economics	Do.
Roland Bower	State supervisor of vocational rehabilitation	Bainbridge.
Berry Cochran	District supervisor of vocational rehabilitation	Atlanta.
F. M Greene	do	Perry.
J. D. Underwood	do	Gainesville.
Guam.		
Edmund S Root	Director of schools	Guam.
Herbert Dumstrey	Head of department of education	Do.
Antonio I. Cruz	In charge of vocational training	Do.
Simon A. Sanchez	Supervising teacher	Do.
Hawaii		
Will C. Crawford	Superintendent of public instruction	Honolulu
Oren E. Long	Deputy superintendent of public instruction	Do.
C. B Luce	Secretary of the department	Do.
Harvey L. Freeland	Director, division of vocational education	Do.
Mrs Caroline Edwards	Supervisor of home economics	Do.
W. W. Beers	Supervisor of agriculture	Do.
Helen M. Baukin	Supervisor, dental hygiene division	Do.
Theodore R. Rhea	Director, division of health education	Do.
Idaho:		
W. D. Vincent	Commissioner of education	Boise.
John W. Condie	State superintendent of public instruction	Do.
F. B. Wood	Chief clerk	Do.
Douglas Hilts	Certification and registration clerk	Do.
Ph. Soulen	State high-school inspector	Do.
Anna C. Pearson	State rural supervisor	Albion.
Ethel A Hoffman	do	Do.
Anne Hospers	do	Lewiston.
Genevieve Watson	do	Do.
Beryl D. Turner	Insurance clerk	Boise.
Bethol Raeder	Directory clerk	Do.
Illinois:		
Francis G. Blair	State superintendent of public instruction	Springfield
J. C. Thompson	Law clerk	Do.
H. T. Swift	Chief clerk	Do.
T. A. Simpson	Supervisor of country and village elementary schools.	Do.
Chas. H. Watts	do	Do.
J. E. W Miller	do	Do.
W. S Booth	Supervisor of city elementary schools	Do.
John Calvin Hanna	Supervisor of high schools	Do.
H. M. Thrasher	do	Do.
Roy L. Moore	do	Do.
L. L Blair	do	Do.
Louis Kulcinski	Supervisor of physical education	Do.
William E. White	Statistician	Do.
H. A Paine	do	Do.
A. L Whittenberg	Secretary, State examining board	Do.
W. A. Spence	Textbook clerk	Do.
R. O. Clarida	Secretary, teachers' pension board	Do.
Adah H. Hess	Supervisor, home-economics education	Do.
J. E. Hill	Supervisor of agricultural education	Do.
H. Damisch	Assistant supervisor of agricultural education	Do
J W. Thompson	Supervisor of trades and industrial education	Do
J. E. Fults	Assistant supervisor of trades and industrial education.	Do
J. W. Paul	do	Do.
Russell R. Clark	Supervisor of civilian rehabilitation	Do.
H. D Battles	Assistant supervisor of civilian rehabilitation	Do.
Indiana:		
George C. Cole	State superintendent of public instruction	Indianapolis.
Grover Van Duyn	Assistant State superintendent of public instruction.	Do.
J. Wm. Bosse	Director of educational reference	Do.
Harry E Elder	Director of teacher-training division	Do.
Z. M. Smith	Director of vocational education and supervisor of agricultural education	Do.
George K. Wells	Supervisor of industrial education	Do.
Agnes Watson	Supervisor of home-economics education	Do.
Slater Bartlow	Supervisor of vocational rehabilitation	Do.
Chas. Rominger	Assistant supervisor of vocational rehabilitation	Do.
Lura Lee Bailey	do	Do.
Clarence L. Murray	Director of elementary and high-school inspection.	Do.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Indiana—Continued.		
Harold E. Moore	Assistant director of elementary and high-school inspection.	Indianapolis.
Chas. R. Hertenstein	Director of State school relief	Do
Bert F. Yeager	Assistant director of State school relief	Do.
Blanche Merry	Attendance officer	Do.
O. H. Greist	Executive secretary, State teachers' retirement fund board.	Do.
Iowa:		
Agnes Samuelson	State superintendent of public instruction	Des Moines.
Fred L. Mahannah	Deputy State superintendent	Do.
R. C. Williams	Director of research	Do.
Viola H. Schell	Secretary, board of educational examiners	Do.
Esther E. Tronstrom	Chief clerk	Do.
R. A. Griffin	Inspector of consolidated schools	Do.
William A. Dunlavy	Inspector of mining-camp schools	Do.
Clara M. Wallace	Supervisor of normal training schools	Do.
W. H. Simons	Inspector of graded and high schools	Do.
Jessie M. Parker	Inspector of rural schools	Do.
Forest E. Moore	Director of vocational education	Do.
George F. Ekstrom	Supervisor of agricultural education	Do.
Hampton T. Hall	Assistant supervisor of agricultural education	Do.
Harry W. Carmichael	Supervisor of trade and industrial education	Do.
Mary Farris	Supervisor of home-making education	Do.
Willis W. Grant	Supervisor of vocational rehabilitation	Do.
James J. S. Mitchell	Assistant supervisor of rehabilitation	Do.
E. Grace Young	do	Do.
Mabel Luhmann	do	Do
Kansas:		
W. T. Markham	State superintendent of public instruction	Topeka.
W. A. Stacey	Assistant State superintendent	Do.
J. E. Edgerton	High-school supervisor	Do.
R. C. Hunt	do	Do.
Florence H. Walker	Rural school supervisor	Do.
James H. Houston	do	Do.
C. M. Miller	Director of vocational education and supervisor of trade and industry.	Do.
L. R. Pollom	Supervisor of vocational agriculture	Do.
Hazel E. Thompson	Supervisor of vocational home economics	Do.
W. H. Stanley	Statistician	Do.
Louie Leslie	Secretary, State board of education	Do.
Stephen E. Lee	Chief clerk	Do.
Olga House	Secretary of State school-book commission	Do.
F. L. Pinet	Manager of State reading circle	Do.
Kentucky:		
James H. Richmond	State superintendent of public instruction	Frankfort.
Gordie Young	Assistant State superintendent	Do.
O. J. Jones	Supervisor of schools	Do.
Mark Godman	do	Do.
L. N. Taylor	Rural school agent	Do.
J. W. Cammack, jr.	Director of research	Do.
J. W. Brooker	Director of school buildings and grounds	Do.
W. C. Bell	Director of public relations	Do.
A. P. Taylor	Director of certification	Do.
Moss Walton	Director of school records and reports	Do.
J. C. Mills	Auditor and inspector	Do.
R. E. Jaggers	Director of teacher training	Do.
Homer W. Nichols	Director of vocational rehabilitation	Do.
Cleveland Moore	Supervisor of vocational rehabilitation	Do.
Olney M. Patrick	do	Do.
G. Ivan Barnes	Director of vocational education	Do.
F. G. Burd	Supervisor of agricultural education	Do.
Ata Lee	Supervisor of home economics education	Do.
Frank D. Peterson	Director of finance	Do.
Louisiana:		
T. H. Harris	State superintendent of public education	Baton Rouge.
J. E. Lombard	Director of teacher-training and certification	Do.
Charles F. Trudeau	State high-school supervisor	Do.
W. A. Sissmore	Assistant State high-school supervisor	Do.
John E. Coxe	do	Do.
John M. Foote	Director of reference and service	Do.
M. S. Robertson	Assistant director of reference and service	Do.
A. M. Hopper	State supervisor of elementary schools	Do.
M. P. Rogers	Assistant State supervisor of elementary schools	Do.
Helene Sliffe	do	Do.
S. M. Jackson	State supervisor of agriculture	Do.
A. Larriviere	Assistant State supervisor of agriculture	Do.
R. L. Davenport	State supervisor of agricultural teacher training	Do.
Miss Clyde Mobley	State supervisor of home economics	Do.
Lela Tomlinson	Assistant State supervisor of home economics	Do.
Lois F. Shortlas	State supervisor of school libraries	Do.
E. G. Lodtke	State supervisor of industrial education and rehabilitation.	New Orleans.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Louisiana—Continued.		
A. C. Lewis	State agent of schools for Negroes	Baton Rouge.
C. L. Barrow	Assistant State agent of schools for Negroes	Do
Maine:		
Bertram E. Packard	State commissioner of education	Augusta.
Edward E. Roderick	Deputy State commissioner of education	Do.
Harrison C. Lyseth	Agent for secondary education	Do.
Richard J. Libby	Agent for rural education	Do
Mrs. Gladys Spearin	Field agent for rural education	Do.
Adelbert W Gordon	General agent for schools in unorganized territory	Do.
Leroy N. Koonz	Supervisor of industrial rehabilitation	Do.
Stephen E. Patrick	Director of vocational education	Do
Florence Jenkins	Supervisor of home economics	Do.
Herbert S. Hill	Supervisor of agriculture	Orono.
Maryland.		
Albert S. Cook	State superintendent of schools	Baltimore (2014 Le ington Bldg.).
I Jewel Simpson	Assistant State superintendent in charge of elementary instruction	Do.
Samuel M. North	Supervisor of high schools	Do.
E. Clarke Fontaine	----do	Chestertown.
William K. Klingaman	----do	Hagerstown.
M. Theresa Wiedefeld	Supervisor of elementary schools	Baltimore (2014 Le: ington Bldg.)
J. Walter Huffington	Supervisor of colored schools	Do.
J. D. Blackwell	Director of vocational education	Do.
Elisabeth Amery	Supervisor of home-economics education	Do.
John J. Seidel	Supervisor of industrial education	Do.
R. C. Thompson	Supervisor of vocational rehabilitation and special education.	Baltimore (3 East 25t St.).
John K. Cosgrove	Assistant supervisor of vocational rehabilitation.	Do.
Thomas L. Gibson	Supervisor of music	Baltimore (2014 Le: ington Bldg.)
William Burdick	Supervisor of physical education	Baltimore (7 E Mu berry St.).
Adelene Pratt	State director of public libraries	Baltimore (520 Nort Charles St.)
Bessie C. Stern	Statistician	Baltimore (2014 Le: ington Bldg.).
Merle S. Bateman	Credential secretary	Do.
Grace Steele Travers	Financial secretary	Do.
Massachusetts:		
Payson Smith	Commissioner of education	Boston.
Frank W. Wright	Director, division of elementary and secondary education and State teachers colleges.	Do.
Burr F. Jones	Supervisor of elementary education	Do.
Frank P. Morse	Supervisor of secondary education	Do
Arthur B. Lord	Supervisor of educational research and statistics and special schools and classes	Do.
Harry E. Gardner	Supervisor of teacher placement	Do.
Carl Schrader	Supervisor of physical education	Do.
Alma Porter	Assistant supervisor of physical education	Do.
Ida E. Sheib	Assistant supervisor of safety education	Do.
Robert O. Small	Director, division of vocational education	Do.
Rufus W. Stimson	Supervisor of agricultural schools and departments	Do.
Daniel H Shay	Supervisor of industrial schools for men and boys.	Do.
John E. Alcott	Supervisor of vocational art education in industry and business.	Do.
Caroline H Wilson	Assistant supervisor of industrial schools, household arts schools and departments, and continuation schools for women and girls.	Do.
Verna L. Payson	Assistant supervisor of household arts schools and departments and of teacher training	Do.
N. Norcross Stratton	Coordinator of teacher training and supervision, fields of industrial schools for boys and men, and continuation schools for boys.	Do.
Franklin E. Heald	Supervisor of vocational teacher training in field of agricultural schools and departments.	Do.
Winthrop S. Welles	Assistant supervisor of vocational teacher training in field of agricultural schools and departments.	Do.
Frederick A. Coates	Assistant supervisor of vocational teacher training in field of industrial schools for men and boys.	Do.
John I. Lusk	Assistant supervisor of vocational teacher training in field of continuation schools for boys.	Do.
Anna A. Kloss	Supervisor of vocational teacher training in fields of industrial schools, household arts schools and departments, and continuation schools for women and girls.	Do.
Martha T. Wonson	Assistant supervisor of vocational teacher training in field of household arts schools and departments.	Do.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Massachusetts—Continued.		
Lou Lombard	Assistant supervisor of teacher training in field of household arts schools.	Framingham
Carl E. Herrick	Supervisor of administration	Boston.
Herbert A. Dallas	Supervisor of rehabilitation	Do.
Henry Heim	Assistant supervisor of rehabilitation	Do.
Edward D. Callahan	do	Do.
Katharine MacLarnie	do	Do
James A. Moyer	Director, division of university extension	Do.
E. Everett Clark	Supervisor of adult alien education, university extension	Do.
Mary L. Guyton	do	Do.
John F. Westrel	Supervisor in education, university extension	Do.
Helen B. Garrity	Assistant supervisor in class organization, university extension.	Do.
Mrs. Nathaniel Thayer	Director, division of immigration and Americanization.	Do
Alice W. O'Connor	Supervisor of social service, division of immigration and Americanization.	Do
Edward H. Redstone	Director, division of public libraries	Do.
Robert I. Bramhall	Director, division of the blind	Do
Clayton L. Lent	Secretary, teachers' retirement board	Do.
Michigan:		
Webster H. Pearce	State superintendent of public instruction	Lansing.
C. Lloyd Goodrich	Deputy superintendent of public instruction	Do.
A. W. Thompson	Director of physical and health education	Do.
Lora B. Curtis	Associate director of physical education	Do.
C. E. Forsythe	Director of interscholastic athletics	Do
Reba Harris	Associate director of health education	Do.
Ada Hicking	Director of music education	Do.
Joseph E. Maddy	Assistant director of music education	Do.
J. J. Lee	State supervisor of vocational rehabilitation	Do.
C. Wayne Prieu	Supervisor, secondary education and private, denominational, and parochial schools.	Do.
B. H. Vanden Belt	Supervisor of secondary education and administrative counselor.	Do.
Roy Noteware	Director of certification, inspector of rural school buildings, and auditor.	Do.
Ida M. Huston	Editor	Do.
J. W. Hazard	Office accountant, custodian, and statistician	Do.
Grace B. Wallace	Director of child accounting and statistics	Do.
W. D. Hill	Statistician	Do.
George N. Otwell	Superintendent of rural education division	Do.
Bert J. Ford	Supervisor of rural agricultural schools	Do.
Isabelle M. Becker	Supervisor of county normals	Do.
Ina M. Kelley	Supervisor of instruction	Do.
Charles A. Kinehart	Rural school adviser	Do.
Ruth Freegard	Supervisor of home economics	Do.
E. E. Gallup	Supervisor of vocational agriculture	Do.
K. O. Smith	Supervisor of vocational industrial education	Do.
Minnesota:		
James M. McConnell	Commissioner of education and secretary and executive officer of the State board of education.	St. Paul.
P. C. Tonning	Deputy commissioner	Do.
Anna Swenson	Director, ungraded elementary schools	Do.
T. C. Engum	do	Do.
O. R. Saude	Assistant director, ungraded elementary schools.	Do.
Agnes Fyan	do	Do.
Cora Clere	Institute instructor	Do.
Flora Trites	do	Do.
Fern Kennedy	do	Do.
Etta Christensen	do	Do.
E. M. Phillips	Director of high schools, junior colleges, and vocational education	Do.
H. E. Flynn	Director of elementary and junior high schools	Do.
Theodore Ume	Director of high schools and high-school departments.	Do.
Kenneth Nilson	Director of special classes for defectives and assistant director of reeducation and placement of disabled persons.	Do.
Paul Calrow	Supervisor of agricultural education	Do.
H. T. Widdowson	Supervisor of trade and industrial education	Do.
Aura Keever	Supervisor of home-economics education	Do
Samuel A. Challman	Director of buildings and sanitation	Do.
E. W. Everts	Director of physical and health education	Do.
Clara F. Baldwin	Director of libraries	Do.
Harriet A. Wood	Assistant director of libraries	Do.
Mildred L. Methven	Librarian	Do.
Mildred V. Kress	Reference librarian	Do.
H. E. White	Director of teachers' employment bureau and secretary of teachers' insurance and retirement fund.	Do.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Minnesota—Continued.		
Oscar M Sullivan	Director of reeducation and placement of disabled persons	
B. M Cosgrove	Assistant director of reeducation and placement of disabled persons.	St. Paul.
Harry J Johnson	do	Do.
Christopher Lindahl	Accountant	Do.
T. J Berning	Statistician	Do.
Mississippi		
W. F Bond	State superintendent of education	Jackson
M. E Morehead	Assistant State superintendent	Do.
J. T. Calhoun	State supervisor of rural schools	Do
F J. Hubbard	State director of vocational education	Do.
W. C Strahan	State supervisor of Negro schools	Do.
Percy Easom	State agent	Do.
Esther Rogers	Supervisor of home economics	Do.
M D. Broadfoot	Supervisor of trade and industrial education	Do.
D. L Williams	Supervisor of vocational agriculture	Do.
C. O. Henderson	do	Do
George Armstrong	Supervisor of civilian rehabilitation	Do.
Mrs. Mary S Baker	do	Do.
K P Walker	Supervisor of agricultural high schools and junior colleges	Do
M. E Moffitt	Statistician	Do.
Alice Quarles	State supervisor of music	Do.
G. D. Humphrey	State supervisor of high schools	Do.
G. W. Huddleston	President State board of examiners	Do.
W. G Eckles	State director of school building service	Do.
Missouri		
Charles A Lee	State superintendent of public schools	Jefferson City.
O. G. Sanford	Assistant State superintendent	Do.
R. L. Garnett	Statistician	Do.
N. E. Viles	Director of school-building service	Do.
Virginia Meierhoffer	Music director	Do.
Henry Detherage	Director of physical education	Do.
J R. Scarborough	Director of high-school department	Do.
C. A. Kitch	Director of teacher training and certification	Do.
D. C. Rucker	Director of research	Do.
R. A. Harper	Supervisor of high schools	Do.
E E. Neely	do	Do.
W. G. Dillon	do	Do.
Charles Myers	do	Do.
Clyde Willis	do	Do.
E M Lemasters	do	Do.
Cassie Burk	Director of rural school department	Do.
Irene O'Brien	Supervisor of rural schools	Do.
Cora E Morris	do	Do.
Sallie Pattinson	do	Do.
C. E. Burton	do	Do.
Geo B John	Director of finance department	Do.
C. C. Crosswhite	Assistant, finance department	Do.
Rebecca E. Davis	Supervisor of Negro schools	Do.
Guy E. James	Supervisor of vocational agriculture	Do.
C. L. Angerer	Assistant supervisor of vocational agriculture	Do.
R T. Wright	do	Do.
Ella Moore	Supervisor of vocational home economics	Do.
Belle Pollard	Assistant supervisor of vocational home economics.	Do.
Gladys Wyckoff	do	Do.
Montana:		
Elizabeth Ireland	State superintendent of public instruction	Helena.
Ellen Nelson Colleran	Deputy superintendent	Do.
M. P. Moe	High-school supervisor and supervisor of trade and industry	Do.
Regina Kohten	Rural-school supervisor	Do.
Marguerite Hood	do	Do.
Mrs. May C. Bartos	Certification clerk	Do.
J E. Border	Supervisor of agriculture	Bozeman.
Louise Keller	Supervisor of home economics	Do.
Nebraska:		
Charles W. Taylor	State superintendent of public instruction	Lincoln.
Fuller L Austin	Deputy State superintendent	Do.
Herbert L. Cushing	Director of certification, and supervisor of adult immigrant education.	Do.
G. W. Rosenlof	Director of secondary education and teacher training.	Omaha (City Hall).
Chloe C. Baldridge	Director of rural education	Do.
F. E. Bowers	Supervisor of secondary education	Do.
Nevada:		
Walter W Anderson	State superintendent of public instruction and State director of vocational education.	Carson City.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Nevada—Continued.		
Amy Hanson	Office deputy and supervisor of Churchill County schools.	Carson City
E. E. Franklin	Deputy superintendent of public instruction, first supervision district (Elko County, and Palisade and Pine Valley, Eureka County).	Elko
Mrs Dorothy P. Rhechers	Deputy superintendent of public instruction, second supervision district (northern Nye and White Pine Counties).	Ely
Mrs Florence L. Peacocke	Deputy superintendent of public instruction third supervision district (Eureka, Humboldt, Lander, and Pershing Counties).	Lovelock.
Mrs. Merle K. Henry	Deputy superintendent of public instruction, fourth supervision district (Douglas, Lyon, Mineral, Ormsby, Storey, and Washoe Counties)	Carson City.
Ruth Olmsted	Deputy superintendent of public instruction, fifth supervision district (Clark, Esmeralda, Lincoln, and southern Nye Counties).	Las Vegas
Bertha V. Akin	Supervisor of home economics	Carson City.
Robert B. Jeppson	Supervisor of agricultural education	Do.
Donald C. Cameron	Supervisor of trade and industrial education	Do.
Mrs. Marion G. Bowen	Supervisor of vocational rehabilitation	Do
New Hampshire:		
James N. Pringle	Commissioner of education	Concord.
Walter M. Mayo	Deputy commissioner of education	Do.
Russell H. Lamson	High-school agent	Do.
Phila M. Griffin	Elementary-school agent	Do.
Paul E. Farnum	Administrative field agent	Do.
Clifton H. Dustin	Supervisor of trades and industries	Do.
Elizabeth M. Murphy	Supervisor of health	Do.
Earl H. Little	Supervisor of agriculture	Do.
Louise M. Norton	Supervisor of home economics	Do
Wallace D. Black	Supervisor of vocational rehabilitation	Do.
Curtis R. Brassman	Inspector of child welfare	Do.
Christopher T. Pollard	Inspector of child labor	Do.
Richard H. Horan	Accountant	Do.
New Jersey:		
Charles H. Elliott	Commissioner of education	Trenton
Charles J. Stratton	Deputy assistant commissioner of education	Do.
Howard Dare White	Assistant commissioner, supervisor of secondary education.	Do.
John Sparge	Assistant commissioner, supervisor of elementary education.	Do.
Wesley A. O'Leary	Assistant commissioner, supervisor of vocational education.	Do.
Herbert N. Morse	Assistant commissioner in charge of business affairs	Do.
Edgar F. Binns	Supervisor of teacher training	Do.
E. A. Reuther	Assistant for continuation schools	Do.
J. Gould Spofford	Assistant for training teachers of trades and industries.	Do.
John A. McCarthy	Assistant for trades and industries	Do.
H. O. Sampson	Assistant in agricultural education	Do.
Mrs. Iris P. O'Leary	Assistant for women's vocational work	Do.
Robert A. Campbell	Assistant in industrial education	Do.
John M. Fecher	Supervisor of foreman training	Do.
Louis A. Rice	Assistant in secondary education	Do.
Allen O. Ireland	Director of health and physical education	Do.
William P. Chler	Assistant in physical education	Do.
Lula P. Dilworth	Assistant in health education	Do.
Louise Frecht	Secretary, State board of examiners in charge of teachers' certificates and examinations.	Do
William A. Ackerman	Chief, bureau of academic credentials	Do.
Margaretta B. Howell	Assistant business manager	Do.
Henry W. Huston	Inspector of school accounts	Do.
John S. Mount	....do	Do.
Edward W. Kilpatrick, 3d	....do	Do.
Walter W. Sharpley	Inspector of school buildings	Do.
Charles D. Anderson	Statistician	Do.
New Mexico:		
Mrs. Georgia L. Lusk	State superintendent of public instruction	Lovington.
Mrs. Margaret Abreu	Assistant State superintendent	Springer.
Mrs. Marianne Geyer	High-school supervisor	Santa Fe.
Grace Corrigan	Rural school supervisor	Silver City.
Martha Cochran	Director State library extension service	Santa Fe.
George I. Sanches	Director division of information and statistics	Albuquerque.
Eleanor King	Chief clerk	Santa Fe.
Rebecca Graham	Certification clerk	Lovington.
.....	Supervisor of trades and industrial education	Albuquerque.
Frank Wimberley	Supervisor of agriculture	State College.
Zelpha Bates	Supervisor of home economics	Do.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
New York		
Frank P. Graves	Commissioner of education	Albany
Ernest E Cole	Deputy commissioner and counsel	Do.
Harlan H Horner	Assistant commissioner, higher education division	Do.
Herman Cooper	Associate in higher education	Do.
Charles B Heisler	Director, professional licensure division	Do.
Herbert J Hamilton	Chief, professional examinations bureau	Do
George M Wiley	Assistant commissioner, secondary education division	Do
Harrison H Van Cott	Supervisor, junior high schools	Do.
J Cayce Morrison	Assistant commissioner, elementary education division	Do.
Lewis A Wilson	Assistant commissioner, vocational and extension education division.	Do.
William C. Smith	Chief, adult education bureau	Do.
A E. Rejall	Supervisor of adult education	Do.
J. R Crowley	do	Do
Caroline Whipple	do	Do.
Elizabeth Woodward	do	Do.
Arthur K. Getman	Chief, agricultural education bureau	Do.
W. Jack Weaver	Supervisor of agricultural education	Do.
Joseph J. Endres	Chief, physically handicapped children's bureau.	Do.
Mortimer D. Sweeney	Assistant, physically handicapped children's bureau.	Do.
Olga L Lommen	Supervisor of crippled children's classes	Do.
Matie M. Carter	Supervisor of sight-saving classes	Do.
Marion Van Liew	Chief, home-economics education bureau	Do.
Treva Kauffman	Supervisor of home-economics education	Do.
Margaret Hutchins	do	Do.
Oakley Furney	Chief, industrial education bureau	Do.
Ralph D Fleming	Research assistant in industrial education	Do.
Gilbert G. Weaver	Supervisor of industrial teacher training	New York.
William N. Fenninger	Supervisor of technical education	Albany.
Eugene D. Fink	Supervisor of industrial education	Do.
Frank P. Johnston	do	Do.
George E Hutcherson	Supervisor of vocational and educational guidance.	Do.
Roy G Fales	Supervisor of industrial arts	Do.
Arthur L. Mann	Chief, industrial service bureau	Do.
Geoffrey E Maclay	Supervisor of industrial service	Do.
Riley M Little	Chief, rehabilitation bureau	Do.
John B. Hague	Chief, special schools bureau	Do.
Alfred D. Simpson	Assistant commissioner, finance division	Do.
Arthur W Schmidt	Associate in educational finance	Do.
Edgar C. Wilson	State accounts auditor	Do.
Wendall N Sears	Education institution engineer	Do.
Maurice G Osborne	Supervisor of education finance	Do.
Alice C. McCormack	Chief, statistics and apportionment bureau	Do.
Lloyd L Cheney	Assistant commissioner, administration division	Do.
Charles F. Probes	Chief, publications bureau	Do.
James I. Wyer	Director of State library	Do.
Charles C. Adams	Director, State museum	Do.
Alvin C. Whitney	Assistant director, State museum	Do.
Rudolph Ruedemann	Paleontologist, State museum	Do.
David H. Newland	Geologist, State museum	Do.
Robert D. Glasgow	Entomologist, State museum	Do.
Homer D. House	Botanist, State museum	Do.
Dayton Stoner	Zoologist, State museum	Do.
Noah T Clarke	Archeologist, State museum	Do.
Alexander C. Flick	Director, archives and history division	Do.
Charles L Mosher	Director, attendance division	Do.
Randall N. Saunders	Supervisor, school attendance division	Do.
Frederick J Medden	do	Do.
Alexander D. Miller	do	Do.
Florence E. McCartey	do	Do.
Warren W. Coxe	Director, educational research division	Do.
Wayne W Soper	Educational research assistant	Do.
Ethel L. Cornell	do	Do.
Philip A Cowen	do	Do.
Avery W Skinner	Director, examinations and inspections division	Do.
Edward P. Smith	Assistant director, examinations and inspections division.	Do.
Horace L Field	Supervisor of professional school qualifying certificates.	Do.
Harold G. Thompson	Supervisor of ancient languages	Do.
William R. Price	Supervisor of modern languages	Do.
Warren W Knox	Supervisor of science	Do.
F Eugene Seymour	Supervisor of mathematics	Do.
Russell Carter	Supervisor of music	Do.
Zara B. Kimmey	Supervisor of drawing	Do.
Burton D. McCormick	Supervisor (general)	Do.
Clinton A. Reed	Supervisor of commercial education	Do.
George W. Norvell	Supervisor of English	Do.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
New York—Continued.		
Hiram A. Jones	Chief, physical education bureau	Albany.
Emery A. Bauer	Supervisor, physical education	Do.
W. W. H. Mustaine	Supervisor, physical education	Do.
William A. Howe	Chief, school medical service	Do.
Henry F. Moee	Supervisor, school medical service	Do.
Emily A. Pratt	Supervisor, sight and hearing	Do.
Chauncey D. Van Alstine	Supervisor, oral hygiene	Do.
William P. Brown	Supervisor, heart and lungs	Do.
Frederick L. Patry	Supervisor, psychiatry	Do
Isabelle F. Borden	General supervisor, medical inspection bureau	Do.
Mary G. McCormick	Supervisor, school health education	Do.
Florence C. O'Neill	do	Do.
Marie E. Swanson	Supervisor, school nursing service	Do.
Anna M. Neukom	do	Do.
Charles A. Brind, jr	Principal attorney, law division (acting)	Do.
Arnold J. F. van Laer	Archivist	Do.
Peter Nelson	Supervisor, public records	Do.
Frank L. Tolman	Director, library extension division	Do.
Mary B. Brewster	Supervisor, public libraries	Do.
Helenn S. LeFevre	Supervisor, public libraries	Do.
Anne H. O'Brien	do	Do.
Ethel O. Hubbard	Librarian, traveling libraries	Do.
Dorothy W. Curtiss	Supervisor, school libraries	Do.
Anna C. Kennedy	do	Do.
Irwin Esmond	Director, motion-picture division (acting)	Do.
Ray P. Snyder	Director, rural education division	Do.
Helen H. Heyl	Supervisor of rural schools	Do.
James A. Harris	do	Do.
Burton K. Belknap	do	Do.
F. G. Griffin	do	Do.
Joseph H. Hixson	Director, school buildings and grounds division	Do.
William K. Wilson	Supervisor, school building service	Do.
George D. Coons	Consulting architect	Do.
Don L. Essex	Supervisor, school building service	Do.
Charles C. Ward	Director, teacher-training division	Do.
Edward S. Mooney, jr	Supervisor of teacher training	Do.
Lillian DeArmit	Supervisor for normal schools	Do.
Alfred W. Abrams	Director, visual instruction division	Do.
Ward C. Bowen	Supervisor of visual education	Do.
E. May Greenman	Assistant director of visual education	Do.
Ethel E. Secor	Assistant in visual education	Do.
North Carolina:		
A. T. Allen	Superintendent of public instruction	Raleigh.
James E. Hillman	Director, divisions of certification and of teacher training.	Do.
J. Henry Highsmith	Director, division of instructional service	Do.
Juanita McDougald	Associate, division of instructional service	Do.
Hattie Parrott	do	Do.
Nancy O. Devers	do	Do.
A. B. Combs	do	Do.
W. F. Credle	Director, division of schoolhouse planning	Do.
N. C. Newbold	Director, division of Negro education	Do.
G. H. Ferguson	Assistant director of Negro education	Do.
H. L. Trigg	Inspector of colored high schools	Do.
Mrs. Annie W. Holland	Supervisor of colored elementary schools	Do.
C. D. Douglas	Director of division of finance	Do.
H. C. West	Statistician	Do.
F. D. Duncan	Accountant	Do.
John L. Hathcock	Director, division of school accounts	Do.
L. H. Johe	Director, division of publications	Do.
M. C. S. Noble, jr	Director, division of information and statistics	Do.
Mary P. Douglas	Director, division of school libraries	Do.
T. E. Browne	Director, division of vocational education	Do.
Susan Burson	Supervisor of home economics	Do.
Madge Coble	Assistant supervisor of home economics	Do.
Roy H. Thomas	Supervisor of agriculture	Do.
J. K. Coggin	Assistant supervisor of agriculture	Do.
E. N. Meekins	do	Do.
A. L. Teachey	do	Do.
J. M. Osteen	do	Do.
George W. Coggin	Supervisor of trades and industries	Do.
M. L. Rhodes	Assistant supervisor of trades and industries	Do.
H. L. Stanton	Supervisor of industrial rehabilitation	Do.
C. H. Warren	Assistant supervisor of industrial rehabilitation	Do.
H. E. Springer	do	Do.
North Dakota:		
A. E. Thompson	State superintendent of public instruction	Bismarck.
R. B. Murphy	Deputy State superintendent	Do.
John A. Page	Director of secondary education	Do.
J. A. Sollen	Director of rural education	Do.
E. P. Crain	Director of certification	Do.
Edward Erickson	Director of vocational education	Grand Forks.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Ohio·		
B. O Skinner	Director of education	Columbus
Joseph W Fichter	Assistant director of education	Do.
L. L. Louthian	Inspector	Do.
Robert L. Rohe	do	Do
L W Reese	High-school supervisor	Do.
G H Reavis	do	Do.
C D Hutchins	Auditor	Do.
Edith M Keller	Music supervisor	Do.
Hazel C McIntire	Supervisor of special classes	Do.
Margaret Shively	Assistant supervisor of special classes	Do.
E. O Braught	Director of child accounting	Do.
B H. Darrow	Director, Ohio school of the air	Do.
E L Heusch	Supervisor of trades and industries	Do.
Ray Fife	Supervisor of vocational agriculture	Do.
J B McClelland	Assistant supervisor of vocational agriculture	Do.
R A Howard	do	Do.
C S Hutchison	Assistant supervisor of vocational agriculture	Do.
Enid Lunn	Supervisor of vocational home economics	Do.
M B Perrin	Supervisor of vocational rehabilitation	Do.
Edward Benson	Assistant supervisor of vocational rehabilitation	Do
Karl Ausenheimer	do	Do.
Max Young	do	Do.
Frank E Wilson	Chief, division of publications	Do.
Susannah Warfield	Censor, division of film censorship	Do.
Edith Luethi	do	Do.
John H Newman	State librarian	Do
Wilbur Stout	State geologist	Do.
W W. Boyd	Supervisor, college curricula	Do.
J F Lumb	Superintendent, State school for blind	Do.
E R. Abernathy	Superintendent, State school for deaf	Do.
Oklahoma.		
John Vaughan	State superintendent of public instruction	Oklahoma City.
Clay W Kerr	Assistant State superintendent	Do.
Agatha W. Burke	Secretary of the department	Do.
Edith Baldwin	Chief clerk	Do.
Ella H Hunt	Agricultural assistant	Do.
E. L Morrison	Chief, high school inspector	Do.
E E Halley	High school inspector	Do.
E. E. Emmerson	do	Do.
E. A Duke	Rural school supervisor	Do.
Marshal W. Gregory	Director of research and service	Do.
Haskell Pruett	Director schoolhouse planning	Do.
Frank Williams	Assistant director schoolhouse planning	Do.
N Conger	Director teacher training	Do.
A. E. Riling	Secretary State board of education	Do.
J. B. Perky	Supervisor agricultural division	Do.
R Floyd	Assistant supervisor agricultural division	Do.
Bonnie Nicholson	Local supervisor agricultural education	Do.
L. K. Covelle	Supervisor trades and industrial division	Do.
Kate S North	Supervisor home-economics division	Do.
H. A. Porter	Supervisor civilian rehabilitation division	Do.
Mrs C E. Daugherty	Local supervisor civilian rehabilitation division	Do.
Vogle C. Scurlock	do	Do.
Florence Neff	Auditor	Do.
Oregon·		
C. A. Howard	State superintendent of public instruction	Salem.
James M. Burgess	Deputy superintendent in charge of school administration and secondary education.	Do.
Winifred Graham	Secretary of department of education	Do.
Roben J. Maaske	Supervisor of club work, rural education	Do.
O. D. Adams	Director of vocational education	Do.
Earl R. Cooley	Supervisor of vocational agriculture	Do.
Frances W. Jonasson	Supervisor of home economics	Do.
Pennsylvania.		
James N. Rule	Superintendent of public instruction and chairman of school employees' retirement board and board of teachers college presidents.	Harrisburg.
F. Steward Hartman	Administrative assistant	Do.
Donald M. Cresswell	Editor	Do.
Henry Klonower	Director of the teacher bureau	Do.
W. A. Yeager	Assistant director of the teacher bureau	Do.
J. K. Bowman	do	Do.
Gertrude MacKinney	Director of the State library	Do.
A. Coleman Sheetz	Acting librarian, the general library	Do.
Susanne Young	Librarian, library extension	Do.
O. S. Kinner	Librarian, law library	Do.
Hiram H. Shenk	Archivist, archives and history	Do.
C F. Hoban	Director of the State museum and the visual education division.	Do.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Pennsylvania—Continued.		
W. M. Denison	Deputy superintendent, Bureau I—school administration.	Harrisburg
E. A. Quickenbush	Director, school business division	Do.
L. B. Stayer	Supervisor, school business division	Do
Preston O. Van Ness	...do	Do
J. Y. Shambach	Director, child accounting division	Do.
N. A. Danowsky	Assistant director, child accounting division	Do.
Helen C. Markell	Supervisor, child accounting division	Do
Hubert C. Eicher	Director, school buildings division	Do.
Frank M. Highberger	Assistant director, school buildings division	Do.
Harry W. Stone	...do	Do.
Joseph L. Steele	Supervisor, school buildings division	Do.
Lee L. Driver	Director, rural schools division	Do
George A. Stearns	Assistant director, rural schools division	Do
Charles D. Koch	Deputy superintendent, Bureau II—examining and licensing, professional examining boards.	Do
James G. Pentz	Director, credentials division	Do
A. D. Jackson	Director, examinations	Do.
Robert W. Semenow	Director, real estate licensing	Do
Lindley H. Dennis	Deputy superintendent, Bureau III—vocational education.	Do
H. C. Fetterolf	Director, agricultural education division	Do
V. A. Martin	Supervisor, agricultural education division	Do
J. S. Champion	...do	Do
Mrs. Anna G. Green	Assistant director, home-economics education division.	Do
Mrs. Edith D. Davison	Supervisor, home-economics education division	Do
P. L. Cressman	Assistant director, industrial and continuation schools division.	Do.
W. E. Brunton	Supervisor, industrial and continuation schools division.	Do.
Dorr E. Crosley	Deputy superintendent, Bureau IV—finance and statistical research.	Do.
George H. Richwine	Assistant director, school subsidies	Do.
Frances M. Burke	Chief accountant, budget control and accounting division.	Do
Jonas E. Wagner	Director, statistical research division	Do.
J. Hugh Henderson	Assistant director, statistical research division	Do.
William H. Bristow	Deputy superintendent, Bureau V—the curriculum, and director of secondary education division.	Do
Frank H. Reiter	Director, special education division	Do.
Edna M. Kugler	Assistant director, special education division	Do
Helen Purcell	Director, kindergarten and elementary education division.	Do
John F. Brougher	Assistant director, secondary education division.	Do
Walter E. Hess	Supervisor, secondary education division	Do.
A. W. Castle	Director, extension education division	Do.
Lucy W. Glass	Assistant director, extension education division in charge of home classes.	Do.
W. G. Moorhead	Director, health and physical education division.	Do.
Charles D. Viberts	Supervisor, health and physical education division.	Do
Helena McCray	...do	Do.
Mrs. Lois L. Owen	...do	Do.
C. Valentine Kirby	Director, art education division	Do
M. Claude Rosenberry	Director, music education division	Do.
Mary L. Abraham	Librarian, department library	Do
H. H. Baish	Secretary, school employees' retirement board	Do
Philippine Islands:		
Luther B. Bewley	Director of education	Manila
Gabriel R. Manalac	Assistant director of education	Do.
J. Scott McCormick	Chief, academic division	Do.
Manuel L. Carreon	Chief, measurement and research department	Do.
Benito Gatal	Supervisor, measurement and research department.	Do.
Pedro G. Guang	...do	Do.
Isabelo Manalo	...do	Do.
Josefa Basna	...do	Do.
Mary E. Polley	Superintendent on special detail	Do
Petrona Ramos	Supervisor of music	Do.
Edna A. Gerken	Specialist, health education	Do
Rosa Militar	Supervisor of health education	Do
Cecilio Putong	Acting chief, curriculum department	Do
Gilbert S. Perez	Superintendent of vocational education	Do
James A. Wright	Supervisor of agricultural instruction	Do
Antonio Jonson	Supervisor on special detail	Do.
Teodorico Taguinod	...do	Do.
Marcelliano P. Samson	...do	Do.
Miguel Guerrero	Chief, trades and industries department	Do.
Pedro Lieuanan	Traveling industrial teacher	Do.
Pedro Ardeña Arboleda	...do	Do.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Philippine Islands—Contd		
Tomas Mendoza	Traveling industrial teacher	Manila
Nicolas del Mundo	do	Do
Elvessa A Stewart	Chief, home-economics department	Do
Rosa Knape	Teacher on special detail	Do.
Adelina Alvarez	Traveling teacher of home economics	Do
Brigida C Millan	do	Do
Teresa Moncada	do	Do
Rufina P. Paz	do	Do.
Merrill S Potts	Acting chief, division of publications	Do.
Salvador Fernandez	Assistant editor, division of publications	Do.
Lucretia Belting	Supervisor of English	Do.
Rosa C Preiser	do	Do.
Edward J Murphy	Chief, buildings division	Do.
Puerto Rico		
José Padin	Commissioner of education	San Juan.
Pedro A. Cebollero	Assistant commissioner and chief, technical division	Do.
H. A Martin	Assistant commission and secretary	Do.
A Andino López	Chief, bureau municipal school affairs	Do
G A. Harriman	Chief, bureau of property and accounts	Do.
Pedro Gil	Director general high schools and chief, bureau of examinations and free studies.	Do.
F. Rodriguez López	Director general urban schools	Do
Pedro P. Arán	Director general rural schools	Do.
Carmen Gómez Tejera	Supervisor of Spanish	Do.
J. P Blanco	Supervisor of English	Do.
Margaret D. Fix	Supervisor of home economics	Do.
Francisco C Urgell	Supervisor of manual arts	Do.
Oscar Porrata Doria	Supervisor of agriculture	Do.
José Esteban del Toro	Supervisor of social sciences	Do.
Vicente Roure, jr	Supervisor of health and physical training	Do.
Julio Fiol Negrón	Chief, bureau of publications	Do
Luz María Ramos	Supervisor of home economics and lunch rooms, second units.	Do.
Dorothy D. Bourne	Supervisor of social work, second units	Do.
Rhode Island:		
Walter E Ranger	Commissioner of education	Providence
Charles Carroll	Director of vocational education	Do.
Emerson L Adams	Director of adult education	Do.
Lucius A. Whipple	Director of surveys	Pawtucket.
George H Baldwin	Supervisor of agricultural education	Bristol.
Raymond W Perry	Supervisor of trade and industrial education	Providence
Grace C Whaley	Supervisor of home-economics education	Kingston.
Frank E. Waite	Inspector of high schools	Providence.
Anne W Congdon	Library visitor	Do.
Althea M. Jencks	Supervisor of home classes in Americanization	Barrington.
South Carolina		
James H Hope	State superintendent of education	Columbia.
Jno. G Kelly	High-school supervisor	Do.
Davis Jeffries	Elementary school supervisor	Do.
Miss Wil Lou Gray	Adult school supervisor	Do.
Mattie E Thomas	Rural school supervisor and community organizer.	Do.
H. B. Dominick	Director bureau of certification	Do
Verd Peterson	Supervisor of agricultural education	Do.
W. H. Garrison	Assistant supervisor of agricultural education	Do.
C. M. Wilson	Supervisor of industrial education	Do.
Lillian Hoffman	Supervisor of home economics	Do.
D. L. Lewis	Rural school supervisor	Do.
P. G. Sharer	Supervisor of vocational rehabilitation	Do.
J. B. Felton	State agent for Negro schools	Do.
W. A. Schifley	Assistant State agent for Negro schools	Do.
H. L. Fulmer	Director, division of information and research	Do.
S P. Clemons	Director, division of schoolhouse planning	Do.
South Dakota		
I D. Weeks	State superintendent of public instruction	Pierre.
Russell E. Jones	Deputy State superintendent	Do.
W. P. Beard	Supervisor of agricultural education	Do.
R. W. Kraushaar	Supervisor of secondary education	Do.
Mrs Hazel H. Ott	Supervisor of elementary education	Do.
D. C. Mills	Executive secretary, Young Citizens League	Do.
Florence A. Sly	Supervisor of home-economics education	Do.
Mary E. Jamison	Supervisor of rehabilitation and Americanization	Do.
Mrs. Mabel Troolen	Chairman, board of examiners and head of department of certification.	Do.
Tennessee:		
Walter D. Cocking	Commissioner of education	Nashville.
J. A. Roberts	Assistant commissioner of education	Do.
Maude M. Holman	Secretary to the commissioner	Do.
Emma Watts	Director rural school libraries	Do.
W. A. Bass	High-school supervisor	Do.
	Assistant high-school supervisor	Do.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Tennessee—Continued.		
Martha Parks	Director high-school libraries	Nashville.
	Rural elementary school supervisor	Do.
	....do	Do.
J. B. Calhoun	Director schoolhouse planning	Do.
J. C. Russell	Draftsman	Do.
Dudley S. Tanner	General education board agent, Negro schools	Do.
W. E. Turner	Assistant general education board agent, Negro schools.	Do.
	Supervisor division of certification	Do.
D. M. Clements	Supervisor of agriculture	Do.
A. S. Zoerb	Supervisor trades and industries	Do.
Margaret Browder	Supervisor home economics	Do.
G. E. Freeman	Assistant supervisor of agriculture	Do.
R. L. Bynum	Supervisor of civilian rehabilitation	Do.
D. E. Slagle	General bookkeeper	Do.
Mrs. Mary D. Moore	Librarian and archivist	Do.
P. E. Cox	Keeper of archives and museum	Do.
W. A. Provine	Curator	Do.
Texas:		
L. A. Woods	State superintendent of public instruction	Austin.
W. E. James	First assistant superintendent	Do.
Edgar Ellen Wilson	Second assistant superintendent	Do.
Dr. Jeremiah Rhodes	Acting chief supervisor of high schools	Do.
M. B. Brown	Supervisor of high schools	Do.
O. L. Davis	....do	Do.
Clarence M. Ellwell	....do	Do.
Irma Deane Fowler	....do	Do.
Opal Gilstrap	....do	Do.
Katherine Henderson	....do	Do.
Sue B. Munn	....do	Do.
Beulah Odem	....do	Do.
R. N. Sandlin	....do	Do.
John T. Conn	Acting chief supervisor rural schools	Do.
Woodie May Anderson	Supervisor of rural schools	Do.
J. T. Hickey	....do	Do.
Ercell W. Brooks	....do	Do.
A. A. Bullock	....do	Do.
L. L. Dinkins	....do	Do.
G. D. Holbrook	....do	Do.
L. A. Hollar	....do	Do.
J. A. Humphries	....do	Do.
John Olsen	....do	Do.
E. H. Patton	....do	Do.
Georgie Walker	....do	Do.
D. B. Taylor	Acting special high-school agent	Do.
Paul Haines	Supervisor of agriculture	Do.
J. B. Rutland	Acting supervisor of agriculture	Do.
Lillian Peek	Supervisor of home economics	Do.
Josephine Pasdrull	Assistant supervisor of home economics	Do.
George H. Fern	Supervisor of industrial education	Do.
J. J. Brown	Supervisor of vocational rehabilitation	Do.
J. F. Lee	Accountant, division of vocational education	Do.
J. Fred Horn	Director, school plant division	Do.
Arnold E. Wittmann	Assistant director, school plant division	Do.
H. F. Alves	Director, division of research and accounting	Do.
John H. Steinle, jr	Assistant director, division of research and accounting.	Do.
A. W. Holden	Accountant	Do.
Meta Hupperts	Assistant accountant	Do.
Marvin Hawkins	Statistician	Do.
J. J. Hendricks	Manager, division of text book administration	Do.
C. L. Kuykendall	Chairman, State board of examiners	Do.
W. A. Nelson	College examiner	Do.
Utah:		
Charles H. Skidmore	State superintendent of public instruction and director of health education.	Salt Lake City.
H. Warren Taylor	Assistant superintendent	Do.
Moslah Hall	Supervisor of industrial rehabilitation and State secretary of libraries.	Do.
Irvin S. Noall	Supervisor of trades and industrial education	Do.
Lofter Bjarnason	Supervisor of grammar grades and junior high schools.	Do.
L. R. Humphreys	Supervisor of agricultural education	Do.
Jean Cox	Supervisor of home-economics education	Do.
Matilda Peterson	Supervisor of primary grades	Do.
Mahonri Thomson	Statistician	Do.
Vermont:		
Francis L. Bailey	Commissioner of education	Montpelier.
Edmund P. Hamilton	Executive clerk, State board of education	Do.
Charlotte M. Lowe	Secretary to the commissioner	Do.
Mrs. Gladys W. Lowe	Certification clerk	Do.
Carl J. Batchelder	Deputy commissioner	St. Johnsbury.

1. Principal State School Officers—Continued

State and officers	Official designation	Address
Vermont—Continued.		
Clayton L. Erwin	Deputy commissioner	Bellows Falls
Mrs. Margaret R. Kelley	State helping teacher	Derby.
Jennie C Allingham	ditto	Rutland.
Elizabeth Williams	Secretary, free public library department	Montpelier
Virgin Islands.		
George H. Ivins	Director of education	St. Thomas
Virginia:		
Sidney B. Hall	State superintendent of public instruction and secretary State board of education.	Richmond.
John Crosby	Auditor	Do
Thomas D Eason	Director of higher education	Do.
C W. Dickinson, jr	Director of school libraries and textbook distribution	Do
Dorothy Brown	Assistant supervisor of school libraries	Do.
R V Long	Director of school building construction	Do.
D W Peters	Director of instruction	Do.
J L. B. Buck	Supervisor of secondary education	Do.
E E Worrell	Supervisor of elementary education	Do.
Ruth Henderson	Assistant supervisor elementary education	Do.
C J Hyslup	Assistant supervisor of trade and industrial education.	Do.
E V. Graves	Supervisor of physical and health education	Do.
W D Gresham	Supervisor of Negro education	Do.
W S. Newman	Supervisor of agricultural education	Do.
B H. Van Oot	Supervisor of trade and industrial education	Do.
Martha G Creighton	Assistant supervisor of home-economics education.	Do.
R N Anderson	Supervisor of civilian rehabilitation	Do.
C E. Myers	Supervisor of research and surveys	Do.
Washington.		
N. D Showalter	State superintendent of public instruction	Olympia.
W. F. Martin	Deputy superintendent	Do.
L. M. Dimmitt	High-school supervisor	Do.
L O. Swenson	ditto	Do.
Jeannette Donaldson	Elementary school supervisor	Do.
Minnie D. Bean	ditto	Do.
L D. Burrus	Director of research and statistics	Do.
Emalie Fries	Executive secretary of the department of education.	Do.
Hazel L. Hardan	Office director	Do.
Phyllis Moll	Financial secretary	Do.
J. A Guitteau	Supervisor of agricultural education	Do.
Dora S Lewis	Supervisor of home-economics education	Do.
J W Kelly	Supervisor of trade and industrial education	Do.
Elva Edwards Cole	Secretary, board of trustees, State teachers' retirement fund.	Do.
Mildred H. Pope	Librarian State library	Do.
Mrs. Alta Grim	Assistant librarian State library	Do.
West Virginia.		
W W. Trent	State superintendent of free schools	Charleston.
T. P. Hill	Assistant State superintendent and assistant director in charge of rehabilitation.	Do.
Jno. W. Cooke	Chief clerk	Do.
Dan H Perdue	State supervisor of high schools	Do.
Myra M. Nefflen	State supervisor of rural schools	Do.
E A. Hunt	Assistant supervisor of rural schools	Do.
L T. Tustin	Director of consolidation	Do.
W W. Sanders	State supervisor of Negro schools	Do.
Lillian Carver	Supervisor of certification of teachers	Do.
E. L. Bowman	Statistician	Do.
L. V. Cavins	In charge of educational research	Do.
Wisconsin:		
John Callahan	State superintendent of public instruction	Madison.
O. H. Plenzke	Assistant State superintendent	Do.
C L Harper	Second assistant State superintendent	Do.
Leavelva Bradbury	Supervisor of elementary schools	Do.
Maybell G. Bush	ditto	Do.
Della E Kibbe	ditto	Do.
George S Dick	Supervisor of rural schools	Do.
J. F. Shaw	ditto	Do.
George H. Drewry	Supervisor of State graded schools	Do.
George H. Landgraf	ditto	Do.
A. A. Thomson	ditto	Do.
M. H. Jackson	Supervisor of school libraries	Do.
Irene Newman	Assistant supervisor of school libraries	Do.
Charles E. Limp	Director of statistics and research	Do.
Henrietta V. Race	Clinical psychologist and supervisor of schools for exceptional children.	Do.
J. F. Waddell	Supervisor of high schools	Do.
J. T. Giles	ditto	Do.
Harry E Merritt	ditto	Do.
H. W. Schmidt	Supervisor of high schools and of buildings	Do.

1 PRINCIPAL STATE SCHOOL OFFICERS—Continued

State and officers	Official designation	Address
Wisconsin—Continued.		
Lavilla A. Ward	Supervisor of deaf, blind, and defective speech	Madison
Mrs. Marguerite M. Ingram.	Supervisor of schools for physically handicapped children.	Do.
Florence L. Phenix	Assistant supervisor of schools for physically handicapped children	Do.
Wyoming:		
Mrs. Katharine A. Morton	State superintendent of public instruction	Cheyenne.
R. H. McIntosh	Commissioner of education	Do.
Madelyn Seabright	Deputy State superintendent	Do.
F. M. Treat	State director for vocational education and State supervisor of trade and industries	Do.
C. L. Howard	State supervisor for agricultural education	Do.
Pauline Drollinger	State supervisor for home-economics education	Do.
E. F. Medraw	State supervisor for civilian rehabilitation	Do.
Kathryn Fry	State director of special education	Do.
Maude Sholty	Assistant to State director of special education	Do.
Virginia L. Warkley	State supervisor for the blind and deaf	Do

2. County and Other Local Superintendents of Schools

County and County Superintendent

ALABAMA

Autauga—J N Castleberry, Prattville
Baldwin—S. M. Tharp, Bay Minette.
Barbour—P A McDaniel, jr., Clayton
Bibb—W. Y. Hayes, Centerville
Blount—J. W. Ellis, Oneonta.
Bullock—M. K. Johnson, Union Springs
Butler—Lloyd Woodruff, Greenville.
Calhoun—C. J. Allen, Anniston.
Chambers—G. M. Barnett, Lafayette.
Cherokee—William Little, Center.
Chilton—B. Lawrence, Clanton
Choctaw—Zack Rogers, Butler.
Clarke—D. C. Mathews, Grove Hill.
Clay—John H Martin, Ashland.
Cleburne—J. H Pirkle, Heflin
Coffee—Rowe Watson, Elba.
Colbert—Robert Hudson, Tuscumbia.
Conecuh—Marvin A. Hanks, Evergreen.
Coosa—J. G. Pinson, Rockford
Covington—J. A Keller, Andalusia.
Crenshaw—T A. Capps, Luverne.
Cullman—R. E Moore, Cullman.
Dale—J. H. Johnson, Ozark.
Dallas—J. A. Lee, Selma.
DeKalb—G. L. McCurdy, Fort Payne.
Elmore—J. Roy Gantt, Wetump
Escambia—O C Weaver, Brewton.
Etowah—O. C. Bottoms, Gadsden
Fayette—B. L. Balch, Fayette.
Franklin—E T. Bolding, Russellville
Geneva—M. L. Black, Hartford
Greene—S D. Bayer, Eutaw
Hale—Edward L. Colebeck, Greensboro.
Henry—O. E Tompkins, Abbeville.
Houston—C. W. Johnson, Dothan.
Jackson—J. F Hodges, Scottsboro
Jefferson—E. B Erwin, Birmingham
Lamar—G S. Smith, Vernon
Lauderdale—A R. Springer, Florence.
Lawrence—E. M. Hodson, Moulton.
Lee—Martin C Whitten, Pelika.
Limestone—J. M. Lawson, Athens.
Lowndes—J. A. Coleman, Hayneville.
Macon—W. B. Riley, Tuskegee.
Madison—George D. Brown, Huntsville.
Marengo—G. M. Watson, Linden.
Marion—T. D. Brooks, Hamilton.
Marshall—C. W. Hyatt, Guntersville.
Mobile—W. C. Griggs, Mobile.
Monroe—H. G. Greer, Monroeville.
Montgomery—W. R. Harrison, Montgomery.
Morgan—George T. Woodruff, Hartselle.
Perry—W. R Carothers, Marion.
Pickens—F. S. Ward, Carrollton.
Pike—Joel L. Sanders, Troy.
Randolph—R. F. Edwards, Wedowee.
Russell—H. B. Hamner, Seale.
St. Clair—Ellis Moody, Ashville.
Shelby—J. L Appleton, Columbiana.
Sumter—R. H. Southerland, Livingston.
Talladega—E. A. McBride, Talladega.
Tallapoosa—A. V. Meigs, Dadeville.
Tuscaloosa—H. G. Dowling, Tuscaloosa.
Walker—James S. Brown, Jasper.
Washington—T. B. Pearson, Chatom.
Wilcox—W. J. Jones, Camden.
Winston—A. G. Weaver, Double Springs.

ARIZONA

Apache—Mrs. Amelia Hunt Garcia, St. Johns.
Cochise—Ruby Fulghum, Tombstone.
Coconino—Mrs. Bessie Kidd Best, Flagstaff.
Gila—Mrs. Dorothy E. Sykes, Globe.
Graham—Lafe Nelson, Safford.
Greenlee—Mrs. Margaret H. O'Connell.
Maricopa—E. D. Ring, Phoenix.
Mohave—Mrs. Nancy Stephens Thiele, Kingman.
Navajo—Mary A. Brown, Holbrook.
Pima—Mrs. Constance F. Smith, Tucson.
Pinal—John J. Bugg, Florence
Santa Cruz—Mrs. Lula R. Larimore, Nogales.
Yavapai—Carl Hickerson, Prescott.
Yuma—Mrs. Mary C. Spaulding, Yuma.

ARKANSAS

Arkansas—C. A. Jacobus, De Witt.
Ashley—H D. Alford, Hamburg
Baxter—B. B. Foster, Mountain Home.
Benton—F. A. Wood, Bentonville.
Boone—W. E. Halbrook, Harrison.
Bradley—H. D. Morton, Warren.
Calhoun—Clarence Hardin, Hampton.
Carroll—C. M. Lieb, Berryville.
Chicot—J. C. Gray, Lake Village
Clark—George W. Garrett, Arkadelphia.
Clay—W. W. Henry, Corning.
Cleburne———— ———, Heber Springs.
Cleveland—R. C Carmical, Rison.
Columbia—F. N. Powell, Magnolia.
Conway—T. L. Haynes, Morrilton.
Craighead—J. J. Yarbrough, Jonesboro.
Crawford—J. P. Bingham, Van Buren.
Crittenden—T. P. Johnson, Earle.
Cross—H. L. Lessenberry, Wynne.
Dallas—J. H. Spragins, Fordyce.
Desha—L. M. Gary, Dumas.
Drew—Jas. L. Hobgood, Monticello.
Faulkner—A. A. Parsons, Conway.
Franklin—L. B. Jackman, Ozark.
Fulton—F. C. Gibson, Salem.
Garland—Garnett Braughton, Hot Springs.
Grant—D. O. Rushing, Sheridan.
Greene—Mrs. W. L. Skaggs, Paragould.
Hempstead—E. E. Austin, Hope.
Hot Springs—R. F. Tackett, Malvern.
Howard—J. H. Dodson, Nashville.
Independence—O. M. Owens, Batesville.
Izard—O. A. Fulbright, Melbourne.
Jackson—J. G. Albright, Newport.
Jefferson—W. P. Keith, Pine Bluff.
Johnson—W. I. Agee, Clarksville.
Lafayette—George Deer, Lewisville.
Lawrence—R. S. Rainwater, Powhatan.
Lee—Alma Futrall, Marianna.
Lincoln—W. R. Stephens, jr., Star City.
Little River—L. F. Wheelis, Ashdown.
Logan—W. H. Houser, Paris.
Lonoke—W. C. Davis, Lonoke.
Madison—Afton Wheeler, Huntsville.
Marion—V. P. Blankenship, Yellville.
Miller—Otto Forehand, Texarkana.
Mississippi—Willie Lawson, Blytheville.
Monroe—W. E. Castleberry, Clarendon.
Montgomery—T. A. Humble, Mount Ida.
Nevada—J. W. Teeter, Prescott.
Newton—W. T. Burdine, Jasper.
Ouachita—J. J. Tibbits, Camden.
Perry—H. C. Loudermilk, Perryville.
Phillips—Mrs. Bertha C. Sanders, Helena.
Pike—C. G. Bolin, Murfreesboro.
Poinsett—T. L. Smith, Harrisburg.
Polk—A. W. Dodson, Mena.
Pope—T. D. Bullock, Russellville.
Prairie—D. N. Misenheimer, DeValls Bluff.
Pulaski—D. T. Henderson, Little Rock.
Randolph—R. A. Mock, Pocahontas.
St. Francis—J. M. Wilson, Forrest City.
Saline—W. A. Jackson, Benton.
Scott—J. C. Stewart, Waldron.
Searcy—Una Bratton, Marshall.
Sebastian—A. C. Houser, Greenwood.
Sevier—Byron Goodson, De Queen.
Sharp—J. A. Carpenter, Evening Shade.
Stone—A. C. Gist, Mountain View.
Union—J. L. Bond, El Dorado.
Van Buren—T. J. Cowan, Clinton.
Washington—Beulah Shafer (acting), Fayetteville
White———— ———, Searcy.
Woodruff—C. C. Hunnicutt, Cotton Plant.
Yell—R. F. Waters, Danville.

CALIFORNIA

Alameda—David E. Martin, Oakland.
Alpine—Mrs. Eugenia M. Bruns, Gardnerville Nev.
Amador—Wallace A. Wilson, Jackson.
Butte—J. E. Partridge, Oroville.
Calaveras—Charles Schwoerer, San Andreas.
Colusa—Perle Sanderson, Colusa.
Contra Costa—William H. Hanlon, Martinez.

Del Norte -Harold Jenkins, Crescent City
El Dorado -E I Fitzgerald Placerville
Fresno -Clarence W Edwards, Fresno
Glenn -Edgar P Mapes, Willows
Humboldt—Mrs. Bertha R Murray, Eureka
Imperial—C. B. Collins, El Centro.
Inyo—Mrs. Ada W Robinson, Bishop
Kern —Herbert L Healy, Bakersfield
Kings -Mrs Elsie I Bozeman, Hanford.
Lake -Minerva Ferguson, Lakeport.
Lassen -Mrs. Jessie B Madison, Susanville.
Los Angeles -A. R Clifton, Los Angeles
Madera, -W. L. Williams, Madera.
Marin James B Davidson, San Rafael.
Mariposa Mrs Lottie J Wegener, Mariposa
Mendocino -Fred D. Patton, Ukiah
Merced -C. S Weaver, Merced.
Modoc -Charles J. Torreson, Alturas
Mono Mrs Nora V Archer, Mono Lake
Monterey -James G. Force, Salinas.
Napa -Eva Holmes, Napa.
Nevada Mrs Ella M. Austin, Nevada City
Orange -Ray Adkinson, Santa Ana
Placer -Mrs. Portia F Moss, Auburn.
Plumas Leola R. Rolfe, Quincy.
Riverside Ezra E smith, Riverside
Sacramento R E Golway, Sacramento
San Benito -Blanche L. Davis, Hollister
San Bernardino—Ida M. Collins, San Bernardino.
San Diego -Ada York, San Diego
San Francisco -J. M. Gwinn, San Francisco.
San Joaquin John R. Williams, Stockton.
San Luis Obispo Robert L Bird, San Luis Obispo
San Mateo -Pansy Jewett Abbott, Redwood City.
Santa Barbara Mrs. Muriel Edwards, Santa Barbara.
Santa Clara J. E Hancock, San Jose
Santa Cruz -Edna Young, Santa Cruz
Shasta Bertha A Morrill, Redding
Sierra -Belle Alexander, Downieville
Siskiyou L. S Newton, Yreka
Solano Dan H White, Fairfield
Sonoma C F Swan, Santa Rosa
Stanislaus -A C Isbell, Modesto
Sutter George E Algeo, Yuba City
Tehama Mrs Ada S Colet, Red Bluff
Trinity Mrs Clara F Kreiss, Weaverville
Tulare J. E Buchanan, Visalia
Tuolumne C. P Morgan, Sonora
Ventura Mrs Blanche Reynolds, Ventura
Yolo Mrs Rowena M Norton, Woodland
Yuba Mrs Verne W. Meade, Marysville

Colorado

Adams Mrs Bertha L. Baker, Brighton
Alamosa -Mrs Mabel M. O'Laughlin, Alamosa
Arapahoe Mrs Minnie O. Davis, Littleton.
Archuleta -Mrs Rachel Burnett, Pagosa Springs
Baca Paul M Mitchell, Springfield
Bent -Loren D Reed, Las Animas
Boulder Mrs. Isabelle D Mayhuffer, Boulder.
Chaffee Mrs Bessie M Shewalter, Salida.
Cheyenne Mrs Olive E McComish, Cheyenne Wells.
Clear Creek Mrs. Ella M Cornwell, Idaho Springs.
Conejos Mrs. Estella Sowards, Manassa.
Costilla -Eleuta Medina, San Acacio.
Crowley -Nona D. Broadbent, Ordway.
Custer—Mrs. Lou C. Brannan, Westcliffe.
Delta -Hazel Leavitt, Delta.
Denver—Mrs A. H. Herstrom, Denver
Dolores -Mrs. Mary E Livingston, Dove Creek
Douglas -Mrs Elizabeth E. Bennet, Castle Rock.
Eagle—Mrs. Georgia Heger Clark, Gypsum
Elbert -Pauline A. Weiss, Kiowa.
El Paso—Lucile Dee Horton, Colorado Springs
Fremont—Grace E. Edwards, Canon City.
Garfield—Mrs Alma M Harris, Glenwood Springs.
Gilpin -Mrs Amanda Wagner, Central City.
Gilpin -Mrs Matilda Strechle, Central City
Grand -Mrs Dorothy L. Traber, Radium
Gunnison Mrs Bertha N McLain, Gunnison
Hinsdale Mrs. Anna M. Ewart, Lake City.
Huerfano—Mrs. Amanda Simpson, Walsenburg.
Jackson—Mrs. Ethlyn F Riddle, Walden
Jefferson—Mrs. Naomi K Olson, Golden
Kiowa—Mrs Alma D Vrooman, Eads
Kit Carson—Ora J Cruickshank, Burlington.
Lake—Anna M. Holden, Leadville.
La Plata—Mrs Celia F. Marshall, Durango.
Larimer—Mrs Una Williams, Fort Collins
Las Animas—W F Templin, Trinidad.
Lincoln—Burton Rice, Hugo.
Logan -Kate Lester, Sterling.
Mesa—Frank N Nisley, Grand Junction.
Mineral—Mrs. E. E. Vanaken, Creede.
Moffat -Mrs Eleanor C McWilliams, Craig.
Montezuma -Mrs Myrtle E Jordan, Cortez
Montrose -Mrs Lucile Andreae, Montrose
Morgan -Mrs Rose B Glassey, Fort Morgan.
Otero—R H. McNeal, La Junta.
Ouray -Mrs. Jennie L Brownlee, Ouray
Park—Mrs Mayme R O'Mulha, Fairplay
Phillips -Charles R Peter, Holyoke
Pitkin -Mrs. Hattie B Burch, Aspen.
Prowers - Mrs Bernice Weir Wilmoth, Lamar.
Pueblo -Mrs Nettie Freed, Pueblo
Rio Blanco Esta Gentry, Meeker.
Rio Grande -Mrs Nina M. Weiss, Del Norte
Routt -Mrs Pearl A. Funk, Steamboat Springs.
Saguache—Mrs. Ora W Carson Center.
San Juan—Mrs Anna C. Bell, Silverton
San Miguel—Mrs. Eloise Watson Morgan, Norwood.
Sedgwick Elizabeth K Zorn, Julesburg.
Summit Mrs. Mary S. Hallen, Breckenridge.
Teller—Mrs Loretta S. Davis, Cripple Creek.
Washington—Mrs. Josie D Jones, Akron.
Weld -Jerre F. Moreland, Greeley.
Yuma -A. E. Stevenson, Wray

Towns and Field Supervisors

Connecticut[1]

Andover, Bolton, Columbia, Coventry, Hampton, Mansfield, Tolland, Willington—Levi T Garrison, Willimantic.
Ashford, Canterbury, Chaplin, Eastford, Union, Woodstock—James W. Frost, Putnam.
Avon, Burlington, Canton, East Granby, Granby, New Hartford—Ferdinand J Penley, Unionville.
Barkhamsted, Colebrook, Hartland, Harwinton—Lewis S. Mills, Winsted.
Beacon Falls, Bethany, North Branford, Oxford, Prospect, Southbury, Wolcott—I. Burton Dunfield, Naugatuck.
Bethlehem, Bridgewater, Brookfield, Kent, Morris, New Fairfield, Roxbury, Sherman, Warren, Washington, Woodbury—Frank H. Johnston, New Milford.
Bozrah, East Lyme, Lyme, Salem—Calvin Stanley, Waterford.
Cheshire, North Haven—Dewitt C. Allen, North Haven.
Chester, Essex, Old Saybrook, Saybrook, Westbrook—William M. Strong, Essex
Colchester, Franklin, Hebron, Lebanon, Marlborough, Scotland, Sprague—Martin B. Robertson, Willimantic.
Durham, East Haddam, East Hampton, Guilford, Haddam, Killingworth—Edwin I. Arthur, Middletown.
Easton, Monroe, Newtown, Redding, Trumbull, Weston, Wilton—Frank W. Knight, Bridgeport.
Ellington, Somers, South Windsor—Arthur L. Young, Ellington.
Ledyard, North Stonington, Preston—James F. Connolly, Norwich.
Lisbon, Pomfred, Sterling, Voluntown—Edwin B. Floyd, Norwich, R. F. D.
Middlebury, Middlefield, Rocky Hill, Woodbridge—Wilson S. Dakin, Hartford.

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[1] For cities and towns having a population of 2,500 or more, see p. 51.

County and Rural Supervisors

DELAWARE

(See principal State school officers)

County and County Superintendent

FLORIDA

Alachua—Horace F Zetrouer, Gainesville.
Baker—J. E Kelly, Macclenny.
Bay—C C. Mathis, Panama City.
Bradford—A. J. Griffis, Starke.
Brevard—A W. Donaldson, Titusville.
Broward—Ulric J. Bennett, Fort Lauderdale.
Calhoun—J K Musgrove, Blountstown
Charlotte—Paul Eddy, Punta Gorda.
Citrus—I R. Nolen, Inverness
Clay—R D Fisher, Green Cove Springs.
Collier—Ernest Bridges, Everglades.
Columbia—George R. Graham, Lake City.
Dade—Charles M Fisher, Miami.
De Soto—J. G Johnson, Arcadia.
Dixie—Ollie Williams, Cross City.
Duval—R O. Marshall, Jacksonville.
Escambia—J. H. Varnum, Pensacola.
Flagler—Z. E Booe, Bunnell.
Franklin—John C. Moore, Apalachicola.
Gadsden—C. H Gray, Quincy
Gilchrist—Ernest P. Turner, Trenton.
Glades—Mrs Caroline Bales, Moore Haven.
Gulf—Chauncey L. Costin, Wewahitchka.
Hamilton—W. W Bradshaw, Jasper.
Hardee—T E Blackburn, Wauchula.
Hendry—E L Stallings, La Belle
Hernando—I. B. Turnley, Brooksville.
Highlands—F N. K Bailey, Sebring
Hillsborough—E L. Robinson, Tampa.
Holmes—Ira C. Bush, Bonifay
Indian River—Louis Harris, Vero Beach.
Jackson—Carroll Finlayson, Marianna
Jefferson—B J Hamrick, Monticello.
Lafayette—G. N Trawick, Mayo
Lake—D. H. Moore, Tavares
Lee—Harry F. Hendry, Fort Myers
Leon—F. S Hartsfield, Tallahassee.
Levy—H S. Priest, Bronson.
Liberty—John T. Howard, Bristol.
Madison—Edwin B. Browning, Madison
Manatee—Jessie P. Miller, Bradenton.
Marion—Don T Mann, Ocala
Martin—J. A. Jamison, Stuart.
Monroe—Melvin E Russell, Key West.
Nassau—N. J. Wooten, Fernandina.
Okaloosa—Mallory B Barrow, Crestview.
Okeechobee—F. H. Baggott, Okeechobee.
Orange—Judson B Walker, Orlando.
Osceola—Sam Brammar, Kissimmee.
Palm Beach—Joe A. Youngblood, West Palm Beach
Pasco—Fred O. Revels, Dade City.
Pinellas—George M. Lynch, Clearwater.
Polk—T. T Hatton, Bartow
Putnam—L S. Barstow, Palatka.
St. Johns—D. D. Corbett, St Augustine.
St. Lucie—N H. Bullard, Fort Pierce.
Santa Rosa—J. C Word, Milton.
Sarasota—T. W. Yarbrough, Sarasota.
Seminole—T. W Lawton, Sanford.
Sumter—Broward Miller, Bushnell
Suwannee—W T Newsome, Live Oak.
Taylor—L. R Moore, Perry.
Union—T. Shepard Thomas, Lake Butler.
Volusia—George W Marks, DeLand
Wakulla—A R. Pearce, Crawfordville
Walton—Archie N. Anderson, DeFuniak Springs.
Washington—Neil D. Blue, Chipley.

GEORGIA

Appling—C C Padgett, Baxley
Atkinson—C O Taff, Kirkland.
Bacon—George A. Taylor, Alma.
Baker—C W. Twitty, Elmodel
Baldwin—P. N. Bivins, Milledgeville
Banks—E. M Dalton, Alto
Barrow—Vivian Harris, Winder
Bartow—P. W Bernard, White
Ben Hill—J T Pittman, Fitzgerald
Berrien—S. J Baker, Nashville
Bibb—Walter P. Jones, Macon
Bleckley—I A. Wills, Cochran
Brantley—R D Thomas, Nahunta
Brooks—W. J Cooey, Quitman.
Bryan—C. L Purvis, Pembroke
Bulloch—H. P Womack, Statesboro
Burke—Frank S Palmer, Waynesboro.
Butts—T. J. Dempsey, jr., Jackson
Calhoun—H T. Singleton, Edison
Camden—Edith Proctor, Woodbine
Candler—Fred Miles, Metter.
Carroll—V D. Whatley, Carrollton
Catoosa—W J Greene, jr., Ringgold
Charlton—John Harris, Folkston
Chatham—O B Strong, Savannah.
Chattahoochee—G W King, jr., Cusseta
Chattooga—Maude Sewell, Summerville
Cherokee—R C Sharp, Canton
Clark—W. R. Cole, Athens
Clay—P. C. King, Fort Gaines
Clayton—W L Gilbert, Jonesboro
Clinch—Mrs. Seward C. Patterson, Homerville.
Cobb—F. T. Wills, Marietta.
Coffee—E. M. Thompson, Douglas.
Colquitt—L. O. Rogers, Moultrie.
Columbia—J. S. Hardin, Harlem.
Cook—J. C. Thomas, Adel.
Coweta—J. M. Starr, Newnan.
Crawford—Mrs. Zada D. Walker, Roberta
Crisp—J. W. Bivins, Cordele.
Dade—J. L. Fricks, Trenton.
Dawson—J. R. Tatum, Dawsonville.
Decatur—Andrew Avery, Bainbridge
De Kalb—W. M. Ramey, Decatur
Dodge—M W. Harrell, Eastman.
Dooly—Annis Kelly, Vienna.
Dougherty—S. R. de Jarnette, Albany.
Douglas—W R Thomas, Douglasville.
Early—Mrs. A McArthur Jones, Blakely.
Echols—Annie Carmody, Rowell
Effingto—E. B. Mingledorff, Guyton.
Elbert—Mary Hansard, Elberton.
Emanuel—R. E Rountree, Swainsboro.
Evans—Mrs Clara Varnedo, Claxton
Fannin—O R. Guthrie, Blue Ridge
Fayette—F. A. Sams, Fayetteville.
Floyd—A N. Swain, Rome
Forsyth—J. B. Driskell, Cumming.
Franklin—C. B. Aiken, Carnesville.
Fulton—J A Wells, Atlanta.
Gilmer—Frank Pettit, Ellijay.
Glascock—T. G. Kent, Gibson.
Glynn—R D. Eadie, Brunswick.
Gordon—Max Tolbert, Calhoun.
Grady—W. R. Eskew, Cairo.
Greene—W. A. Parks, White Plains.
Gwinnett—R. C. Simonton, Lawrenceville
Habersham—Claude Purcell, Clarkesville.
Hall—W. L. Walker, Gainesville.
Hancock—Miss Johnnie Guissett, Sparta
Haralson—J. W. White, Buchanan.
Harris—W B. Wisdom, Chipley.
Hart—B. B. Mason, Hartwell.
Heard—W. E Denny, Franklin.
Henry—Mrs. Kate S. Brown, McDonough
Houston—H. P. Houser, Perry.
Irwin—J. B. Clements, Ocilla.
Jackson—T. P. Benton, Jefferson.
Jasper—C. T Edwards, Monticello
Jeff Davis—G. N. Yarbrough, Hazelhurst
Jefferson—M. R. Little, jr., Louisville.
Jenkins—C. B. Landrum, Millen.
Johnson—Linton Hutcheson, Wrightsville.
Jones—W. E. Knox, Gray.
Lamar—T. J. Gardner, Barnesville.
Lanier—J. W. Cameron, Lakeland.
Laurens—T. M. Hicks, Dublin.
Lee—S J. Powell, Leesburg.
Liberty—H. A Bacon, Hinesville.
Lincoln—T L. Perryman, Lincolnton.
Long—H. M. Hodges, Ludowici
Lowndes—G. T. Register, Valdosta.
Lumpkin—Ida Avera, Dahlonega
McDuffie—A. D. Kean, Thomson.
McIntosh—Mrs Jane McI. Atwood, Darien
Macon—Robt. L. Johnson, Oglethorpe.

Madison—C. B. Ayers, Danielsville
Marion—T. B. Raines, Buena Vista
Meriwether—C. A. Hudson, Greenville
Miller—P. Z. Geer, Colquitt
Mitchell—J. R. Sloan, Camilla
Monroe—Mrs. J. M. Sutton, Forsyth.
Montgomery—Paul W. Calhoun, Mount Vernon.
Morgan—J. E. Owen, Madison
Murray—Earl C. Foster, Chatsworth.
Muscogee—Clinton Moon, Columbus
Newton—E. L. Fincher, Covington
Oconee—Robert Nicholson, Watkinsville.
Oglethorpe—J. A. Stephens, Lexington.
Paulding—W. C. Sams, Dallas
Peach—J. F. Lambert, Fort Valley.
Pickens—C. F. Crumpton, Jasper.
Pierce—C. H. D. Youmans, Patterson
Pike—F. L. Adams, Zebulon
Polk—Anne L. Brumby, Cedartown
Pulaski—D. R. Pearce, Hawkinsville
Putnam—W. M. Marshall, Eatonton
Quitman—H. M. Kaigler, Georgetown.
Rabun—S. F. Ledford, Clayton.
Randolph—Mrs. Walter McMichael, Cuthbert
Richmond—Lawton B. Evans, Augusta
Rockdale—C. W. Crumbley, Conyers
Schley—J. L. Duncan, Ellaville
Screven—A. A. Waters, Sylvania
Seminole—Sam J. Lester, Donalsonville.
Spalding—J. P. Manley, Griffin.
Stephens—W. J. Andrews, Toccoa.
Stewart—W. J. Dowd, Richland.
Sumter—E. L. Bridges, Americus
Talbot—J. L. Taylor, Talbotton
Taliaferro—F. F. Portwood, Crawfordville.
Tattnall—J. O. Bacon, Reidsville
Taylor—W. T. Rutledge, Butler
Telfair—O. N. Tharp, McRae.
Terrell—Mrs. Helen G. Gurr, Dawson.
Thomas—W. E. Nichols, Boston
Tift—W. L. Harman, Tifton.
Toombs—J. B. Partin, Lyons
Towns—Raymond Kinsey, Young Harris
Treutlen—J. W. Fowler, Soperton.
Troup—J. H. Nelson, La Grange.
Turner—Nina Cox, Ashburn.
Twiggs—H. S. Fitzpatrick, Jeffersonville.
Union—Frank Shuler, Blairsville.
Upson—J. A. Thurston, Thomaston
Walker—Sarah Hackney, LaFayette.
Walton—Mason Williams, Monroe.
Ware—T. L. Everett, Waycross
Warren—A. H. Harper, Warrenton.
Washington—H. W. Harrison, Sandersville.
Wayne—B. L. Newman, Jesup.
Webster—Carrie Adams, Preston
Wheeler—R. A. Eakes, Mount Vernon
White—T. V. Cantrell, Cleveland.
Whitfield—Alvin White, Dalton.
Wilcox—W. A. Stone, Pitts
Wilkes—S. H. Savage, Washington.
Wilkinson—J. F. Blandworth, Lewisston.
Worth—M. C. Owen, Sylvester

IDAHO

Ada—Mrs. Ida Martin Warner, Boise.
Adams—Mrs. Inez Jones Burger, Council.
Bannock—Scott D. Lowe, Pocatello.
Bear Lake—Mrs. Ivan A. Bingles, Paris
Benewah—Helen Haller, St. Maries
Bingham—Mrs. Frances C. Moore, Blackfoot
Blaine—Grover C. Sullivan, Bailey.
Boise—Mrs. Merl Koepke, Idaho City
Bonner—Jessie Hawkins Tuck, Sandpoint.
Bonneville—Anton Pedersen, Idaho Falls.
Boundary—Mrs. Grace Salscheider Davis, Bonners Ferry.
Butte—Mrs. Genevieve S. Hon, Arco
Camas—Miss Cunningham, Fairfield.
Canyon—Mrs. Minnie A. Davenport, Caldwell.
Caribou—Mrs. Gertrude Freeman, Soda Springs.
Cassia—Mrs. Morgan (Ila Burtenshaw, Burley.
Clark—Mrs. Anna Clark, Dubois
Clearwater—Mrs. Vera Rankin, Orofino
Custer—Mrs. Grace F. Reed, Challis.
Elmore—Minnie White, Mountain Home.
Franklin—John A. Morrison, Preston.
Fremont—E. Glen Cameron, St. Anthony.
Gem—Erma Sorenson, Emmett.
Gooding—Mrs. Sadie Keil, Gooding.
Idaho—Mrs. Elta M. Arnold, Grangeville
Jefferson—J. Wesley Eames, Rigby.
Jerome—Mrs. Nellie Roberts, Jerome
Kootenai—Beryl MacArthur, Coeur d'Alene.
Latah—David Ross, Moscow.
Lemhi—Bess E. Stroud, Salmon.
Lewis—Katherine J. McLeod, Nezperce.
Lincoln—Angie Durfee, Shoshone
Madison—D. W. Nelson, Rexburg
Minidoka—Bertha Nutting, Rupert.
Nez Perce—Nellie Buckles, Lewiston.
Oneida—W. E. Morse, jr., Malad.
Owyhee—Mrs. Lena Birmingham, Silver City.
Payette—S. C. Tracy, Payette.
Power—Mrs. Violet Butler, American Falls
Shoshone—LeRoy Harris, Wallace.
Teton—Mrs. Sadie H. Lowe, Driggs.
Twin Falls—Mrs. Maude F. Kleinkopf, Twin Falls.
Valley—Mildred Fry, Cascade.
Washington—Cecile Long, Weiser.

ILLINOIS

Adams—George M. Smith, Quincy
Alexander—Lucy B. Twente McPherson, Cairo
Bond—D. E. Sims, Greenville
Boone—F. C. Keeler, Belvidere.
Brown—Fred Nations, Mount Sterling
Bureau—Mary L. Uthoff, Princeton.
Calhoun—Cuba M. Tureman, Hardin.
Carroll—Martha J. Ashby, Mount Carroll.
Cass—Walter E. Buck, Virginia
Champaign—E. M. Harshbarger, Urbana.
Christian—Cloyd Wright, Taylorville.
Clark—B. F. Holscher, Marshall
Clay—Leo P. Babcock, Louisville
Clinton—Mary Brown McQuade, Carlyle
Coles—William H. Green, Charleston.
Cook—Edward J. Tobin, Chicago.
Crawford—John Nuttall, Robinson.
Cumberland—William I. Birdzell, Toledo.
De Kalb—Warren Hubbard, Sycamore.
De Witt—May Porter, Clinton.
Douglas—Luther J. Black, Tuscola
Du Page—Lewis V. Morgan, Wheaton.
Edgar—Arthur C. Forster, Paris
Edwards—R. M. Ring, Albion.
Effingham—George W. Henderson, Effingham.
Fayette—S. B. Vance, Vandalia.
Ford—F. F. Scatterday, Paxton
Franklin—Elmer B. Swofford, Benton
Fulton—P. H. Hellyer, Lewistown.
Gallatin—Millege M. Davis, Shawneetown.
Greene—C. A. Whiteside, Carrollton.
Grundy—C. H. Root, Morris.
Hamilton—M. L. Hunt, McLeansboro.
Hancock—Arthur E. Decker, Carthage.
Hardin—E. N. Hall, Elizabethtown
Henderson—Chris S. Apt, Oquawka.
Henry—W. W. Tucker, Cambridge.
Iroquois—Willard E. Richison, Watseka.
Jackson—Lewis E. Etherton, Murphysboro.
Jasper—Merle D. Yost, Newton.
Jefferson—Raymond A. Lovin, Mount Vernon.
Jersey—L. E. Groppel, Jerseyville.
Jo Daviess—F. L. Burns, Galena.
Johnson—Lloyd B. Robertson, Vienna
Kane—E. Earl McCoy, Geneva.
Kankakee—Frank Sultzgiver, Kankakee.
Kendall—A. N. Barron, Yorkville.
Knox—Walter F. Boyes, Galesburg.
Lake—W. C. Petty, Waukegan
La Salle—W. R. Foster, Ottawa
Lawrence—E. C. Cunningham, Lawrenceville.
Lee—L. W. Miller, Dixon
Livingston—H. W. McCulloch, Pontiac.
Logan—F. H. Lukenbill, Lincoln.
McDonough—Florence L. McCaughey, Macomb
McHenry—Mrs. Ethel C. Coe, Woodstock
McLean—William B. Brigham, Bloomington.
Macon—Cora Belle Hyman, Decatur
Macoupin—L. E. Willhite, Carlinville.
Madison—F. M. Scott, Edwardsville
Marion—Paul B. Chance, Salem.
Marshall—O. P. Stateler, Lacon
Mason—A. R. Smith, Havana.
Massac—Luther L. Evers, Metropolis
Menard—Edmund M. Augspurger, Petersburg.
Mercer—John Cooke, Aledo.

Monroe—Oscar A Schnutt, Waterloo
Montgomery—John H Grigg, Hillsboro
Morgan—H H Vasconcellos, Jacksonville
Moultrie—W Albert Walker, Sullivan.
Ogle—George F Cann, Oregon
Peoria—John A Hayes, Peoria
Perry—J H Hammack, Pinckneyville
Piatt—Charles McIntosh, Monticello.
Pike—Homer L Johnson, Pittsfield.
Pope—Velma B Crain, Golconda
Pulaski—Ethel B Hartman, Mound City
Putnam—Thomas M Kennedy, Granville
Randolph—R O Finley, Chester
Richland—Earl H. Hostettler, Olney
Rock Island—Justin Washburn, Rock Island
St Clair—E H Runkwitz, Belleville
Saline—A A Moore, Harrisburg
Sangamon—J Ed Taylor, Springfield
Schuyler—Orvall Briggs, Rushville
Scott—Alice I Mudd, Winchester.
Shelby—W Frank White, Shelbyville
Stark—C E Griffith, Toulon
Stephenson—F P Donner, Freeport
Tazewell—F R Isenburg, Pekin
Union—L W Brown, Jonesboro
Vermilion—L A Tuggle, Danville
Wabash—J T. Timberlake, Mount Carmel
Warren—Frank Winbigler, Monmouth
Washington—C A. Reeder, Nashville
Wayne—Leonard F Samford, Fairfield
White—Harry E. Puntney, Carmi
Whiteside—H B Price, Morrison.
Will—August Maue, Joliet
Williamson—Don C Moss, Marion
Winnebago—Irving F Pearson Rockford
Woodford—H L Dyar, Eureka

INDIANA

Adams—Clifton E Striker, Decatur
Allen—D. O McComb, Fort Wayne
Bartholomew—Walter H Rice, Columbus.
Benton—J Fred Hull, Fowler
Blackford—Vaughn Johnson, Hartford City
Boone—Floyd I McMurray, Lebanon
Brown—Robert C. Kennedy, Nashville.
Carroll—C A Bailey, Delphi.
Cass—Reed Groninger, Logansport
Clark—Samuel L Scott, Jeffersonville
Clay—J. R McCullough, Brazil
Clinton—James C McBride, Frankfort.
Crawford—Shelby C Adams, English.
Daviess—Oliver M McCracken, Washington.
Dearborn—J. R Houston, Lawrenceburg.
Decatur—Paul Alexander, Greensburg
De Kalb—Carl F. Stallman, Auburn
Delaware—Lee O Baird, Muncie
Dubois—Robert E. Eckert, Jasper.
Elkhart—W. L. Adams, Goshen
Fayette—Claude L Trusler, Connersville
Floyd—Glenn V Scott, New Albany
Fountain—Walter W. Richards, Covington.
Franklin—Mandus Chance, Brookville
Fulton—Elbert L Powell, Rochester
Gibson—U. S Abbott, Princeton.
Grant—Fred Ratliff, Marion
Greene—A. E. Keller, Bloomfield.
Hamilton—Chester F Quear, Noblesville.
Hancock—S R Boring, Greenfield.
Harrison—James R Holliday, Corydon.
Hendricks—M H McCullough, Danville.
Henry—Jesse H Eilar, Newcastle.
Howard—Albert F. Hutson, Kokomo
Huntington—Thomas H. Mahan, Huntington.
Jackson—James H. Tatlock, Brownstown.
Jasper—Morgan L Sterrett, Rensselaer.
Jay—Henry W Bortner, Portland.
Jefferson—John D Gabel, Madison.
Jennings—Shepherd Whitcomb, Vernon.
Johnson—Robert B Hougham, Franklin
Knox—George G Graham, Vincennes
Kosciusko—H E. Lewallen, Warsaw
Lagrange—C. F. Kohlmeyer, Lagrange
Lake—A E. Condon, Crown Point
La Porte—Scott C. Knoll, La Porte.
Lawrence—Ortha O. Hall, Bedford.
Madison—O W Jackson, Anderson.
Marion—Fred T Gladden, Indianapolis.
Marshall—D E. Walker, Plymouth
Martin—R V. Edington, Shoals.
Miami—Arthur S. Thomas, Peru
Monroe—W. V Payne, Bloomington
Montgomery—John W Ward, Crawfordsville
Morgan—Virgil Whitaker, Martinsville
Newton—W O Schanlaub, Kentland
Noble————, Albion
Ohio—John L Wessler, Rising Sun
Orange—Arthur W Wilson, Paoli
Owen—Lowell H Moore, Spencer
Parke—Edward Fisher, Rockville
Perry—Fred J Evard, Cannelton
Pike—Emery V Coutts, Petersburg
Porter—Fred H Cole, Valparaiso
Posey—Elisha P. Blackburn, Mount Vernon.
Pulaski—J Allen Kemp, Winamac
Putnam—J C. Vermilion, Greencastle
Randolph—Glen O Cherrowith, Winchester.
Ripley—Jackson A. Raney, Versailles
Rush—John E Goode, Rushville
St. Joseph—Ralph H. Longfield, South Bend
Scott—Floyd F James, Scottsburg
Shelby—Thomas Fogarty, Shelbyville
Spencer—Eugenia Hayden, Rockport
Starke—Albert F Stanley, Knox
Steuben—Robert O'Connell, Angola
Sullivan—Richard Park, Sullivan
Switzerland—Charles B Noble, Vevay
Tippecanoe—C V Peterson, La Fayette
Tipton—Fred L. McReynolds, Tipton.
Union—Charles C Abernathy, Liberty.
Vanderburg—K W. Hemmer, Evansville
Vermilion—Ward McK. Beardslossom, Newport
Vigo—James G. Fagin, Terre Haute
Wabash—Neil M. Good, Wabash.
Warren—W. W. Davis, Williamsport
Warrick—Amos L. Barnett, Boonville.
Washington—J. H Fleenor, Salem
Wayne—Arthur H Hines, Richmond
Wells—Frank E. Day, Bluffton.
White—John B. Troncin, Monticello
Whitley—A R. Fleck, Columbia City.

IOWA

Adair—Edna Gibbs, Greenfield
Adams—H. R. Brink, Corning
Allamakee—Isabella McCormick, Waukon.
Appanoose—C McCracken, Centerville
Audubon—Augusta Hecker, Audubon
Benton—Ella Mehlaus, Vinton
Blackhawk—A E Jewett, Waterloo
Boone—Mary Boyd, Boone
Bremer—Mildred E Smith, Waverly
Buchanan—G. R Lockwood, Independence
Buena Vista—A. E. Harrison, Storm Lake
Butler—Hazel M. Black, Allison
Calhoun—Mrs Leslie Melody, Rockwell City.
Carroll—H H Linton, Carroll
Cass—Georgia Byrne, Atlantic
Cedar—Jane McCormick, Tipton
Cerro Gordo—Mrs. Pearl M Tannat, Mason City
Cherokee—Lulu R Orr, Cherokee
Chickasaw—A O. Vaala, New Hampton
Clarke—Ada Tillotson, Osceola
Clay—Ida Haroldson, Spencer
Clayton—Mary A. Meyer, Elkader.
Clinton—F. C. Bowersox, Clinton
Crawford—F. N. Ohry, Denison
Dallas—May A. Hills, Adel
Davis—H. C Brown, Bloomfield
Decatur—Eli Hutchinson, Leon.
Delaware—W. A. Ottille, Manchester.
Des Moines—L L. Woolruff, Burlington
Dickinson—Grace I. Kettleson, Spirit Lake
Dubuque—Joseph Flynn, Dubuque.
Emmet—Marie Sorum, Estherville.
Fayette—L G Meyer, West Union
Floyd—Mary D. Korinke, Charles City.
Franklin—Harry J. Henderson, Hampton.
Fremont—Mrs. Stella M Daland, Sidney.
Greene—R. A. Morris, Jefferson
Grundy—D R Earl, Grundy Center
Guthrie—C A. Young, Guthrie Center.
Hamilton—E. F. Snow, Webster City.
Hancock—J. R. Baggs, Garner
Hardin—Bessie M. Steinberg, Eldora.
Harrison—Mrs. Arlene Van Cleave, Logan.
Henry—Ruth Green, Mount Pleasant.
Howard—Zina Fessenden, Cresco.
Humboldt—Thomas E. Johnson, Dakota City.

Ida—J. M. Rees, jr., Ida Grove
Iowa—Mrs. Alice Despain, Marengo
Jackson—Charles F. Martin, Maquoketa
Jasper—Lucy E. Hall, Newton
Jefferson—June Chidester, Fairfield.
Johnson—W. N. Leeper, Iowa City
Jones—Nellie V. Morey, Anamosa.
Keokuk—H. S. McVicker, Sigourney
Kossuth—William Shirley, Algona.
Lee—E. C. Lynn, Donnellson.
Linn—Lula B. Secrest, Cedar Rapids
Louisa—Ada Smith, Wapello.
Lucas—I. L. Guernsey, Charlton
Lyon—Elizabeth Trei, Rock Rapids.
Madison—Mrs. Kathryn Z. Kale, Winterset.
Mahaska—Emma L. Krout, Oskaloosa
Marion—Sadie Batten, Knoxville
Marshall—C. E. Shutt, Marshalltown
Mills—Mary Rathke, Glenwood
Mitchell—Blanche McLaughlin, Osage.
Monona—Mrs. Ruth Maryland, Onawa
Monroe—Ethel Roberts, Albia
Montgomery—Lulu B. Reed, Red Oak
Muscatine—E. D. Bradley, Muscatine
O'Brien—Mrs. Margaret I. Mann, Primghar.
Osceola—Mrs. Gladys W. Bradley, Sibley
Page—Mabel Searl, Clarinda
Palo Alto—Edna M. Oliver, Emmetsburg
Plymouth—Christine Petersen, Le Mars
Pocahontas—Mrs. J. H. McMichael, Pocahontas
Polk—Harry Andrew, Des Moines.
Pottawattamie—Mrs. Laura Leonard, Council Bluffs.
Poweshiek—Mrs. Emma Denham, Montezuma
Ringgold—Mrs. Silva M. Klejch, Mount Ayr.
Sac—P. A. Lauterbach, Sac City.
Scott—Harry Bunze, Davenport
Shelby—Mrs. Rose M. Parker, Harlan
Sioux—Charles H. Tye, Orange City
Story—George H. Kellogg, Nevada.
Tama—Mrs. Mary A. Rickard, Toledo
Taylor—Mrs. Anna D. Churchill, Bedford
Union—Ella M. Day, Creston
Van Buren—Mrs. Cornelia C. Hodge, Keosauqua.
Wapello—Celia M. Bell, Ottumwa
Warren—W. M. McGee, Indianola
Washington—Mrs. Winnie M. Palmer, Washington.
Wayne—Lehab Trowbridge, Corydon.
Webster—Anna A. Johnson, Fort Dodge
Winnebago—Clara B. Olon, Forest City
Winneshiek—Gertrude M. Crane, Decorah
Woodbury—C. F. Clark, Sioux City.
Worth—O. J. Framelle, Northwood
Wright—L. G. Focht, Clarion.

KANSAS

Allen—Dollie V. Adams, Iola.
Anderson—Mrs. Isabel Yokum, Garnett.
Atchison—Mrs. Gladys M. Winzer, Atchison.
Barber—Emmit Evans, Medicine Lodge
Barton—Earl A. Spencer, Great Bend
Bourbon—Mrs. Ellie Rolin, Fort Scott.
Brown—W. E. Randolph, Hiawatha.
Butler—George L. McClenny, El Dorado.
Chase—Carl Park, Cottonwood Falls
Chautauqua—Mildred J. Chambers, Sedan.
Cherokee—O. A. Sanders, Columbus.
Cheyenne—Mrs. Vada Snipp, St. Francis.
Clark—Mrs. Effie Wilkins, Ashland.
Clay—Mrs. Lola Petley, Clay Center.
Cloud—Harriet C. Wood, Concordia.
Coffey—Chancie Jones, Burlington.
Comanche—Helen Thompson, Coldwater.
Cowley—Fern E. Maurer, Winfield.
Crawford—O. L. Heryford, Girard.
Decatur—Alice Aronson, Oberlin.
Dickinson—C. A. Martin, Abilene.
Doniphan—Anna Williams, Troy
Douglas—O. J. Lane, Lawrence
Edwards—Jesse Fravel, Kinsley
Elk—Mrs. Opal E. Green, Howard
Ellis—Louis Christiansen, Hays
Ellsworth—Lillian M. Bailey, Ellsworth
Finney—Mrs. Jennie O. Barker, Garden City.
Ford—Mrs. Edna L. Cable, Dodge City.
Franklin—Mrs. Fern E. Streeter, Ottawa.
Geary—Mrs. Ida M. Grammer, Junction City.
Gove—Fred M. Crippen, Gove
Graham—Everett O. Goodenow, Hill City
Grant—L. H. Damon, Ulysses
Gray—Mrs. Lillian Nelson, Cimarron
Greeley—L. B. Simpson, Tribune
Greenwood—Mrs. Bessie Lindamood, Eureka
Hamilton—Edith A. Donnel, Syracuse.
Harper—Mrs. Lula Carrithers, Anthony
Harvey—Mary J. Morrison, Newton
Haskell—Mrs. Cora Williams, Sublette
Hodgeman—Alta Hendrickson, Jetmore
Jackson—Mrs. Ella E. Fowler, Holton
Jefferson—Wyatt A. Gragg, Oskaloosa
Jewell—Ray D. Hodgell, Mankato.
Johnson—Louise McKinney, Olathe.
Kearny—Mrs. Ethel M. Stewart, Lakin
Kingman—Edward Naanes, Kingman.
Kiowa—Mrs. Ava Hayes, Greensburg.
Labette—Lonnie N. Wood, Oswego
Lane—B. H. Willey, Dighton
Leavenworth—Mrs. Hilda Kline McPherson, Leavenworth
Lincoln—Mrs. C. Ethel Miller, Lincoln.
Linn—Mrs. Verna McClaughry, Mound City
Logan—Mrs. Anna M. Oakes, Russell Springs.
Lyon—Mrs. Edith K. Spellman, Emporia
McPherson—Annie Lovett, McPherson
Marion—James A. Ray, Marion
Marshall—P. W. Kirkpatrick, Marysville
Meade—Mrs. Louise Hallock, Meade.
Miami—Carolyn Mattingly, Paola.
Mitchell—A. R. Loop, Beloit
Montgomery—Marie Pitts, Independence.
Morris—Arlone Richardson, Council Grove.
Morton—Mrs. Daisy N. Davis, Elkhart
Nemaha—Mrs. Blanche McNerguey, Seneca.
Neosho—William A. Sailors, Erie.
Ness—Mrs. Mattie Mitchell, Ness City.
Norton—Byron F. Salisbury, Norton.
Osage—Mrs. Laura I. Curley, Lyndon.
Osborne—Jess Vague, Osborne.
Ottawa—Frank La Plant, Minneapolis.
Pawnee—Bertha M. Marymee, Larned.
Phillips—Minnie Conley, Phillipsburg
Pottawatomie—Mrs. Kate E. Hooven, Westmoreland.
Pratt—Thomas A. Enbank, Pratt.
Rawlins—Edwin C. Mellick, Atwood
Reno—Phyllis Obee, Hutchinson.
Republic—Laura M. Hill, Belleville.
Rice—Golda I. Lantow, Lyons
Riley—Agnes Engstrand, Manhattan.
Rooks—Roland Cassett, Stockton.
Rush—Ed. M. Nickel, La Crosse
Russell—Pearle L. Comer, Russell.
Saline—S. L. Sondergard, Salina.
Scott—Matilda Freed, Scott City.
Sedgwick—C. R. Rankin, Wichita
Seward—Emma Thompson, Liberal.
Shawnee—Dave H. Wallace, Topeka
Sheridan—Vesta Miles, Hoxie.
Sherman—Mable Sherrod, Goodland
Smith—Lloyd Simmonds, Smith Center.
Stafford—Maude Doran, St. John.
Stanton—Mrs. Olive J. Hoover, Johnson.
Stevens—Mrs. Gladys Wilson, Hugoton.
Sumner—Bessie F. Markley, Wellington.
Thomas—A. T. Swanson, Colby.
Trego—Mrs. Carrie Gregg, Wakeeney.
Wabaunsee—Mrs. Anna Wagner, Alma.
Wallace—Mrs. Ethel O'Brien, Sharon Springs.
Washington—George C. Turner, Washington
Wichita—Mrs. Ethel Scott, Leoti.
Wilson—P. M. Somers, Fredonia.
Woodson—Carmen Whaley, Yates Center.
Wyandotte—Olive I. Thompson, Kansas City.

KENTUCKY

Adair—Noah Loy, Columbia.
Allen—Golia E. Rother, Scottsville.
Anderson—J. B. Shely, Lawrenceburg.
Ballard—V. W. Wallis, Wickliffe
Barren—W. M. Totty, Glasgow.
Bath—W. W. Horton, Owingsville.
Bell—J. F. Knuckles, Pineville.
Boone—D. H. Norris, Burlington.
Bourbon—J. M. McVey, Paris.
Boyd—L. C. Caldwell, Catlettsburg.
Boyle—H. A. Cocanougher, Danville.
Bracken—H. F. Monahan, Brooksville.

Breathitt—Mrs Marie R Turner, Jackson.
Breckenridge—M H. Norton, Hardinsburg
Bullitt—Ora L Roby, Shepherdsville
Butler—Louis Arnold, Morgantown.
Caldwell—Robert E Traylor, Princeton
Calloway—M. O. Wrather, Murray.
Campbell—J W Reiley, Alexandria
Carlisle—W. F McGary, Bardwell
Carroll—Clay Tharp, Carrollton
Carter—Laura Steele, Grayson
Casey—W M Watkins, Liberty.
Christian—H W Peters, Hopkinsville.
Clark—W H Sasser, Winchester.
Clay—Baxter Bledsoe, Manchester,
Clinton—J. O Cole, Albany.
Crittenden—J L. F Paris, Marion.
Cumberland—Earl E Garrison, Burkesville
Daviess—J W Snyder, Owensboro
Edmonson—Mrs Gertie Lindsey, Brownsville.
Elliott—Mrs Mollie H Green, Sandy Hook
Estill—Ralph B Tyree, Irvine
Fayette—D Y Dunn, Lexington
Fleming—M. N Evans, Flemingsburg.
Floyd—John Stephens, Prestonsburg
Franklin—N J. Parsons, Frankfort.
Fulton—J R. Wall, Hickman
Gallatin—Margaret P. Landram, Warsaw
Garrard—Mrs Fay W Little, Lancaster
Grant—Z O Price, Williamstown.
Graves—J B. Hardeman, Mayfield
Grayson—W S. Clarke, Leitchfield.
Green—Mrs. Helen C Burress, Greensburg
Greenup—J. C Stuart, Greenup.
Hancock—R. I. Glover, Hawesville
Hardin—T M Lewis, Elizabethtown
Harlan—A. C. Jones, Harlan
Harrison—J A Payne, Cynthiana
Hart—R. G Vass, Munfordville
Henderson—N O Kimbler, Henderson.
Henry—Mrs. Lucy L. Smith, Newcastle
Hickman—Marion Rust, Clinton
Hopkins—B D Nisbet, Madisonville.
Jackson—Coleman Reynolds, McKee.
Jefferson—Orville J Stivers, Louisville.
Jessamine—Roland Roberts, Nicholasville
Johnson—Arville Wheeler, Paintsville
Kenton—Orie P Gruelle, Independence.
Knott—Beckham Combs, Hindman.
Knox—Chester A Bargo, Barbourville.
Larue—Lindsey Allen, Hodgenville.
Laurel—J. W. Cook, London.
Lawrence—Dock Jordan, Louisa
Lee—Sam B Taylor, Beattyville
Leslie—Mrs Ruth R. Roark, Hyden.
Letcher—Arlie Boggs, Whitesburg
Lewis—Anna L Bertram, Vanceburg.
Lincoln—S B. Godbey, Stanford.
Livingston—Mrs. Mamie Ferguson, Smithland.
Logan—R N. Beauchamp, Russellville
Lyon—N. G. Martin, Eddyville.
Madison—N. S. Bowman, Richmond.
Magoffin—D J Carty, Salyersville
Marion—J W Clarkson, Lebanon.
Marshall—Roy O Chumbler, Benton.
Martin—J M Johnson, Inez.
Mason—George L. Evans, Maysville.
McCracken—Clarence H Gentry, Paducah
McCreary—J L. Harmon, Whitley City.
McLean—J W. Dillehay, Calhoun.
Meade—L H Powell, Bradenburg.
Menifee—G I Becraft, Frenchburg
Mercer—W. W. Ensminger, Harrodsburg
Metcalfe—Herman L. Williams, Edmonton.
Monroe—Paul Lyon, Tompkinsville.
Montgomery—Mrs. Mallie D. Wells, Mount Sterling
Morgan—James W Davis, West Liberty.
Muhlenberg—F F. McDowell, Greenville.
Nelson—W. T. McClain, Bardstown.
Nicholas—Mrs. Eda S. Taylor, Carlisle
Ohio—O. L Shultz, Hartford.
Oldham—J. W. Selph, La Grange.
Owen—J O Webster, Owenton.
Owsley—T. B Wilson, Booneville.
Pendleton—Robert E. Sharon, Falmouth.
Perry—M C Napier, Hazard
Pike—Irvin Lowe, Pikeville
Powell—Maude S. Bowen, Stanton.
Pulaski—James Holt, Somerset.
Robertson—Ray N. Dryden, Mount Olivet.
Rockcastle—D. C. Bullock, Mount Vernon
Rowan—Mrs. Lyda M Caudill, Morehead.
Russell—A. F Owens, Jamestown
Scott—F. W. Hood, Georgetown
Shelby—E. J Paxton, Shelbyville.
Simpson—Earl Duff, Franklin
Spencer—Hubert Hume, Taylorsville.
Taylor—George E. Sapp, Campbellsville
Todd—H. O. Watson, Elkton.
Trigg—J. N. Holland, Cadiz
Trimble—J. W. McMahan, Bedford
Union—William O Wright, Morganfield
Warren—C. R McCoy, Bowling Green
Washington—J. F McWhorter, Springfield
Wayne—Ira Bell, Monticello
Webster—T. V. Fortenberry, Dixon
Whitley—N. M. Hill, Williamsburg.
Wolfe—Bruce Rose, Campton
Woodford—James H. Heird, Versailles

Parish and Parish Superintendents

LOUISIANA

Acadia—J. M. Baker, Crowley
Allen—H. A. Rule, Oberlin.
Ascension—L. J. Babin, Donaldsonville.
Assumption—S. A. Alleman, Napoleonville.
Avoyelles—C. E. Laborde, Marksville
Beauregard—K. R. Hanchey, De Ridder.
Bienville—E. H. Fisher, Arcadia.
Bossier—R. V. Kerr, Benton.
Caddo—E W. Jones, Shreveport.
Calcasieu—H. A. Norton, Lake Charles.
Caldwell—E. B. Cottingham, Columbia
Cameron—T. W. McCall, Grand Chenier
Catahoula—H. W. Wright, Jonesville
Claiborne—John S. Patton, Homer
Concordia—D. C. Strickler, Vidalia
De Soto—S. M. Shows, Mansfield.
East Baton Rouge—W. H. Hatcher, Baton Rou
East Carroll—Ashley Warlick, Lake Providence
East Feliciana—F. H. Dupuy, Clinton.
Evangeline—F. V. Lannes, Ville Platte
Franklin—H. J. Wooldridge, Winnsboro.
Grant—S. C. Shaw, Colfax.
Iberia—L. O. Porter, New Iberia
Iberville—L. P. Terrebonne, Plaquemine
Jackson—W. S. McClendon, Jonesboro
Jefferson—J. C. Ellis, Gretna
Jefferson Davis—W. P. Arnette, Jennings
Lafayette—J W. Faulk, Lafayette
Lafourche—W. S. Lafargue, Thibodaux.
La Salle—E. E. Richardson, Jena
Lincoln—H. L. Campbell, Ruston.
Livingson—H. O. Rodgers, Denham Springs.
Madison—J. R. Lanton, Tallulah.
Morehouse—E. D. Shaw, Bastrop
Natchitoches—E V. Lee, Natchitoches
Orleans—Nicholas Bauer, New Orleans.
Ouachita—T. O. Brown, Monroe
Plaquemines—A. L. Pourciau, Pointe a la Hach
Pointe Coupee—Alonzo McFarland, New Roads
Rapides—W. J. Avery, Alexandria.
Red River—A. H Horton, Coushatta.
Richland—E. E. Keeler, Rayville.
Sabine—C. C. Reeves, Many
St. Bernard—J. F. Gauthier, Arabi
St. Charles—J. B. Martin, Hahnville
St. Helena—J. M. Breeden, Greensburg
St. James—R. P. Lowry, Convent.
St John the Baptist—J. C. Montegut, Edgard.
St. Landry—W. B. Prescott, Opelousas.
St. Martin—L. J. Montegut, St. Martinsville.
St. Mary—L. A. Law, Franklin.
St. Tammany—E. E. Lyon, Covington
Tangipahoa—C. C Pittman, Amite
Tensas—V C. Rives, St Joseph.
Terrebonne—H. L. Bourgeois, Houma.
Union—P. L. Reed, Farmerville.
Vermilion—J. H. Williams, Abbeville.
Vernon—Finly Stanly, Leesville.
Washington—D. H. Stringfield, Franklinton.
Webster—E. S. Richardson, Minden.
West Baton Rouge—J. H. Bres, Port Allen.
West Carroll—O. E. Huey, Oak Grove.
West Feliciana—R. E. Watson, St. Francisville
Winn—D. E. Sikes, Winnfield.

Towns in Union and Union Superintendent

MAINE[1]

Abbot, Blanchard, Elliottsville Plantation, Kingsbury Plantation, Monson, Willimantic—Claude L Sidelinger, Monson
Acton, Lebanon, Newfield, Shapleigh—C. E. Michels, Emery Mills.
Addison, Beals, Centerville, Jonesboro, Jonesport—Ralph L. Brown, Jonesport.
Albany, Lovell, Stoneham, Sweden—Mrs. Lottie Palmer, Center Lovell.
Albion, Burnham, Troy, Unity, Unity Plantation—G. M. D Grant, Unity.
Alexander, Codyville Plantation, Crawford, Grand Lake Stream Plantation, No. 21 Plantation, Princeton, Talmadge, Topsfield, Waite—F. A. Day, Princeton.
Alfred, Limerick, Lyman, Waterboro—M. E. Wright, Alfred
Alna, Dresden, Edgecomb, Pittston, Wiscasset—Randall Cummings, Wiscasset.
Alton, Argyle, Lagrange, Medford, Orneville—John De Witt, Lagrange.
Amherst, Aurora, Clifton, Marlaville, No. 33 Plantation, Osborn Plantation, Otis, Waltham—Mrs. Carolyn Orcutt, Amherst.
Amity, Cary Plantation, Hodgdon, Linneus, New Limerick—D. H. Corson, Hodgdon.
Andover, Byron, Mexico, Roxbury—Leon F. Spinney, Ridlonville.
Anson, Embden, Solon—George B. Gustin, North Anson.
Appleton, Liberty, Palermo, Washington—Jesse Fuller, Liberty.
Arrowsic, Georgetown, Phippsburg, Westport, Woolwich—John Carter, Woolwich.
Ashland, Garfield Plantation, Masardis, Nashville Plantation, Oxbow Plantation, Portage Lake—E. J. Harriman, Ashland.
Athens, Brighton Plantation, Cambridge, Cornville, Harmony E. A. Pattee, Harmony.
Atkinson, Bradford, Charleston, Corinth, Kenduskeag—H. D. Ridlon, Charleston
Avon, Freeman, Phillips, Salem, Strong—Thomas A. De Costa, Phillips
Baileyville, Baring, Calais—F. C. English, Calais.
Baldwin, Hiram, Sebago Mrs. Celia H. Sanborn, East Hiram.
Bancroft, Drew, Glenwood Plantation, Haynesville, Kingman, Macwahoc Plantation, Reed Plantation—A. H. Tuck, Wytopitlock.
Bar Harbor, Trenton George Beard, Bar Harbor.
Barnard Plantation, Brownville, Lake View Plantation, Milo, Williamsburg—C. L. Clement, Milo.
Bath, West Bath C. D. Wilson, Bath.
Beddington, Cherryfield, Columbia Falls, Deblois, Steuben—B. H. Varney, Jonesboro.
Belfast, Searsport—H. S. Read, Belfast.
Belgrade, Fayette, Mount Vernon, Readfield—Howard L. Norwood, Readfield.
Belmont, Lincolnville, Morrill, Northport, Searsmont—A. F Barnes, Morrill.
Benedicta, Hersey, Mount Chase, Patten, Stacyville Plantation Charles S. Hulbert, Patten.
Benton, Fairfield—W. H. Phinney, Fairfield.
Berwick, Eliot, South Berwick W. C. McCue, Berwick.
Bethel, Gilead, Greenwood, Mason—E. R. Bowdoin, Bethel.
Bigelow Plantation, Coplin Plantation, Dead River Plantation, Eustis, Flagstaff Plantation, Lang Plantation R. L. Sinclair, Stratton.
Bingham, Caratunk Plantation, Concord, Mayfield Plantation, Moscow, Pleasant Ridge Plantation, The Forks Plantation, West Forks Plantation—Howard L. Bowen, Bingham.
Blaine, Bridgewater, E. Plantation, Mars Hill, Monticello—Jason R. Tibbetts, Mars Hill.
Bluehill, Brooklin, Sedgwick E. L. Linscott, Bluehill.
Boothbay, Boothbay Harbor, Monhegan Plantation, Southport—Harold B. Clifford, Boothbay Harbor.
Bowdoin, Bowdoinham, Richmond—Merlin C. Joy, Richmond.
Bowerbank, Dover-Foxcroft, Sebec—Perry F. Shibles, Dover-Foxcroft.
Bradley, Greenbush, Greenfield, Milford, Passadumkeag—Mrs. Veda Madden, Milford.
Bremen, Jefferson, Nobleboro, Waldoboro—A L. Shorey, Waldoboro.
Brewer, Eddington, Holden, Veazie—H. R. Houston, Brewer.
Bridgton, Harrison, Naples—Guy Monk, Bridgton.
Bristol, Damariscotta, Newcastle, South Bristol—Blynne Allen, Newcastle
Brooks, Jackson, Monroe, Swanville, Waldo—L. T Dunham, Brooks.
Brooksville, Castine, Islesboro, Penobscot—Harold C. Philbrook, Castine.
Brookton, Danforth, Orient, Vanceboro, Weston—J. Arthur Green, Danforth.
Brownfield, Denmark, Fryeburg, Stow—Charles A. Snow, Fryeburg
Brunswick, Topsham—Sherman Graves, Brunswick.
Buckfield, Hartford, Hebron, Sumner—Hubert Redding, Redding.
Bucksport, Orland, Orrington, Verona—Herbert Jewett, Bucksport.
Burlington, Edinburg, Enfield, Grand Falls Plantation, Howland, Lowell, Maxfield, Seboeis Plantation—Elmer C Vining, West Enfield.
Buxton, Hollis, Standish—George E. Jack, Hollis.
Camden, Hope, Thomaston—C. E. Lord, Camden.
Canaan, Clinton, Pittsfield—Raymond S. Finley, Pittsfield.
Canton, Livermore—Harry A Foster, Canton.
Cape Elizabeth, Cumberland, Falmouth, North Yarmouth—John Gyger, R. F., Portland.
Caribou, Limestone—George M. Carter, Caribou.
Carmel, Dixmont, Etna, Newburg—Mrs. Bertha Carter, Etna.
Carroll, Lakeville Plantation, Lee, Prentiss, Springfield, Webster Plantation—H. E. Fortier, Springfield.
Carthage, Dixfield, Peru, Weld—F. C. McGouldrick, Dixfield.
Casco, Otisfield, Raymond—Mrs. Adel C. Lombard, Casco.
Castle Hill, Chapman, Mapleton—Elmer H. Webber, Mapleton.
Charlotte, Cooper, Dennysville, Edmunds, Marion, Meddybemps, No. 14 Plantation, Pembroke—M. R. Keyes, West Pembroke.
Chelsea, Somerville, Whitefield, Windsor—Mrs. Lila N. Leavitt, Coopers Mills.
Chester, Lincoln, Mattawamkeag, Winn, Woodville—Charles Swan, Lincoln.
Chesterville, Industry, New Sharon, Vienna—S. T. Marshall, New Sharon
China, Vassalboro, Winslow—Carl B. Lord, North Vassalboro.
Columbia, Harrington, Milbridge—F. E Drisko, Harrington.
Corinna, Detroit, Newport, Plymouth—F. M. Nickerson, Newport.
Cornish, Limington, Parsonsfield, Porter—William G. Bailey, Kezar Falls.
Cranberry Isles, Mount Desert, Southwest Harbor, Tremont—W. E. Clark, Southwest Harbor.
Crystal, Island Falls, Sherman, Silver Ridge Plantation—Harry Lewin, Island Falls.
Cushing, Friendship, Owls Head, St. George, South Thomaston—F. L. S. Morse, Rockland.
Cutler, Lubec, Trescott, Whiting—Raymond Steward, Lubec.
Cyr Plantation, Hamlin Plantation, Van Buren—C. L. O'Connell, Van Buren.
Dallas Plantation, Madrid, Rangeley, Rangeley Plantation, Sandy River Plantation—Arthur Irish, Rangeley.
Dayton, North, Kennebunkport, Old Orchard, Saco—H. C. Hull, Saco.
Dedham, Ellsworth, Surry—C. O. Turner, Ellsworth.
Deer Isle, Isle au Haut, Stonington—John A. Dunton, Stonington.

[1] For cities and towns having a population of 2,500 or more, see p. 56

Dennistown Plantation, Greenville, Jackman Plantation, Long Pond Plantation, Moose River Plantation, Shirley—Russell S Taylor, Greenville
Dexter, Garland, Ripley—D. W Rollins, Dexter.
Durham, Lisbon, Webster—F H Byram, Lisbon Falls.
Dyer Brook, Ludlow, Merrill, Moro Plantation, Oakfield, Smyrna—Charles E. Cobb, Oakfield.
Eagle Lake, New Canada Plantation, Wallagrass Plantation, Winterville Plantation—M Louise Dufour, Eagle Lake
Eastbrook, Franklin, Hancock, Lamoine—S. S Scammon, Franklin.
East Machias, Machias, Machiasport, Marshfield, Northfield, Roque Bluffs, Whitneyville—Leroy W Moan, East Machias
East Millinocket, Medway, Millinocket—W. M. Marr, Millinocket
Easton, Fort Fairfield—John W Greene Fort Fairfield
Eastport, Perry, Robbinston—I. O. Bragg, Eastport.
Exeter, Glenburn, Hudson, Levant, Stetson—Elmer B Eddy, Kenduskeag.
Farmingdale, Gardiner, Randolph—A. Raymond Carter, Gardiner.
Farmington, New Vineyard, Temple—W. F Miner, Farmington
Fort Kent, St John Plantation—Catherine Ouellet, Fort Kent
Frankfort, Prospect, Stockton Springs, Winterport—Kermit Nickerson, Winterport
Freedom, Knox, Montville, Thorndike—Bertha H Bryant, Freedom.
Freeport, Pownal, Yarmouth—Ralph G Oakes, Freeport.
Frenchville, Grand Isle, Madawaska, St Agatha—Albert D Martin, Frenchville
Gorham, Westbrook—Guy V. Sinclair, Westbrook.
Gouldsboro, Sorrento, Sullivan, Winter Harbor—Wm. M Bottomley, East Sullivan.
Gray, New Gloucester, Windham—Frederick H. Aikens, South Windham
Greene, Leeds, Turner—Isaiah Hodges, Turner.
Guilford, Parkman, Sangerville, Wellington—R. D. Marriner, Guilford.
Hallowell, Manchester, Winthrop—Leroy S Huckins, Winthrop.
Hammond Plantation, Houlton, Littleton—George J. Cumming, Houlton.
Hampden, Hermon—C. H. Grant, Hampden.
Hanover, Milton Plantation, Rumford—L. E Williams, Rumford.
Hartland, Palmyra, St Albans—Walter J. Rideout. Hartland
Highland Plantation, Kingfield, Lexington Plantation, New Portland—Ivan Adams, Kingfield.
Jay, Wilton—Arnold M. Sanborn, Dryden.
Kennebunk, Kennebunkport—C. C Tuttle, Kennebunk.
Kittery, York—Elmer O. Small, York Village.
Lincoln Plantation, Magalloway Plantation, Newry, Upton—James H H Bodge, Upton
Litchfield, Monmouth, Wales, West Gardiner—Cyrus M. Kendrick, Litchfield.
Livermore Falls, Wayne—W. H. S. Ellingwood, Livermore Falls.
Long Island Plantation, North Haven, Swans Island Vinalhaven—Edward A. Smalley, Vinalhaven.
Matinicus Isle Plantation, Union, Warren—Frank D Rowe, Warren.
Mechanic Falls, Minot, Poland—Henry W Coburn, Mechanic Falls.
Mercer, Norridgewock, Smithfield, Starks—Phillip Woodworth, Norridgewock
New Sweden, Stockholm, Westmanland Plantation, Woodland—Albert Spaulding, R. 4, Caribou.
North Berwick, Wells—John S. Carver, Wells.
Norway, Oxford, Waterford—W. H. Edminster, Norway.
Oakland, Rome, Sidney—W. F Packard, Oakland.
Paris, Woodstock—Ray Robinson, South Paris.
Perham, Wade, Washburn—A. A. Woodworth, Washburn.
Presque Isle, Westfield—A B Hayes, Presque Isle.
Rockland, Rockport—E. L Toner, Rockland.

Town and State Supervising Agent

MAINE

Allagash Plantation, Saint Francis Plantation—G. Hector Bourgoin, Frenchville.
Caswell Plantation, Connor—S. E Preble, Presque Isle.
Chesuncook Plantation—A W Gordon, Augusta.
Harpswell—Charles S Pennell, R 2 Brunswick.
Scarborough—F. H. B Heald, Scarborough
Wesley—Leroy W. Moan, Machias

County and County Superintendent

MARYLAND

Allegany—Charles L. Kopp, Cumberland.
Anne Arundel—George Fox, Annapolis
Baltimore—Clarence G Cooper, Towson.
Calvert—Harry R. Hughes, Prince Frederick.
Caroline—E. M. Noble, Denton
Carroll—M. S. H Unger, Westminster.
Cecil—Howard T. Ruhl, Elkton.
Charles—F. Bernard Gwynn, La Plata
Dorchester—J. B. Noble, Cambridge
Frederick—E. W. Pruitt, Frederick.
Garrett—F. E. Rathbun, Oakland.
Harford—C Milton Wright, Bel Air.
Howard—W C. Phillips, Ellicott City.
Kent—Louis C. Robinson, Chestertown.
Montgomery—Edwin W. Broome, Rockville.
Prince Georges—Nicholas Orem, Upper Marlboro.
Queen Annes—Franklin D. Day, Centerville.
St. Marys—Lettie M Dent, Leonardtown.
Somerset—W Stewart Fitzgerald, Princess Anne.
Talbot—T. G Pullen, jr., Easton.
Washington—B. J. Grimes, Hagerstown.
Wicomico—James M. Bennett, Salisbury.
Worcester—Arthur C Humphreys, Snow Hill.

Towns in Union and Union Superintendent

MASSACHUSETTS [1]

Alford, Egremont, Richmond, West Stockbridge—Elmer F. Davenport, West Stockbridge.
Amherst, Pelham—Jason O. Cook, Amherst
Ashburnham, Winchendon—Guy W. Vail, Winchendon.
Ashby, Lunenburg, Townsend—Wesley E. Nims, Townsend.
Ashfield, Cummington, Goshen, Plainfield—Eugene K. Currie, Ashfield.
Ashland, Hopkinton—Arthur F. Crowell, Ashland.
Auburn, Sutton—Clarence M. Harris, Auburn
Avon, Holbrook, Randolph—Adolph O. Christiansen, Randolph.
Ayer, Roxborough, Shirley—Frank C. Johnson, Ayer.
Baire, Hardwick, Petersham—Charles A. Rush, Baire.
Becket, Chester, Middlefield—Harold B. Swicker, Chester.
Bedford, Lexington—Thomas S. Grindle, Lexington.
Belchertown, Enfield—Herman C. Knight, Belchertown
Bellingham, Hopedale, Mendon—Carroll H. Drown, Hopedale.
Berkley, Dighton, Freetown—Norman D. Bailey, North Dighton.
Berlin, Northboro, Southboro—Henry G. Blount, Northboro.
Bernardston, Gill, Leyden, Northfield, Warwick—L. W. Robbins, Northfield.
Billerica, Burlington—Eugene C. Vining, Billerica.
Blackstone, Millville—W. J. B. Macdougall, Blackstone.
Blandford, Huntington, Montgomery, Russell—Leon M. Orcutt, Huntington.
Bolton, Carlisle, Harvard, Littleton, Stow—Nathaniel N. Love, Littleton.

[1] For cities and towns having a population of 2,500 and more, see pp. 56–58.

Bourne, Mashpee, Sandwich—James I. Peebles, Bourne.
Boxford, Georgetown, Groveland, Rowley—George A. Keith, Groveland.
Boylston, West Boylston—Louis J. Peltier, West Boylston.
Brewster, Dennis, Yarmouth—Charles R. Sears, Bass River.
Brimfield, Monson, Wales—Everett J. Best, Monson.
Brookfield, East Brookfield, North Brookfield—Reginald S. Kimball, North Brookfield.
Buckland, Colrain, Shelburne—Frank P. Dawson, Shelburne Falls.
Carver, Lakeville, Rochester—A. B. Webber, Middleboro.
Charlemont, Hawley, Heath, Rowe—Walter E. Lane, Charlemont.
Charlton, Holland, Sturbridge—Loring O. Williams, Sturbridge.
Chatham, Eastham, Harwich, Orleans—Charles H. Pratt, Harwich.
Cheshire, Hancock, Lanesboro, New Ashford—Fred R. Stuart, Hancock.
Chesterfield, Williamsburg, Worthington—Lucius A. Merritt, Williamsburg.
Chilmark, Edgartown, Gay Head, Gosnold, Oak Bluffs, Tisbury, West Tisbury—Robert W. Martin, Vineyard Haven.
Clarksburg, Florida, Monroe, Savoy—David J. Malcolm, Charlemont.
Cohasset, Hingham—Orvis K. Collins, Hingham.
Conway, Deerfield, Sunderland, Whately—Marvin E. James, South Deerfield.
Dana, Greenwich, New Salem, Prescott—Hazel M. Gifford, North Dana.
Douglas, Uxbridge—Albert B. Garceau, Uxbridge.
Dover, Sudbury, Wayland—Frank H. Benedict, Cochituate.
Dudley, Webster—James V. Leblanc, Webster.
Dunstable, Pepperell, Tyngsboro—George H. Clarke, Pepperell.
Easthampton, Southampton, Westhampton—Herbert D. Sisson, Easthampton.
East Longmeadow, Hampden, Wilbraham—Frederic A. Wheeler, East Longmeadow.
Erving, Leverett, Shutesbury, Wendell—Edwin J. Harriman, Millers Falls.
Essex, Manchester—Roy F. Keller, Manchester.
Fairhaven, Mattapoisett—Charles J. Prior, Fairhaven.
Franklin, Wrentham—Arthur W. Hall, Franklin.
Grafton, Upton—Albert S. Cole, Grafton.
Granby, South Hadley—Richard D. Tucker, South Hadley Falls.
Granville, Southfield, Southwick, Tolland—Millard C. Moore, Southwick.
Hadley, Hatfield—William L. Bidwell, 73 Ridgewood Terrace, Northampton.
Halifax, Kingston, Pembroke, Plympton—Charles W. Lawrance, Kingston.
Hamilton, Ipswich, Topsfield, Wenham—John D. Whittier, South Hamilton.
Hanover, Hanson, Norwell—Willard B. Spalding, Hanover.
Hinsdale, Peru, Washington, Windsor—H. H. Eddy, Hinsdale.
Holden, Oakham, Paxton, Rutland—James R. Childs, Holden.
Holliston, Medway, Sherborn—William A. Nickerson, Holliston.
Hubbardston, Phillipston, Royalston, Templeton—Leon E. Prior, Baldwinville.
Lee, Monterey, Otis, Tyringham—Charles A. Miller, Lee.
Marshfield, Scituate—Harold C. Wingate, Egypt.
Medfield, Millis, Norfolk, Westwood—Lyman R. Allen, 19 Beech Street, Framingham.
Merrimac, Newbury, Salisbury, West Newbury—John C. Page, West Newbury.
Middleton, Tewksbury, Wilmington—Stephen G. Bean, Wilmington.
Millbury, Oxford—Chauncey C. Ferguson, Millbury.
Mount Washington, New Marlboro, Sheffield—Charles L. Stephenson, Sheffield.
New Braintree, Warren, West Brookfield—Sylvan B. Genthner, Warren.
North Reading, Reading—Adelbert L. Safford, Reading.
Norton, Plainville—Laurence G. Nourse, Norton.
Princeton, Sterling, Westminster—Harold L. Bullou, Sterling.
Provincetown, Truro, Wellfleet—C. A. Harris, Provincetown.
Raynham, West Bridgewater—Ernest W. Robinson, West Bridgewater.
Rehoboth, Seekonk—Herbert L. Whitman, Rehoboth.

County and County Commissioner

MICHIGAN

Alcona—George R. Emerick, Harrisville.
Alger—Mrs. Julia V. Peterson, Munising.
Allegan—O. V. Fales, Allegan.
Alpena—Earl R. Oates, Alpena.
Antrim—J. W. Thumm, Bellaire.
Arenac—Calvin Ennes, Standish.
Baraga—Elna E. Nelson, Baraga.
Barry—Mrs. Maude Smith, Hastings.
Bay—Earl S. Goodman, Bay City.
Benzie—Mrs. Beryl H. Abbott, Frankfort.
Berrien—Mrs. Jennie Mecham, St. Joseph.
Branch—Fern Bickford, Coldwater.
Calhoun—D. A. Davis, Marshall.
Cass—Frank Flagg, Cassopolis.
Charlevoix—William C. Palmer, Charlevoix.
Cheboygan—Arthur L. Martin, Cheboygan.
Chippewa—T. B. Aldrich, Sault Ste. Marie.
Clare—Asa H. Aldrich, Harrison.
Clinton—Mattie Smith, St. Johns.
Crawford—Mrs. J. W. Payne, Grayling.
Delta—C. P. Woodpert, Escanaba.
Dickinson—Bert R. Miller, Iron Mountain.
Eaton—Mrs. Myrna Denison, Charlotte.
Emmet—May E. Blanchard, Petoskey.
Genesee—Daisy E. Howard, Flint.
Gladwin—George W. Taylor, Gladwin.
Gogebic—Mrs. John C. Watson, Ironwood.
Grand Traverse—George Elkey, Traverse City.
Gratiot—H. A. Potter, Ithaca.
Hillsdale—Mrs. Viola Moore, Hillsdale.
Houghton—J. Bellows, Houghton.
Huron—W. H. Sparling, Bad Axe.
Ingham—Fred Searl, Mason.
Ionia—Edward M. Brake, Ionia.
Iosco—Margaret E. Worden, Tawas City.
Iron—John F. Nuson, Crystal Falls.
Isabella—H. C. Cazatt, Mount Pleasant.
Jackson—Howard C. Prime, Jackson.
Kalamazoo—Mary Enfield, Kalamazoo.
Kalkaska—Mrs. Blanche S. Lossing, Kalkaska.
Kent—A. M. Freeland, Grand Rapids.
Keweenaw—H. S. Winter, Mohawk.
Lake—I. J. Moothart, Baldwin.
Lapeer—Alva A. Reed, Lapeer.
Leelanau—H. R. Dumbrille, Glen Arbor.
Lenawee—E. T. Armstrong, Adrian.
Livingston—E. Alma Sharpe, Howell.
Luce—Mary H. Chamberlain, Newberry.
Mackinac—Charles E. Langdon, St. Ignace.
Macomb—Will L. Lee, Mount Clemens.
Manistee—Albert J. Dahlgren, Manistee.
Marquette—Walter F. Gries, Marquette.
Mason—George D. Griswold, Scottville.
Mecosta—Virgil Ruegsegger, Big Rapids.
Menominee—Leo A. Godin, Menominee.
Midland—Mrs. Arey Hazen, Midland.
Milwaukee—Claire Taylor, Lake City.
Monroe—Clyde O. Hatter, Monroe.
Montcalm—Herold Rader, Stanton.
Montmorency—Mrs. Esther Farrier, Hillman.
Muskegon—Mrs. Nellie B. Chisholm, Muskegon.
Newaygo—Carrie L. Carter, Fremont.
Oakland—E. J. Lederle, Pontiac.
Oceana—Mrs. Grace Walker, Hart.
Ogemaw—Mrs. Etta M. Babcock, West Branch.
Ontonagon—A. E. Kilmer, Greenland.
Osceola—Harold H. Wilcox, Dighton.
Oscoda—Georgia L. Fowler, Fairview.
Otsego—Sim J. Lewis, Gaylord.
Ottawa—Gerritt G. Groenewoud, Holland.
Presque Isle—Martha A. Caldwell, Onaway.
Roscommon—George E. Carpenter, Roscommon.
Saginaw—Ottilia M. Frisch, Saginaw.
St. Clair—Mrs. Elvera Morrison, Port Huron.

St. Joseph—Mrs Mary Collard, Centerville
Sanilac—Harry O Smith, Sandusky.
Schoolcraft—W. T S Cornell, Manistique.
Shiawassee—Susan Fear, Corunna
Tuscola—B. H. McComb, Caro.
Van Buren—Harry Hough, Paw Paw
Washtenaw—Cora L. Haas, Ann Arbor.
Wayne—E. W Yost, Detroit
Wexford—Clarence C Clark, Cadillac.

County and County Superintendent

MINNESOTA

Aitkin—Miss Harriet Millard, Aitkin
Anoka—Edith L. Patch, Anoka
Becker—Lena M Winje, Detroit Lakes
Beltrami—J C McGhee, Bemidji
Benton—J. A Kraus, Foley
Big Stone—Martha Rothwell, Ortonville
Blue Earth—W H Detamore, Mankato.
Brown—Robert B Kennedy, New Ulm
Carlton—Nora A. Nilsen, Moose Lake.
Carver—Estella L. Elke, Chaska
Cass—N. W. Sawyer, Walker.
Chippewa—Lu Ella E Watson, Montevideo.
Chisago—E J Cederholm, Center City.
Clay—Ellen M Anderson, Moorhead.
Clearwater—Mrs. Mae B. Barness, Bagley.
Cook—William J. Clinch, Grand Marais.
Cottonwood—Emma C. Sammons, Windom.
Crow Wing—Harold T Molstad, Brainerd
Dakota—J. P Karpen, Hastings
Dodge—Margaret Brown, Mantorville
Douglas—F C. Ellertson, Alexandria
Faribault—Eva Jones, Blue Earth.
Fillmore—Irene Warren, Preston.
Freeborn—Harold Dahlen, Albert Lea.
Goodhue—Mollie Remshardt, Red Wing
Grant—Blanche L Brennin, Elbow Lake.
Hennepin—Mrs May H Dills, Minneapolis
Houston—Elizabeth Klein, Caledonia.
Hubbard—R J. Olinger, Park Rapids
Isanti—Mrs. Jennie Bird Coleman, Cambridge
Itasca—Jessie E. Hutchins, Grand Rapids
Jackson—B. T. Klevberg, Jackson
Kanabec—Mrs Emma S. Clark, Mora
Kandiyohi—Wallace C Olson, Willmar
Kittson—Mrs Esther Olson Coleman, Hallock.
Koochiching—Roy H. Larson, International Falls.
Lac qui Parle—Melvin S. Wroolie, Madison
Lake—C E. Campton, Two Harbors.
Lake of the Woods—Mrs. Grace E Lindholm, Baudette
Le Sueur—Henry C Poehler, Le Center.
Lincoln—Jennie L Reiss, Ivanhoe
Lyon—Jennie M Frost, Marshall.
McLeod—Dan Vorlicek, Glencoe.
Mahnomen—Ella M. Person, Mahnomen.
Marshall—Nels Engen, Warren
Martin—Mabel N Hall, Fairmont
Meeker—Rachel E. DeLong, Litchfield.
Mille Lacs—Mrs. Sophia Soule, Milaca.
Morrison—Crawford Sheldon, Little Falls
Mower—Edith I. Vest, Austin
Murray—Mrs. Ada B Wise, Slayton.
Nicollet—Eugene Meyer, St Peter
Nobles—John P. Hoffman, Worthington
Norman—Adolph Stenseth, Ada.
Olmsted—William L. Mercer, Rochester
Otter Tail—John M Henderson, Fergus Falls
Pennington—A. C. Matheson, Thief River Falls.
Pine—Jens P. Miller, Pine City.
Pipestone—Nellie E. Dodd, Pipestone.
Polk—I S Hov, Crookston.
Pope—H. L Eastlund, Glenwood
Ramsey—George S. Belland, St. Paul.
Red Lake—Erba E. Pouliot, Red Lake Falls.
Redwood—C D. Clipfell, Redwood Falls
Renville—J S Burrell, Olivia.
Rice—J H Lewis, Faribault.
Rock—V M. Barrett, Luverne
Roseau—Eddy E. Billberg, Roseau.
St Louis—Arthur Lampe, Duluth.
Scott—T. J. Nickolay, Prior Lake.
Sherburne—Fred Williams, Clear Lake.
Sibley—Ella B. Thorson, Gaylord.
Stearns—W. A. Boerger, St. Cloud.
Steele—Marie K Christianson, Owatonna
Stevens—Mrs. Nellie M. Gould, Morris.
Swift—Myrtle Rasmussen, Benson
Todd—Martha Thom, Long Prairie
Traverse—Grace Norgaard, Wheaton
Wabasha—Anton Fischer, Wabasha
Wadena—H. K Bluhm, Wadena
Waseca—H C Van Loh, Waseca
Washington—E. E Bloomquist, Stillwater
Watonwan—Mabel Madson, St James
Wilkin—Clarence Gordhamer, Breckenridge
Winona—Clyde R. Morrison, Winona.
Wright—Albert A Anderson, Cokato
Yellow Medicine—Clara Thorpe, Granite Fall

MISSISSIPPI

Adams—V. Josephine Fitts, Natchez
Alcorn—T. J Dalton, Corinth
Amite—John H. Parker, Liberty
Attala—E. C Lord, Kosciusko.
Benton—Jessie Littleton, Ashland.
Bolivar—A. K. Eckles, Cleveland
Calhoun—E. A. Wagner, Pittsboro.
Carroll—G. G. Bennett, Vaiden
Chickasaw—Mrs. J. C Beasley, Houston
Choctaw—B. S. Steadman, Ackerman
Claiborne—J Mack Jones, Pattison
Clarke—M M. Shirley, Quitman.
Clay—S L. Dexter, West Point.
Coahoma—Ermin Pitts, Clarksdale.
Copiah—Jack Sullivan, Hazlehurst.
Covington—Edward Thames, Collins
De Soto—Mrs. Ethel G Darden, Hernando
Forrest—S. E. L. Weatherford, Hattiesburg
Franklin—V H. Torrey, Meadville
George—R E Horne, Lucedale
Greene—E E Smith, Leakesville
Grenada—E L. Atkinson, jr., Grenada
Hancock—A. S. McQueen, Bay St Louis
Harrison—George M. Deen, Gulfport
Hinds—F M. Coleman, Jackson.
Holmes—P. H. Williams, Lexington
Humphreys—T D Rice, Belzoni.
Issaquena—Mrs L. T. Wade, jr., Mayersville
Itawamba—R Sidney Sheffield, Fulton
Jackson—A. Forest McClelhee, Pascagoula
Jasper—J M Kennedy, Bay Springs
Jefferson—Will H. Winters, Fayette
Jefferson Davis—Duel H. Price, Prentiss
Jones—J. M. Bryant, Laurel.
Kemper—W. R. McCoy, DeKalb
Lafayette—Dan T Keel, Oxford.
Lamar—Z. A. Foshee, Purvis.
Lauderdale—J. R. Ellis, Meridian
Lawrence—D C Daniel, Monticello.
Leake—Mrs. C. K. Waggoner, Carthage.
Lee—W A. Roper, Tupelo
Leflore—L. S. Rogers, Greenwood.
Lincoln—Eddie Young, Brookhaven.
Lowndes—R. A. Hickman, Columbus.
Madison—J. M. Rigby, Canton
Marion—F. S Hammond, Columbia.
Marshall—C. H. Curd, Holly Springs.
Monroe—Horace L. Baker, Aberdeen.
Montgomery—Mose P. Taylor, Winona
Neshoba—L. B. Walton, Philadelphia
Newton—M. J. Scarborough, Decatur.
Noxubee—W. B Jones, Macon
Oktibbeha—T. H. Moseley, Starkville.
Panola—R. T Keys, Sardis
Pearl River—T J. Gipson, Poplarville.
Perry—J. S Finlayson, New Augusta.
Pike—Nannie Gillis, Magnolia
Pontotoc—E. Spain, Pontotoc.
Prentiss—C. G. Trantham, Booneville.
Quitman—Mrs. M O. Prater, Marks.
Rankin—F. M. Lowther, Brandon.
Scott—H. C. Anderson, Forest.
Sharkey—Mrs. Henry Barnard, Rolling Fork.
Simpson—Ellis C. Buckley, Mendenhall.
Smith—N. N. McAlpin, Raleigh.
Stone—J. E. Roberson, Wiggins.
Sunflower—R. M. Yarbrough, Indianola.
Tallahatchie—R. H. Harrison, Charleston.
Tate—Mrs. Winnie C. Smith, Senatobia.
Tippah—J. M. Stark, Ripley.
Tishomingo—J. O. Epps, Iuka.
Tunica—Mrs. C. R. West, Tunica.
Union—J. L. Wilson, New Albany.
Walthall—D. E. Lott, Tylertown.
Warren—Z. E. Oswalt, Vicksburg.
Washington—B. L. Hatch, Greenville.

Wayne—U. S. Large, Waynesboro.
Webster—W. E. Williams, Walthall.
Wilkinson—J. N. Miller, Woodville.
Winston—T. T. Gillis, Louisville.
Yalobusha—T. P. Jenkins, Water Valley.
Yazoo—Ben F. Middleton, Yazoo City.

MISSOURI

Adair—Marion S. Schott, Kirksville.
Andrew—Cecil Jenkins, Savannah.
Atchison—L. Blanche Templeton, Rockport.
Audrain—Ed. C. Offutt, Mexico.
Barry—J. T. Hodge, Cassville.
Barton—Elgin Dermott, Lamar.
Bates—Elzie Wells, Butler.
Benton—James R. Berry, Warsaw.
Bollinger—Ora Tallent, Marble Hill.
Boone—Charles E. Northcutt, Columbia.
Buchanan—E. L. Birkhead, St. Joseph.
Butler—J. L. Knudson, Poplar Bluff.
Caldwell—D. N. McClintock, Kingston.
Callaway—B. W. Freiberger, Fulton.
Camden—W. B. Allison, Camdenton.
Cape Girardeau—O. C. Kaden, Jackson.
Carroll—J. Earl Evans, Carrollton.
Carter—H. D. Condray, Van Buren.
Cass—May Howlin, Harrisonville.
Cedar—Lonzo T. Moyer, Stockton.
Charlton—Fannie F. Wardin, Keytesville.
Christian—Charles P. Boyd, Ozark.
Clark—Clarence Boyd L. Kahoka.
Clay—E. L. Black, Liberty.
Clinton—Mrs. Jennie C. Lankford, Plattsburg.
Cole—Roger V. Smith, Jefferson City.
Cooper—W. B. Downing, Pilot Grove.
Crawford—Oscar J. Stewart, Sullivan.
Dade—Thomas Fitzpatrick, Greenfield.
Dallas—Mrs. Nettie George, Buffalo.
Daviess—Earl Dudley, Gallatin.
De Kalb—John W. Jobe, Maysville.
Dent—Albert Clark, Salem.
Douglas—C. H. Hubbard, Ava.
Dunklin—Tom G. Douglas, Kennett.
Franklin—O. E. Burke, Union.
Gasconade—Fred C. Wittrock, Hermann.
Gentry—Reta Mitchell, Albany.
Greene—L. H. Coward, Springfield.
Grundy—Blanche Baker, Trenton.
Harrison—Alva L. Allen, Bethany.
Henry—Kathryn Gaugher, Clinton.
Hickory—Elzie Miller, Hermitage.
Holt—O. Frank Smith, Oregon.
Howard—Omer Bibb, Fayette.
Howell—Mrs. Lillie D. Hess, West Plains.
Iron—Lillian Albers, Ironton.
Jackson—L. F. Blackburn, Independence.
Jasper—Walter Colley, Carthage.
Jefferson—H. H. Wilson, Hillsboro.
Johnson—Fred H. House, Warrensburg.
Knox—Mrs. Anna L. Swarts, Edina.
Laclede—O. C. Jones, Lebanon.
Lafayette—W. H. Gentry, Lexington.
Lawrence—Harry Moore, Mount Vernon.
Lewis—Mrs. Myrle T. Bradshaw, Canton.
Lincoln—Mrs. Florence D. Bregeman, Troy.
Linn—J. F. Barrentine, Brookfield.
Livingston—J. J. Jordan, Chillicothe.
McDonald—T. A. Carroll, Pineville.
Macon—Charles A. Powell, Macon.
Madison—Mollie M. Robbins, Fredericktown.
Maries—C. A. Baldwin, Vienna.
Marion—E. C. Bolton, Palmyra.
Mercer—Mrs. Cecil Buchman, Princeton.
Miller—Charles Snodgrass, Tuscumbia.
Mississippi—Mrs. Ruby Thompson, Charleston.
Moniteau—J. P. Kay, California.
Monroe—Mrs. Julia C. Mason, Paris.
Montgomery—W. F. Hope, Montgomery City.
Morgan—M. Wray Witten, Versailles.
New Madrid—Milus R. Davis, New Madrid.
Newton—Roy Scanlin, Neosho.
Nodaway—William H. Burr, Maryville.
Oregon—Mrs. Mattie E. Lindley, Alton.
Osage—Myra O. Reed, Linn.
Ozark—Everett Herd, Gainesville.
Pemiscot—H. S. Jones, Caruthersville.
Perry—Ora Nelson, Perryville.
Pettis—C. F. Scotten, Sedalia.
Phelps—Ralph Marcellus, Rolla.
Pike—Annie Ingram, Bowling Green.
Platte—E. J. Ketteman, Platte City.
Polk—Dessa Manuel, Bolivar.
Pulaski—J. C. Underwood, Waynesville.
Putnam—A. S. Hill, Unionville.
Ralls—L. C. Northcutt, New London.
Randolph—J. V. Minor, Huntsville.
Ray—Otis L. Chandler, Richmond.
Reynolds—Ventile Smith, Centerville.
Ripley—Myrtle Williams, Doniphan.
St. Charles—Benjamin H. Jolly, St. Charles.
St. Clair—Ray T. Evans, Osceola.
St. Francois—J. Clyde Akers, Farmington.
Ste. Genevieve—Vernetta Sexauer, Ste. Genevieve.
St. Louis—R. G. Russell, Clayton.
Saline—Mrs. Majorie Neil Hoy, Marshall.
Schuyler—Anna Groseclose, Lancaster.
Scotland—I. M. Horn, Memphis.
Scott—O. F. Anderson, Benton.
Shannon—Virgil Thompson, Eminence.
Shelby—Mrs. Virginia Bothards, Shelbyville.
Stoddard—Charles B. Miller, Bloomfield.
Stone—C. H. Keith, Galena.
Sullivan—Hildred Spencer, Milan.
Taney—Emmett B. Adams, Forsyth.
Texas—Forrest L. Dunivan, Houston.
Vernon—R. V. Holmes, Nevada.
Warren—F. W. Kehr, Marthasville.
Washington—Fred L. Cole, Potosi.
Wayne—Charles Randall, Greenville.
Webster—Perry Shook, Marshfield.
Worth—Mrs. Cora Early, Grant City.
Wright—Jonah Long, Hartville.

MONTANA

Beaverhead—Nell Doyle, Dillon.
Big Horn—Mrs. Lillie MacLeod, Hardin.
Blaine—Alberta Flynn, Chinook.
Broadwater—Edith Bridgewater Fox, Townsend.
Carbon—Elizabeth Duffield, Red Lodge.
Carter—Lela Hall, Ekalaka.
Cascade—Lillian Brown, Great Falls.
Chouteau—Lulu Maurer, Fort Benton.
Custer—Mrs. Jessie S. McCoy, Miles City.
Daniels—Mrs. Zelpha E. Martin, Scobey.
Dawson—Mrs. Anna M. Schultz, Glendive.
Deerlodge—Helen MacMillan, Anaconda.
Fallon—M. L. Schneider, Baker.
Fergus—Pauline E. Patton, Lewistown.
Flathead—Mrs. Lillian L. Peterson, Kalispell.
Gallatin—Irene Hollier, Bozeman.
Garfield—Delphia Brown, Jordan.
Glacier—Mary M. Reagan, Cut Bank.
Golden Valley—Julia Thompson, Ryegate.
Granite—Mrs. Clara Dell McDonel, Philipsburg.
Hill—Margaret Harris, Havre.
Jefferson—W. L. McMillan, Boulder.
Judith Basin—Estella Crockett, Standford.
Lake—Bessie B. Marble, Polson.
Lewis and Clark—Jessie Morgan, Helena.
Liberty—Merle M. Duncan, Chester.
Lincoln—Mrs. Carrie H. La Munyan, Libby.
McCone—Edith Mahlstedt, Circle.
Madison—Mrs. Mary H. Duncan, Virginia City.
Meagher—Florence J. Abbott, White Sulphur Springs.
Mineral—Geraldine Freed, Superior.
Missoula—Reta B. Armstrong, Missoula.
Musselshell—Lois J. McLeod, Roundup.
Park—Jessie Somerville, Livingston.
Petroleum—Frances McDaniel, Winnett.
Phillips—Stella M. Peek, Malta.
Pondera—Leona Reinelt, Conrad.
Powder River—Edith Boyes, Broadus.
Powell—Cornelia Geary, Deer Lodge.
Prairie—Gladys Ross Kalfell, Terry.
Ravalli—Willie May Sherwin, Hamilton.
Richland—Dan E. Kind, Sidney.
Roosevelt—Mrs. Margaret N. Inglehart, Wolf Point.
Rosebud—Everett M. Reisen, Forsyth.
Sanders—Edna P. Bowman, Thompson Falls.
Sheridan—Henry O. Rasen, Plentywood.
Silver Bow—Maybelle Hogan, Butte.
Stillwater—Florence Rosean, Columbus.
Sweet Grass—Hilda M. Rein, Big Timber.
Teton—Inez Foxford, Chouteau.
Toole—Elma B. Monson, Shelby.
Treasure—Roberta Timm, Hysham.

Valley—A. Jerome Wall, Glasgow
Wheatland—Bertha Lunceford, Harlowton
Wibaux—Wallace Scott, Wibaux.
Yellowstone—Sylvia Watts, Billings.

NEBRASKA

Adams—Mrs. Lottie Cunningham, Hastings.
Antelope—Mrs Peal W. Baskett, Neligh.
Arthur—R. L Roy, Arthur.
Banner—Mrs. Kathryn K Lee, Harrisburg.
Blaine—H H Thompson, Brewster
Boone—Oma Thompson, Albion.
Box Butte—Opal Russell, Alliance.
Boyd—Mrs. Anna W. McCartney, Butte.
Brown, E. J. A. Rice, Ainsworth.
Buffalo—Byron M. Walker, Kearney.
Burt—W T Poucher, Tekamah.
Butler—Mrs Agnes Holland, David City.
Cass—Alpha C. Peterson, Plattsmouth.
Cedar—J Michael McCoy, Hartington.
Chase—Millie B Ingold, Imperial
Cherry—Mrs Edna H. Jackson, Valentine.
Cheyenne—Mrs. Gertrude Nelson, Sidney.
Clay—Edwin M Wieland, Clay Center.
Colfax—F. J. Vogltance, Schuyler
Cuming—Anne Will, West Point.
Custer—Harry E. Weekly, Broken Bow.
Dakota—Wilfred E. Voss, Dakota City.
Dawes—Mrs. Leora A Rustin, Chadron.
Dawson—W. C. Bloom, Lexington.
Deuel—Zeola E Barnes, Chappell
Dixon—W. F. Richardson, Ponca.
Dodge—J L Ray, Fremont.
Douglas—Henry M. Eaton, Omaha.
Dundy—Mrs. Katye E Logan, Benkelman.
Fillmore—Elizabeth E. Schelkopf, Geneva.
Franklin—Mrs. Mamie Humphreys, Franklin.
Frontier—Louise Heckelman, Stockville.
Furnas—Jessie Lewis, Beaver City.
Gage—Joseph W Miller, Beatrice
Garden—Mrs Blanche W. Riddile, Oshkosh.
Garfield—Edward F. Sime, Burwell
Gosper—Charles A Yeoman, Elwood.
Grant—Theo. A Frye, Hyannis.
Greeley—Ida Foster, Greeley.
Hall—Mrs. Henriette Bernstein, Grand Island.
Hamilton—Mrs. Bernice L. Pierson, Aurora.
Harlan—Mrs. Elva Jackson, Alma.
Hayes—C. S Strickler, Hayes Center.
Hitchcock—Alice Marquissee. Trenton.
Holt—Mrs Luella A. Parker, O'Neill.
Hooker—Mrs. S. Josephine Mercure, Mullen.
Howard—Mrs. Blanche Pfrehm, St Paul.
Jefferson—Mrs. Genevieve C Clark, Fairbury.
Johnson—Elva L. McCoy, Tecumseh.
Kearney—Nell M. Bloodgood, Minden.
Keith—Mrs. Jessie M. Gainsforth, Ogallala.
Keya Paha—Willard E Snyder, Springview.
Kimball—Rachel McElroy, Kimball.
Knox—Mrs. Catherine Tunberg, Center.
Lancaster—Jesse James Correll, Lincoln.
Lincoln—Mrs. Rose D. North, North Platte.
Logan—Mrs. Ada Jenkins, Gandy.
Loup—Mrs. Marcia C. Smith, Taylor.
McPherson—Henry C. Shinall, Tryon.
Madison—Mrs. Alice Hall, Madison.
Merrick—Pearl Simmons, Central City.
Morrill—Mrs. Viola B. Shepherd, Bridgeport.
Nance—Jessie G. Kreidler, Fullerton.
Nemaha—Lovina Zimmerman, Auburn.
Nuckolls—Blanche Goodrich, Nelson.
Otoe—Chas Speedie, Nebraska City.
Pawnee—Mrs. Alberta Ballance, Pawnee City.
Perkins—Mrs. Ruth Rees McQuiston, Grant.
Phelps—Mabel Lundberg, Holdredge.
Pierce—August W. Breyer, Pierce.
Platte—Fred S. Lecron, Columbus.
Polk—I. D. Huston, Osceola.
Red Willow—Russell Somerville, McCook.
Richardson—L. P. Grundy, Falls City.
Rock—P. R. Carpenter, Bassett.
Saline—Eugene G. Hopkins, Wilber.
Sarpy—George W. Dudley, Papillion.
Saunders—E. A. Odman, Wahoo.
Scotts Bluff—Mrs. Miriam Southwell, Gering.
Seward—E. H. Koch, Seward.
Sheridan—Mrs. Pearle E. Summers, Rushville.
Sherman—R. D. Hendrickson, Loup City.
Sioux—Mrs. Elizabeth Emery, Harrison.
Stanton—Mrs. Minnie M. McKinsey, Stanton.
Thayer—H E Barbee, Hebron.
Thomas—Mrs. Rosa Salleng, Thedford.
Thurston—Clara H. Otteman, Pender.
Valley—Clara M McClatchey, Ord
Washington—Lester E. Belford, Blair.
Wayne—Pearl E. Sewell, Wayne.
Webster—Zelma R Wonderly, Red Cloud.
Wheeler—Audrey Slone, Bartlett.
York—Mrs Edna C Anderson, York.

SUPERVISION DISTRICT AND DEPUTY SUPERINTENDENT

NEVADA

(See principal State school officers)

TOWNS IN UNION AND UNION SUPERINTENDENT

NEW HAMPSHIRE[1]

Ashland, Bridgewater, Groton, Hebron, Holderness, New Hampton—Vincent Gatto, Ashland.
Berlin—Lloyd P. Young, Berlin.
Bristol, Alexandria, Andover, Danbury, Wilmot—Earle P. Freese, Bristol
Charlestown, Acworth, Langdon, Lempster, Marlow—Walter L. Mason, Charlestown
Claremont—Albert B. Kellog, Claremont.
Colebrook,[2] Columbia, Errol, Wentworth's Location—Alfred W Smith, Colebrook.
Concord—Louis J. Rundlett, Concord.
Conway, Albany, Bartlett, Chatham, Jackson, Livermore—John H. Fuller, North Conway.
Derry,[2] Londonderry, Windham—George H. Whitcher, Derry
Dover—Jacob E. Wignot, Dover.
Enfield, Canaan, Grafton, Orange, Springfield—Henry H Pratt, Enfield.
Epping, Brentwood, Danville, East Kingston, Fremont, Kingston, Sandown—Harold C. Bowley, Epping.
Exeter, Greenland, Kensington, Newfields, Stratham—Clifton A. Towle, Exeter.
Franklin (Hill, Sanbornton)—Fred S. Libbey, Franklin
Goffstown,[2] Bedford, New Boston - J Byron Tarney, Goffstown.
Gorham, Dummer, Milan, Randolph, Shelburne—Walton S. Adams, Gorham.
Hampton, Hampton Falls, Newcastle, Newington, North Hampton, Rye, Seabrook—Roy W. Gillmore, Hampton.
Hanover, Lyme—Robert J. Fuller, Hanover.
Haverhill,[2] Bath,[2] Benton, Monroe—Edward A. Janes, Woodsville.
Hillsboro,[2] Antrim, Deering, Washington, Windsor—Amasa A. Holden, Hillsboro.
Hinsdale, Richmond, Swanzey, Winchester—Wesley H. Douglass, Winchester.
Hopkinton, Dunbarton, Henniker, Weare—Almon W. Bushnell, Henniker.
Hudson, Hollis, Litchfield, Merrimack, Pelham—Fred W. Hall, Hudson.
Jaffrey, Fitzwilliam, Rindge, Sharon, Troy—Lewis S. Record, East Jaffrey.
Keene—Walter E. Hammond, Keene.
Laconia—John S. Gilman, Laconia.
Lancaster,[2] Jefferson, Whitefield—William G. Fuller, Lancaster.
Lebanon, Grantham—William J. English, Lebanon
Lincoln, Campton, Ellsworth, Thornton, Woodstock—Alonzo J. Knowlton, North Woodstock.
Lisbon, Easton,[2] Franconia, Landaff, Lyman—F. Lester Trafton, Lisbon.
Littleton, Bethlehem, Carroll, Dalton—Dana S. Jordan, Littleton.
Madison-Ossipee, Eaton, Effingham, Freedom, Tamworth—Frank W. Jackson, Madison.
Manchester—Louis P. Benezet, Manchester.
Marlborough, Gilsum, Harrisville, Nelson, Roxbury, Stoddard, Sullivan, Surry—Frederick T. Johnson, Marlborough.
Meredith, Center Harbor, Moultonborough, Sandwich—Ernest W. Small, Meredith.

[1] For cities and towns having a population of 2,500 or more, see p. 59.
[2] Two districts.
[3] Three districts.

Milford, Amherst, Brookline, Mount Vernon—Harold C. Bales, Milford
Milton, Brookfield, Farmington, Middleton, Wakefield—Fred W. Dudley, Union.
Nashua—Earle P. Tracey, Nashua.
Newport, Goshen, New London, Sunapee—Frank A. Morris, Newport
Northwood-Newmarket, Barrington, Lee, Nottingham, Stratford—Chester W. Doe, Northwood
Pembroke, Allenstown, Bow, Epsom, Hooksett—Henry S. Roberts, Suncook
Penacook, Boscawen, Canterbury, Loudon, Salisbury—George W. Sumner, Penacook.
Peterborough, Bennington, Dublin, Francestown, Greenfield, Hancock, Lawton Chase, Peterborough.
Piermont, Dorchester, Orford, Rumney, Warren, Wentworth—Allan M. McClarely, Orford.
Pittsfield, Barnstead, Chichester, Gilmanton—Lester B. Badger, Pittsfield
Plainfield, Cornish, Croydon, Unity—Andrew P. Averill, Cornish Flat.
Plymouth—Guy E. Spaare, Plymouth.
Portsmouth—Harry L. Moore, Portsmouth.
Raymond, Auburn, Candia, Chester, Deerfield—George H. Harmon, Raymond
Rochester—William H. Baker, Rochester
Salem, Atkinson, Hampstead, Newton, Plaistow, South Hampton—William J. Nelson, Plaistow
Somersworth, Durham, Madbury, Rollinsford—Howard L. Window, Somersworth
Stewartstown, Clarksville, Pittsburg—Arthur D. Wiggin, Pittsburg
Stratford, Northumberland, Stark—Eugene S. Foster, Groveton
Tilton-Northfield, Belmont, Gilford, Channing T. Sanborn, Tilton
Walpole, Alstead, Chesterfield, Westmoreland—Laurence O. Thompson, Walpole
Warner, Bradford, Newbury, Sutton, Webster—John A. Sinclair, Warner
Wilton, Greenville, Lyndeborough, Mason, New Ipswich, Temple, Vernon, Weare, Wilton.
Wolfeboro, Alton, New Durham, Tuftonboro—Fred B. Landman, Wolfeboro

County and County Superintendent

NEW JERSEY

Atlantic—H. M. Crossman, Egg Harbor City
Bergen—Ernest A. Harding, Hackensack
Burlington—I. J. Kaser, Mount Holly.
Camden—A. M. Brant, Camden
Cape May—Thomas J. Burrell, Cape May Court House.
Cumberland—J. J. Unger, Bridgeton.
Essex—Oliver J. Moreback, Newark.
Gloucester—[illegible] Woodbury
Hudson—A. H. Hydiske, Jersey City.
Hunterdon—Harry W. Moore, Flemington.
Mercer—J. M. Arnold, Trenton
Middlesex—Millard L. Lawrey, New Brunswick.
Monmouth—William M. Smith, Freehold.
Morris—Walter H. Davis, Morristown
Ocean—C. A. Morris, Toms River
Passaic—E. W. Garrison, Paterson
Salem—Albert C. Shuck, Salem
Somerset—Robert O. Sanford, Somerville
Sussex—Ralph Decker, Newton
Union—A. L. Johnson, Elizabeth
Warren—Will O. Atwood, Belvidere

NEW MEXICO

Bernalillo—Margaret Easterday, Albuquerque.
Chaves—Mrs. Clarice Holliman, Roswell
Colfax—J. T. Reece, Raton
Curry—K. C. Lea, Clovis
De Baca—Mrs. Mary H. Lawson, Fort Sumner.
Dona Ana—Mrs. Calla K. Eylar, Las Cruces
Eddy—H. R. Rodgers, Carlsbad
Grant—Mrs. Cora M. Holland, Silver City.
Guadalupe—Mrs. Georgia Abercrombie, Santa Rosa.
Harding—Mrs. Ethel J. Ladd, Mosquero.
Hidalgo—Mrs. Katie Hall, Lordsburg
Lea—Mattie Jordan, Lovington
Lincoln—Mrs. Ola C. Jones, Carrizozo.
Luna—Mrs. Eula Mae Richardson, Deming
McKinley—Mrs. L. J. Root, Gallup
Mora—Matias Zamora, Mora.
Otero—Mrs. Nellie Simpers, Alamogordo.
Quay—M. B. Jumper, Tucumcari.
Rio Arriba—Max Sanchez, Tierra Amarilla
Roosevelt—A. E. Hunt, Portales
Sandoval—Andres Gonzales, Bernalillo.
San Juan—Mrs. Leva M. Barton, Aztec
San Miguel—J. V. Gallegos, Las Vegas.
Santa Fe—Manuel Lujan, Santa Fe.
Sierra—Mrs. Patty Nunn, Hillsboro.
Socorro—Miquela Apodaca, Socorro.
Taos—Floyd Santistevan, Taos.
Torrance—Clyde McCulloh, Estancia.
Union—Clementine Ivie, Clayton.
Valencia—Manuel A. Baca, Los Lunas.

County and District Superintendent

NEW YORK[1]

Albany—Olin Bouck, Delmar; J. E. Smith, Berne; Harold P. French, Londonville.
Allegany—Frank L. Tuthill, Fillmore, George H. Smith, Cuba; Wilfred J. Coyle, Richburg; W. H. Curwood, Cuaneranga, W. Gates Pope, Andover.
Broome—Frederick W. Strong, Harpursville, J. E. Hurlburt, 44 Roosevelt Ave., Binghamton; K. E. Reilby, Orion; Hiram Goodrich, Whitney Point.
Cattaraugus—Edward C. Hawley, Franklinville; Gilbert A. Farwell, Hinsdale, Grant Walrath, 664 Broad Street, Salamanca, Essie E. Babcock, Cattaraugus; Archie Harkness, Randolph.
Cayuga—H. S. R. Murphy, Cato, Charles H. Owen, Sennett; Lee N. Taplin, 108 Owasco Road, Auburn; Clyde B. Myers (Merrifield), Aurora; Mrs. Mabelle L. Rodger, Moravia
Chautauqua—Merton E. Hubbard, South Dayton, J. William Anderson, Kennedy; Mrs. Dorothy B. Connelly, Ashville; J. O. Pratt, Sherman, Frank C. Brown, Westfield; Clarence E. Smith, Cassadaga.
Chemung—Pauline Graebner, 103 West Broad Street, Horseheads; Mrs. M. C. McWhorter, R. F. D. 1, Pine City.
Chenango—Mrs. C. Albert Fox, 22 King Street, Norwich; Albert C. Bowers, New Berlin; J. S. Gibbs, Oxford; June I. Schenck, Greene; Mary L. Isbell, 16-A Locust Street, Norwich.
Clinton—Oliver A. Wolcott, Keeseville; Ernest B. Sargeant, Ellenburg; Mrs. Nettie Feryall, Champlain; C. H. Murray, Plattsburg.
Columbia—Cecil S. Mapes, Payn Ave., Chatham; Charles Rivenburg, Germantown; Travis E. Gillette, 8 Marie Street, Hudson.
Cortland—Albert W. Armitage, Courthouse, Cortland; Mrs. Ruth C. Rathbun, Cincinnatus; Claude D. Carter, 20 Arthur Avenue, Cortland.
Delaware—Harvey B. Heath, Deposit; Charles B. Gibbs, Hancock; R. O. Harkness, Delhi; Zena R. Travis, Roxbury; Walter C. King, Franklin; A. T. Hamilton, R. F. D. 3, Jefferson.
Dutchess—Hugh N. Garwood, Fishkill; Almon O. Nye, Pleasant Valley; Mrs. Maud S. Rundall, Amenia; William R. Tremper, Rhinebeck.
Erie—C. A. Heist, Clarence; John D. Jones, Hamburg; William R. Buell, East Aurora; E. D. Ormsby, North Collins; W. E. Bensley, Springville.
Essex—C. J. Mousaw, Schroon Lake; Gertrude M. Spear, Westport; Mrs. Mattie J. Cutler, Upper Jay.
Franklin—Mrs. Myrtle Samplea, Chateaugay; George LaGraff, 8 Highland Avenue, Malone; F. H. Wilcox, 94 Academy Street, Malone; Gertrude F. Hyde, Moira.
Fulton—Mrs. Bessie D. Miller, R. F. D. 1, Johnstown; John M. Paris, Broadalbin.

[1] In this list the name of the superintendent of "the first district" in the county appears first, the name of the superintendent of the "second district" appears second, etc.

Genesee—George A. Barber, Genesee County Building, Batavia, J L M Uphill, 8 Fairmont Avenue, Batavia.
Greene—Thomas C Perry, Catskill, R M Mac Naught, Windham, Walter J Decker, Hunter
Hamilton—C B Hanley, Wells
Herkimer—A J Rose, West Winfield, Silas C Kimm, Herkimer, Edwin S Hopson, Dolgeville, B M Robinson, Poland
Jefferson—C M. Pierce, Mannsville, W J Linnell, 309 Ten Eyck Street, Watertown, T. B Stoel. Clayton, H W Ciegler, Sackets Harbor; Ernest W. Aiken, Theresa, Mrs G. L de Olloqui, Carthage
Lewis—G A Sealy, New Bremen, Grace H. Elliott, Lowville, Ruth M. Johnston, Port Leyden, A W Trainor, West Leyden
Livingston—James C Foote, jr, Caledonia, S R Miller, Springwater, R G. Conklin, Mount Morris.
Madison—Wayne G. Benedict, Hamilton, A I Tyler, Cazenovia; Leon W. Hamilton, Erieville, E P Barmore, Chittenango.
Monroe—W W Rayfield, Webster, M. B. Furman, East Rochester; Fred W. Hill, Brockport; John C Malloch, Churchville.
Montgomery—N Berton Alter, Canajoharie; George F Bowman, 45 Phillips Street, Amsterdam.
Nassau—Ambrose J Fry, Payne and Scudder Building, Mineola, W. C Mepham, Merrick.
Niagara—F K Frohlich, Middleport; Orrin A. Kolb, R F. D 5, Lockport; M. Gazelle Hoffman, Lewiston
Oneida—Glenn G Steele, 829 Rose Place, Utica; Harry C. Buck, Clayville; W. J Lewis, Clinton, Mrs. Neva S Angell, R. F. D. 1, Durhamville; Francis M. Carr, Barneveld; Charles Van Nort, Camden; Daniel M. Blue, Boonville.
Onondaga—M. E Hinman, Tully; G F. Fuggle, Jamesville, Earl L. Asselstine, North Syracuse, Manford D. Green, Liverpool, Philetus M. Helfer, Marcellus
Ontario—Leon J Cook, East Bloomfield, H S. G Loveless, Phelps, Conrad C. Muehe, box 16, Stanley; Harrie P Weatherlow, Naples.
Orange—Theron L. McKnight, Central Valley, Clifford L Haight, Warwick; Alfred M. Cortright, 6 Myrtle Avenue, Ext, Middletown.
Orleans—Luella Hoyer, R F D 4, Medina, Mrs Mary Clark, R F. D 4, Albion, Luther Chadwick, Fancher
Oswego—Mrs Audra W. Hadley, Sandy Creek, J M. Bonner, Pulaski, Aura A. Cole, Constantia, Mrs Ivah T Druce, R. F. D. 3, Mexico; W S Gardner, Fulton.
Otsego—J. B. McManus, Cooperstown, John E. Wilcox, Worcester; Naomi Burch, Hartwick; John E. Frederick, 13 Forest Avenue, Oneonta, George G Preston, Morris; Floyd R. Thayer, Edmeston.
Putnam—James H. Brooks, Garrison
Rensselaer—Lillian E. Flower, courthouse, Troy; Mrs. Mildred H. Craib, Berlin; G. Everett Patrie, Castleton on Hudson.
Rockland—George W Miller, Nanuet.
St. Lawrence—W. T Clark, Hailesboro; Arch W. Fortune, Morristown; Carlos S. Blood, Heuvelton; Carlton B. Olds, Waddington; Rose M. Libby, Canton; Mrs Melissa N Carroll, Potsdam; E. F. McDonald, Massena; A. J. Fields, 29 Pleasant Street, Potsdam
Saratoga—R O. Winans, Round Lake; Warren E. Miles, Rock City Falls, Oliver W. Winch, 22 Marion Avenue, South Glens Falls; A. M. Hollister, Corinth.
Schenectady—Frank W Palmer, room 303, County Building, Schenectady
Schoharie—Orlando J. Ives, Jefferson; William F Spencer, Middleburg; William D. Aker, Cobleskill.
Schuyler—Alberta Spaulding, Burdett; Caroline Van Liew, Watkins Glen.
Seneca—Mernette L. Chapman, Ovid; Charles B. Earl, Waterloo
Steuben—Calvin U. Smith, 143 E. High Street, Painted Post; Winfred Morrow, Bath; Frank H Smith, Addison; Charles A. Bruen, Jasper; H. M Brush, Arkport; Guyon J. Carter, Avoca, Mrs Charlotte Moore, Hammondsport.
Suffolk—P. B. Matthews, Bridgehampton, Roscoe C. Craft, Port Jefferson; Leonard J Smith, Northport
Sullivan—F. J Lewis, Barryville, Charles S Hick, Jeffersonville; Mrs. Emma C. Chase, Monticello.
Tioga—A. E. Belden, Newark Valley, M. D Goodrich, Tioga Center, Mrs Myrtle S. Whittemore, 350 Main Street, Oswego
Tompkins—E Craig Donnan, Newfield, J. Paul Munson, Groton, Leon A. Olds, 220 East Fall Street, Ithaca
Ulster—Emily S. Burnett, Station R, Kingston; Ralph H Johnson, Box C, New Paltz, J. H. Tanner, Accord; W. J Andrews, 133 St James Street, Kingston
Warren, L. F Perkins, Luzerne, J R. Stickney, Bolton Landing; Kathaleen Osborne, North Creek
Washington—Marjorie G Meiklejohn, Whitehall, Mrs Lena M S Brown, Granville; Mrs. Caroline P. Perry, Cambridge
Wayne—Frank L Miller, 5 Phelps Street, Lyons; Mrs. Ida E. Cosad, Wolcott; Mrs. Virginia C. Hill, Palmyra; Lewis H. Clark, Sodus.
Westchester—S J. Preston, 6 Stewart Place, White Plains, C. H. Cheney, White Plains; G. H Covey, Katonah, R. D. Knapp, Purdy Station.
Wyoming—J T. McGurren, Arcade; Victor Blom, 15 West Main Street, Attica, H. J. Harrison, box 97, Castile.
Yates—J. F. Bullock, Penn Yan; W. Errington Clarke, Branchport

County and County Superintendent

NORTH CAROLINA

Alamance—M. E. Yount, Graham.
Alexander—S. W Payne, Taylorsville
Alleghany—John M. Cheek, Sparta.
Anson—R. W. Allen, Wadesboro
Ashe—J. B. Nash, Jefferson.
Avery—Geo M. Bowman, Newland.
Beaufort—H H. McLean, Washington
Bertie—H. W. Early, Windsor
Bladen—W. W. Woodhouse, Elizabethtown.
Brunswick—R E. Sentelle, Southport.
Buncombe—A C. Reynolds, Asheville.
Burke—R L Patton, Morganton.
Cabarrus—S. G. Hawfield, Concord.
Caldwell—J W. McIntosh, Lenoir.
Camden—D. B. Burgess, Camden.
Carteret—J. G Allen, Beaufort.
Caswell—V E Swift, Yanceyville.
Catawba—J A. Capps, Newton
Chatham—W R. Thompson, Pittsboro.
Cherokee—A. L. Martin, Murphy.
Chowan—R. H Bachman, Edenton.
Clay—Allen J. Bell, Hayesville.
Cleveland—J H Grigg, Shelby.
Columbus—C C Russ, Whiteville.
Craven—R. S. Proctor, New Bern.
Cumberland—A. B. Wilkins, Fayetteville.
Currituck—Maud C Newbury, Currituck.
Dare—F T. Johnson, Manteo.
Davidson—Paul Evans, Lexington.
Davie—W. F. Robinson, Mocksville.
Duplin—J. O. Bowman, Kenansville.
Durham—L H. Barbour, Durham.
Edgecombe—J. A. Abernathy, Tarboro.
Forsyth—T. H. Cash, Winston-Salem.
Franklin—E L Best, Louisburg.
Gaston—F. P. Hall, Gastonia.
Gates—H. C. Sawyer, Gatesville.
Graham—J H. Moody, Robbinsville.
Granville—J. F Webb, Oxford.
Greene—A. B. Alderman, Snow Hill.
Guilford—Thomas R, Foust, Greensboro.
Halifax—A. E. Akers, Roanoke Rapids.
Harnett—B P. Gentry, Lillington.
Haywood—Homer Henry, Waynesville.
Henderson—R. G. Anders, Hendersonville.
Hertford—J. R. Brown, Winton.
Hoke—W. P. Hawfield, Raeford.
Hyde—G. M. Guthrie, Swan Quarter.
Iredell—J. H. Gentry, Statesville.
Jackson—M. B. Madison, Sylva.
Johnston—H. B. Marrow, Smithfield.
Jones—A. C. Holland, Trenton.

Ross—J. L. Fortney, Chillicothe
Sandusky—H. E Ryder, Fremont.
Scioto—E. O McOowen, Portsmouth.
Seneca—J E. Sherck, Tiffin.
Shelby—J. H Henke, Sidney.
Stark—L. J. Smith, Canton.
Summit—C. A. Flickinger, Akron
Trumbull—John C Berg, Warren.
Tuscarawas—Chas. Barthelmeh, New Philadelphia.
Union—J A. Yealey, Marysville.
Van Wert—C L Shaffer, Van Wert.
Vinton—J. D. McKinley, McArthur.
Warren—Chas. H. Bohl, Lebanon.
Washington—W. H. Webb, Marietta.
Wayne—C. A Gibbens, Wooster
Williams—John F Smith, Bryan
Wood—H E Hall, Bowling Green.
Wyandot—Ralph Broede, Upper Sandusky.

OKLAHOMA

Adair—W. S Mays, Stilwell
Alfalfa—Mrs Neva Wilson, Cherokee.
Atoka—D H Rounsaville, Atoka
Beaver—Jackson C Jones, Beaver.
Beckham—Alice Stringer, Sayre
Blaine—Charles G Sherman, Watonga.
Bryan—Lon C. Rice, Durant.
Caddo—D M Spann, Anadarko
Canadian—Miss Glenn E. McCarty, El Reno.
Carter—Ralph V. Hankey, Ardmore.
Cherokee—Henry Beasley, Tahlequah.
Choctaw—Ben F. Herman, Hugo.
Cimarron—J A Ellis, Boise City.
Cleveland—Y E. Jones, Norman.
Coal—E L Garrett, Coalgate.
Comanche—E. E Butler, Lawton
Cotton—Jay F. Smith, Walters.
Craig—J W. Hall, Vinita.
Creek—Alvin Hicks, Sapulpa
Custer—Orville J Prier, Arapaho.
Delaware—George Wallace, Jay
Dewey—Mrs Pearl Wilson, Taloga.
Ellis—May Dicken, Arnett
Garfield—C L Dalke, Enid
Garvin—Arch Johnson, Pauls Valley
Grady—John Elmer Martin, Chickasha.
Grant—Grace A. Egleston, Medford.
Greer—Lorena Browne, Mangum.
Harmon—Quantrell Tucker, Hollis.
Harper—Mabel G. Martin, Buffalo.
Haskell—Mrs W. O. Warren, Stigler.
Hughes—Jim Ragland, Holdenville.
Jackson—Curtis O. Booker, Altus.
Jefferson—Joe Story, Waurika
Johnston—Ed Gill, Tishomingo
Kay—Floyd L. Coates, Newkirk.
Kingfisher—Lee Boecher, Kingfisher.
Kiowa—D Beeson, Hobart.
Latimer—J O. Rich, Wilburton
Le Flore—Stewart McDonald, Poteau.
Lincoln—Carl Anderson, Chandler.
Logan—Blanche W. Farley, Guthrie.
Love—Jim W. Smith, Marietta.
McClain—John R Sheets, Purcell
McCurtain—Herbert Flowers, Idabel.
McIntosh—E. G Mouser, Eufaula.
Major—George W Spenner, Fairview.
Marshall—Raymond Geary, Madill.
Mayes—Marie S. Haddon, Pryor
Murray—Jim H Elliott, Sulphur.
Muskogee—E. V. Dawson, Muskogee.
Noble—Allen D Fitchett, Perry.
Nowata—James M. Staten, Nowata.
Okfuskee—Viola Griffith, Okemah.
Oklahoma—Mrs Ida M Hale, Oklahoma City
Okmulgee—Elmer Petree, Okmulgee
Osage—B. L Adkins, Pawhuska
Ottawa—Howard N Scott, Miami.
Pawnee—Elsie Plumlee, Pawnee.
Payne—Norma Johnson, Stillwater
Pittsburg—Walter Haggard, McAlester.
Pontotoc—J. W. Huff, Ada
Pottawatomie—Glenn Smith, Shawnee.
Pushmataha—John J Lucas, Antlers.
Roger Mills—T S. Haight, Cheyenne.
Rogers—J. W. Keeter, Claremore.
Seminole—Jack Cannon, Wewoka.
Sequoyah—Bessie Wesmoreland, Sallisaw.
Stephens—Ray O. Sutherland, Duncan
Texas—J. A. Pierce, Guymon
Tillman—Owen Compton, Frederick.
Tulsa—L H Cates, Tulsa
Wagoner—J. W Coverton, Wagoner.
Washington—Maude Colbaugh, Bartlesville.
Washita—Byron Daeus, Cordell.
Woods—Mrs Alice Schnitzer, Alva
Woodward—J. F. Quisenberry, Woodward.

OREGON

Baker—Mrs Maybelle Romig, Baker.
Benton—E. H Castle, Corvallis
Clackamas—Mrs. Katherine McRae, Oregon City
Clatsop—Anne Lewis, Astoria
Columbia—E. H. Condit, St Helens.
Coos—Mrs Martha E. Mulkey, Coquille.
Crook—Martin H. Baker, Prineville
Curry—Mrs Lucile G Baen, Gold Beach
Deschutes—J. Alton Thompson, Bend
Douglas—Mrs. Edith Ackert, Roseburg.
Gilliam—Mrs Florah Schroeder, Condon.
Grant—Estella Carter, Canyon City.
Harney—Mrs. Myra R. Weittenhiller, Burns.
Hood River—L B Gibson, Hood River.
Jackson—C R. Bowman, Medford.
Jefferson—Mrs Lillian Watts, Madras
Josephine—Mrs Alice M. Bacon, Grants Pass.
Klamath—Fred Peterson, Klamath Falls.
Lake—Mrs. Hazel Murphy, Lakeview.
Lane—Lawrence C Moffitt, Eugene.
Lincoln—A. M Cannon, Toledo
Linn—James M. Bennett, Albany.
Malheur—Mrs. Kathryn Claypool, Vale.
Marion—Mrs. M L. Fulkerson, Salem.
Morrow—Mrs. Lucy Rogers, Heppner.
Multnomah—Roy E. Cannon, Portland
Polk—Josiah Wills, Dallas
Sherman—Wiley W. Knighton, Moro.
Tillamook—J. E O'Neel, Tillamook.
Umatilla—J. A. Yeager, Pendleton.
Union—E A Sayre, La Grande.
Wallowa—Mrs. Minnie McElroy, Enterprise.
Wasco—T. Frank Brumbaugh, The Dalles
Washington—O B. Kraus, Hillsboro
Wheeler—Ila Hartman, Fossil.
Yamhill—Lynn D. Gubser, McMinnville.

PENNSYLVANIA

Adams—W. Raymond Shank, Gettysburg.
Allegheny—Charles E. Dickey, 345 County Office Building, Pittsburgh
Armstrong—C M. Hellman, Kittanning
Beaver—W. G. Lambert, Beaver Falls.
Bedford—Lloyd H. Hinkle, Bedford.
Berks—Alvin F. Kemp, Reading.
Blair—T. S. Davis, Hollidaysburg.
Bradford—J. Andrew Morrow, Towanda.
Bucks—J. H. Hoffman, Doylestown.
Butler—J. T. Connell, Butler.
Cambria—M. S. Bentz, Ebensburg.
Cameron—C. E. Plasterer, Emporium.
Carbon—S. E. Prutzman, jr., Mauch Chunk.
Center—F. Glenn Rogers, Bellefonte.
Chester—Clyde T. Saylor, West Chester.
Clarion—N. E. Heeter, Clarion.
Clearfield—W. P. Trostle, Clearfield.
Clinton—Guy C. Brosius, Lock Haven.
Columbia—William W. Evans, Bloomsburg
Crawford—P D. Blair, Meadville.
Cumberland—Ralph Jacoby, Carlisle.
Dauphin—I. D. App, Harrisburg.
Delaware—Carl G. Leech, Media.
Elk—J. W. Sweeney, Ridgway.
Erie—Ernest R. Hadlock, Union City.
Fayette—James G. Robinson, Uniontown.
Forest—Neil Kunselman, Tionesta.
Franklin—J. L. Finafrock, Chambersburg.
Fulton—B. C. Lamberson, McConnellsburg.
Greene—Kent Kelley, Waynesburg.
Huntington—J. H. Neff, Alexandria.
Indiana—J. F. Chapman, Indiana.
Jefferson—John H Hughes, Brookville.
Juniata—Samuel McClure, Port Royal.
Lackawanna—Thomas Francis, Scranton.
Lancaster—Arthur P. Mylin, Lancaster.

Lawrence—John C. Sykes, New Castle.
Lebanon—Harry C. Moyer, R. F. D., Lebanon.
Lehigh—Mervin J. Wertman, R. F. D. 3, Allentown.
Luzerne—A. P. Cope, Wilkes-Barre.
Lycoming—Sylvester R. Dunlap, Williamsport.
McKean—C. W. Lillibridge, Smethport.
Mercer—William N. Johnson, Mercer.
Mifflin—E. E. Sipe, Burnham.
Monroe—John H. Kunkle, East Stroudsburg.
Montgomery—A. M. Kulp, Norristown.
Montour—Fred W. Diehl, Danville.
Northampton—George A. Grim, Nazareth.
Northumberland—George L. Swank, Sunbury.
Perry—D. A. Kline, New Bloomfield.
Pike—C. B. Dreisinger, Milford.
Potter—A. P. Mekeel, Coudersport.
Schuylkill—I. A. Seltzer, Pottsville.
Snyder—Irvin Sunder, Middleburg.
Somerset—W. H. Kretchman, Somerset.
Sullivan—Harry R. Hemming, Dushore.
Susquehanna—F. H. Taylor, Montrose.
Tioga—J. G. Marsh, Wellsboro.
Union—Frank P. Boyer, Millmburg.
Venango—L. H. Potter, Franklin.
Warren—C. S. Knapp, Warren.
Washington—S. V. Kimberland, Washington.
Wayne—A. H. Howell, Honesdale.
Westmoreland—Clark L. Maxwell, Greensburg.
Wyoming—I. E. Morgan, Tunkhannock.
York—William P. Wilson, York.

PHILIPPINE ISLANDS

Abra—Carmelo P. Quintero, Bangued.
Agusan—Archer B. Parkins, Butuan.
Albay—Harry L. Cobb, Legaspi.
Antique—Jose V. Aguilar, San Jose.
Bataan—Celerino Pascua, Balanga.
Batanes—Victor de Padua, Basco.
Batangas—Fernando [illegible], Batangas.
Bohol—Bruce M. Bower, Tagbilaran.
Bukidnon—Rowe A. Oliver, Malaybalay.
Bulacan—Arthur C. Willcox, Malolos.
Cagayan—John H. M. Butler, Lallo.
Camarines Norte—Vernon Neff, Daet.
Camarines Sur—John I. Brown, Nueva Caceres.
Capiz—Esteban R. Abada, Capiz.
Cavite—Randel H. Williamson, Cavite.
Cebu—Charles V. Cline, Cebu.
Cotabato—John D. Rhinehart, Cotabato.
Davao—Urban L. Cobb, Davao.
Ilocos Norte—Jesus A. Millan, Laoag.
Ilocos Sur—Quirino P. Roque, Vigan.
Iloilo—John H. McIlreith, Jr., Iloilo.
Isabela—Apolonio M. Ramos, Ilagan.
Laguna—Leon C. Graves, Santa Cruz.
Lanao—Edward M. Kuder, Dansalan.
La Union—Salustiano Vibar, San Fernando.
Leyte—Orville A. Babcock, Tacloban.
Manila—H. A. Bordner, Manila.
Marinduque—Federico Pardo, Boac.
Masbate—Vicente Garcia, Masbate.
Mindoro—Alvan Jones, Calapan.
Mountain—Alexander Mackie, Bontoc.
Nueva Ecija—Fruto de Leon Arellano, Cabanatuan.
Nueva Vizcaya—J. W. Haight, Bayombong.
Occidental Negros—Eric E. Schaffer, Bacolod.
Oriental Misamis—Albert Hawkins, Cagayan.
Oriental Negros—William R. Hearne, Dumaguete.
Palawan—Martin Aguilar, jr.,[1] Puerto Princesa.
Pampanga—H. Fielden Nutter, San Fernando.
Pangasinan—O. H. Charles, Lingayen.
Rizal—Celedonio Salvador, Pasig.
Romblon—Estanislao R. Lopez, Romblon.
Samar—Venancio Trinidad, Catbalogan.
Sorsogon—Pedro T. Orata, Sorsogon.
Sulu—King W. Chapman,[1] Jolo.
Surigao—M. A. Mapes, Surigao.
Tarlac—Benito Pangalinan, Tarlac.
Tayabas—Leodegario Victorino, Lucena.
Zambales—Gregorio Hernando, Iba.
Zamboanga—Raymond H. Stevens,[1] Zamboanga.

[1] Head teacher.
[2] Acting.

DISTRICT AND DISTRICT SUPERINTENDENT

PUERTO RICO

Adjuntas, Jayuya—Daniel R. Nase.
Aguada, Moca—Feo. Toro Quiñones.
Aguadilla—John J. O'Brien.
Albonito, Barranquitas—Manuel Hernández.
Arasco, Rincon—Jorge Seda Crispo.
Arecibo—Francisco Gaztambide.
Arroyo, Patillas—Isaac del Rosario.
Bayamon, Guaynabo, Catano—Bernardo Huyke.
Cabo Rojo, Lajas—S. Morales Salgado.
Caguas, Aguas Buenas—Francisco Gastambide Vega.
Camuy, Hatillo—Juliet Casey.
Carolina—Isaac Santiago.
Casey, Cidra—Zoilo Gracia.
Chiles—Vicente Meléndez.
Coamo—Luis Torres.
Comerio, Naranjito—Eliseo Berrios.
Corozal, Morovis—Pedro Gutiérrez.
Fajardo, Luquillo—Ramon Sandin.
Guayama—Gumersindo Cordero.
Guayanilla, Penuelas—Rafael A. Segarra.
Humacao, Las Piedras—Carlos Rivera Ufret.
Isabela, Quebradillas—Antonio D. Ortiz.
Juana Diaz, Villalba—Lorenzo Guarch.
Juncos, Gurabo—Pedro Rosch.
Lares—Angel Saavedra.
Loiza—Concepción P. Alfaro.
Manati, Barceloneta—Juan E. Silva.
Mariano, Las Marias—Regino Rios.
Mayaguez, Hormigueros—Charles E. Miner.
Naguabo, Ceiba—Lino Feliciano.
Orocovis—Heliodoro Rodriguez.
Ponce—Manuel Maldonado.
Rio Grande—Manuel Maldonado.
Rio Piedras, Trujillo Alto—Cecil E. Stevens.
Salinas, Santa Isabel—Stella Márquez.
San Germain, Sabana Grande—Oscar E. Porrata.
San Juan—Verner E. Taylor.
San Sebastian—Luis Cordero.
Toa Alta, Toa Baja, Dorado—Manuel López.
Utuado—Eugenio J. Vivas.
Vega Baja, Vega Alta—Andrés Sandin.
Vieques, Culebra—Adrienne Serrano.
Yabucoa, Maunabo—Santiago Veve.
Yauco, Guánica—Hatuey Diaz Baldorioty.

TOWNS AND TOWN OR UNION SUPERINTENDENT

RHODE ISLAND[1]

Charlestown, Hopkinton, Richmond—Omar R. McCoy, Hope Valley.
Exeter—Eugene Tuttle, College of Education, Providence.
Foster, Scituate—E. P. Colson, North Scituate.
Gloucester, Smithfield—Clovis W. Mitchell, Greenville.
Jamestown—Bradford C. Trowt, Jamestown.
Little Compton—Marsden Whitford, Little Compton.
Middletown, Portsmouth—Leonard L. Maine, R. F. D. 1, Newport.
Narragansett—William A. Brady, Narragansett.
New Shoreham—Albert E. Wing, Block Island.
West Greenwich—Mrs. Clara L. Potter, Nooseneck Hill, Washington.

COUNTY AND COUNTY SUPERINTENDENT

SOUTH CAROLINA

Abbeville—P. H. Mann, Abbeville.
Aiken—K. D. Smith, Aiken.
Allendale—C. R. Wilson, Allendale.

[1] For cities and towns having a population of 2,500 or more, see p. 67.

Anderson—L. M Mahaffey, Anderson.
Bamberg—O M. Lancaster, Bamberg
Barnwell—R. S. Moore, jr , Barnwell
Beaufort—W. M Steinmeyer, Beaufort
Berkeley—W A. Wall, Moncks Corner.
Calhoun—P. L Geiger, St Matthews
Charleston—H. H. McCarley, Charleston.
Cherokee—Jno C Fowler, Gaffney
Chester—J. E. Nunnery, Chester
Chesterfield—Mrs. Millie D Sanders, Chesterfield.
Clarendon—F. Earle Bradham, Manning.
Colleton—J. J Padgett, Walterboro
Darlington—Mrs Elizabeth D Hutto, Darlington.
Dillon—Mrs John Hargrove, Dillon.
Dorchester—M Sims Judy, St. George.
Edgefield—J. S. Thurmond, Edgefield
Fairfield—W W. Turner, Winnsboro
Florence—J. F Anderson, Florence
Georgetown—R. T King, Georgetown.
Greenville—J F. Whatley, Greenville.
Greenwood—T. E Dorn, Greenwood.
Hampton—N J Johnston, Hampton.
Horry—J G Lewis, Conway
Jasper—Y. O Weathersbee, Ridgeland.
Kershaw—Mrs. Kathleen Watts, Camden.
Lancaster—Lewis M. Clyburn, Lancaster.
Laurens—C F. Brooks, Laurens.
Lee—B. T Brown, Bishopville.
Lexington—A D Martin, Lexington.
McCormick—W. H. Parks, McCormick.
Marion—S. J Wall, Marion.
Marlboro—Jennie Belle McRae, Bennettsville.
Newberry—George K Dominick, Newberry.
Oconee—J. E. Ashmore, Walhalla.
Orangeburg—W. L Glaze, Orangeburg.
Pickens—George E. Welborn, Pickens.
Richland—G M Eleazer, Columbia
Saluda—B. F Cromley, Saluda.
Spartanburg—J. F. Brooks, Spartanburg.
Sumter—W O Cain, jr., Sumter.
Union—Mrs Frances Beaty, Union.
Williamsburg—M. F. Montgomery, Kingstree.
York—W B. Wilkerson, York.

SOUTH DAKOTA

Aurora—Mrs Pearl C. Anderson, Plankinton.
Beadle—H. L. Hurley, Huron.
Bennett—Mrs. Clara Ford, Martin.
Bon Homme—Bart Cole, Tyndall.
Brookings—Ella Swanson, Brookings.
Brown—Mrs. Myrtis C. Gruhn, Aberdeen.
Brule—Evalena Rossman, Chamberlain.
Buffalo—Mrs. Gertrude Flyte, Gann Valley.
Butte—Lillian H. Schafer, Belle Fourche.
Campbell—Evalyn S. Anderson, Mound City.
Charles Mix—Mrs. Ella F. Janda, Lake Andes.
Clark—Mrs. Alma T. Leighty, Clark.
Clay—Alice Cope, Vermillion.
Codington—Beatrice Bannister, Watertown.
Corson—Mrs. Mary B. Smith, McIntosh.
Custer—Mrs. Ethel Behrens, Custer.
Davison—C. A. Nash, Mitchell.
Day—Laura Cowan, Webster.
Deuel—Ella Emerson, Clear Lake.
Dewey—Arthur A. Koch, Timber Lake.
Douglas—Albert Vandertuin, Armour.
Edmunds—Mrs Ethel H. Briggs, Ipswich.
Fall River—Mrs Hazel Peterson, Hot Springs.
Faulk—Ruth Milligan, Faulkton.
Grant—William Bury, Milbank.
Gregory—Margaret V. Turgeon, Burke.
Haakon—Mrs. Jennie E. O'Neal, Philip
Hamlin—Ruth Baxter, Hayti.
Hand—Walter Limp, Miller
Hanson—Flossie A. Schumacher, Alexandria.
Harding—Cordelia Shevling, Buffalo.
Hughes—C. E. Westover, Pierre.
Hutchinson—Mrs. Frieda M. Giffen, Olivet.
Hyde—Mrs. Louise Sigler, Highmore.
Jackson—S. C. Edwards, Kadoka.
Jerauld—E. C. Gregory, Wessington Springs.
Jones—Marjorie Linton, Murdo.
Kingsbury—Norma Koehne, DeSmet.
Lake—Estella Runkel, Madison.
Lawrence—Edna Ford, Deadwood.
Lincoln—Jeannette K Strand, Canton.
Lyman—Elizabeth Trimble, Kennebec.
McCook—Beatrice Tilley, Salem.
McPherson—Emil Stoebner, Leola.
Marshall—Mamie Olson, Britton.
Meade—Bernard Linn, Sturgis
Mellette—Mayme Miller, White River.
Miner—Peter Frederiksen, Howard.
Minnehaha—Mrs. Lucila Worden, Sioux Falls.
Moody—Katharina Bille, Flandreau
Pennington—Ruth A. Brooks, Rapid City.
Perkins—Mrs. Abigail Alexander, Bison.
Potter—Mrs. Inga Haanstad, Gettysburg.
Roberts—Pearl Robinson, Sisseton.
Sanborn—Avis Williams, Woonsocket.
Shannon [7]—Millard Clyte, Denby.
Spink—H. B. Heinmiller, Redfield.
Stanley—Mrs. Anna C. Soper, Fort Pierre.
Sully—Mrs. Zetta B. Hyde, Onida.
Todd [7]—Mrs. Annette Nielsus, Valentine, Nebr.
Tripp—H. E. Hiatt, Winner.
Turner—Joseph Swensen, Parker.
Union—Inez Anderson, Elk Point.
Walworth—Anna Marie Hollenbeck, Selby
Washabaugh [7]—Mrs Gertrude Hensel, Wanblee.
Washington [7]—Lucile Tinsley, Rapid City.
Yankton—Mrs. Pearl Nash, Yankton.
Ziebach—Mrs. Georgia Holden, Dupree.

TENNESSEE

Anderson—Clifford Seeber, Clinton
Bedford—W. M. Shaw, Shelbyville.
Benton—O. P. Dobson, Camden.
Bledsoe—J. David Wheeler, Pikeville.
Blount—Claude D. Curtis, Maryville.
Bradley—Sim Beaty, Cleveland.
Campbell—B. E. Dossett, Jacksboro.
Cannon—Clyde Richards, Woodbury
Carroll—E. H. Edwards, Huntingdon.
Carter—K. P. Banks, Elizabethton.
Cheatham—R. D. Best, Ashland City.
Chester—F. L. Browning, Henderson.
Claiborne—Ethel Hamilton, Tazewell.
Clay—Edward Mayfield, Celina.
Cocke—P. C. Williams, Newport.
Coffee—Basil B. McMahan, Manchester
Crockett—C. B. Pinkston, Alamo.
Cumberland—J. S. Cline, Crossville.
Davidson—W. C. Dodson, Nashville.
Decatur—R. L. Haney, Decaturville
De Kalb—C. E. Braswell, Smithville.
Dickson—W. E. Luther, Charlotte.
Dyer—J. D. Smith, Dyersburg.
Fayette—Enoch L. Mitchell, Somerville.
Fentress—O. O. Frogge, Jamestown.
Franklin—W. J. Arnold, Winchester.
Gibson—Irby Kottman, Trenton.
Giles—M. T. Newman, Pulaski.
Grainger—D. S. Hamilton, Rutledge.
Greene—Kenneth C. Hart, Greeneville.
Grundy—C. H. Dykes, Altamont.
Hamblen—Homer E. Wallace, Morristown.
Hamilton—Arthur L. Rankin, Chattanooga.
Hancock—Joseph L. Mahan, Sneedville.
Hardeman—Warner Clift, Bolivar.
Hardin—J. C. Johnson, Savannah.
Hawkins—C. H. Richardson, Rogersville.
Haywood—Lloyd Wilson, Brownsville.
Henderson—G. Tilman Stewart, Lexington.
Henry—L. B. Browning, Paris.
Hickman—L. E. McClearen, Centerville.
Houston—D. J. McAulay, Erin.
Humphreys—W H. Knight, Waverly.
Jackson—C. W. Davis, Gainesboro.
Jefferson—C. G. Petree, Dandridge.
Johnson—J. H Pierce, Mountain City.
Knox—W. W. Morris, Knoxville.
Lake—Thurman McClain, Tiptonville.
Lauderdale—G. G. McLeod, Ripley.
Lawrence—L. N. Lumpkins, Lawrenceburg.
Lewis—J. H. Warf, Hohenwald.
Lincoln—L. J. Wall, Fayetteville.
Loudon—J. E. Walker, Loudon.
McMinn—E. R. Lingerfelt, Athens.
McNairy—W. R. Estes, Selmer.
Macon—D. H. Piper, LaFayette.
Madison—Kit Parker, Jackson.
Marion—L. L. Fults, Jasper.
Marshall—Robert E. Lee, Lewisburg.
Maury—R. Lee Thomas, Columbia.

[7] Unorganized county.

Meigs—Grover C. Long, Decatur
Monroe—A. A. Thomasson, Madisonville
Montgomery—N. L. Carney, Clarksville
Moore—L. H. Wiseman, Lynchburg.
Morgan—Louis R. Schubert, Wartburg
Obion—J. M. DeBow, Union City
Overton—O. C. Peck, Livingston
Perry—Jack Stevens, Linden
Pickett—Ben E. Groce, Byrdstown
Polk—J. C. McAmis, Benton
Putnam—Wesley P. Platt, Cookeville
Rhea—J. H. Miser, Dayton
Roane—J. F. Brittain, Kingston
Robertson—C. F. Fisher, Springfield.
Rutherford—J. E. Brandon, Murfreesboro
Scott—O. E. Byrd, Huntsville
Sequatchie—Chester Griffith, Dunlap
Sevier—Ray Ownby, Sevierville
Shelby—Sue M. Powers, Memphis.
Smith—E. L. Hullinger, Carthage.
Stewart—Erle Copperive, Dover
Sullivan—John E. Dail, Blountville.
Sumner—W. T. Hardison, Gallatin
Tipton—Eugene Younger, Covington
Trousdale—J. S. McMurry, Hartsville.
Unicoi—Frank T. Gentry, Erwin
Union—R. E. Grizzell, Luttrell
Van Buren—H. E. Scott, Spencer.
Warren—L. E. Summers, McMinnville.
Washington—R. B. Clark, Jonesboro
Wayne—J. W. Gallien, Waynesboro
Weakley—A. S. Campbell, Dresden.
White—C. B. Johnson, Sparta
Williamson—Fred J. Page, Franklin
Wilson—W. H. Waters, Lebanon

TEXAS

Anderson—M. K. Kachtel, Palestine.
Andrews—H. T. Wilson, Andrews
Angelina—Frank Moffett, Angelina
Aransas—W. H. Baldwin, Rockport
Archer—H. K. Davis, Archer City
Armstrong—S. P. Matthews, Claude
Atascosa—Mrs. Roger Atkinson, Jourdanton.
Austin—J. H. Petter, Bellville
Bailey—J. E. Adams, Muleshoe
Bandera—Granville Wright, Bandera.
Bastrop—Fred Haynie, Bastrop
Baylor—J. T. St. Clair, Seymour.
Bee—M. A. Wooten, Beeville
Bell—M. O. Grimes, Belton
Bexar—P. F. Stewart, San Antonio.
Blanco—J. H. Clark, Johnson City.
Borden—L. A. Porter, Gail
Bosque—Mrs. Clara F. Richards, Meridian.
Bowie—C. C. Porter, Boston
Brazoria—E. M. Glasscock, Angleton
Brazos—Mrs. W. F. Neeley, Bryan
Brewster—C. D. Wood, Alpine
Briscoe—O. B. Tipps, Silverton
Brooks—J. A. Brooks, Falfurrias.
Brown—F. D. Pierce, Brownwood.
Burleson—J. M. Hare, Caldwell
Burnet—O. B. Zimmerman, Burnet.
Caldwell—Leona Dodd, Lockhart
Calhoun—Carey Leskett, Port Lavaca.
Callahan—A. L. Johnson, Baird
Cameron—Mrs. W. H. Jones, Brownsville
Camp—W. H. Mowdy, Pittsburg
Carson—Frank Elston, Panhandle
Cass—Malorn D. Humphreys, Linden.
Castro—M. B. Avery, Dimmitt
Chambers—Guy C. Jackson, Jr., Anahuac
Cherokee—F. S. Erwin, Rusk
Childress—Claude W. Cressman, Childress
Clay—W. C. Parrish, Henrietta
Cochran—J. L. Winder, Morton
Coke—Elwin Gerton, Robert Lee.
Coleman—John I. Beard, Coleman.
Collin—L. D. Hendricks, McKinney.
Collingsworth—J. D. Wilson, Wellington.
Colorado—J. H. Wooten, Columbus
Comal—A. M. Fiedler, New Braunfels
Comanche—R. S. Walker, Comanche.
Concho—O. L. Sims, Paint Rock
Cooke—Roy Wilson, Gainesville
Coryell—R. W. Stephens, Gatesville.
Cottle—Theresia Godfrey, Paducah
Crane—S. C. Harrell, Crane
Crockett—Charles E. Davidson, Ozona
Crosby—B. F. Hicks, Crosbyton.
Culberson—Burch Carsen, Van Horn
Dallam—Floyd McNeill, Dalhart
Dallas—H. L. Goerner, Dallas.
Dawson—W. T. Webb, Lamesa.
Deaf Smith—Earl W. Wilson, Hereford
Delta—W. B. Wheeler, Cooper
Denton—J. L. Yarbrough, Denton.
De Witt—H. B. Montgomery, Cuero.
Dickens—Madge D. Twaddell, Dickens
Dimmitt—Elmo O'Meara, Carrizo Springs.
Donley—Sloan Baker, Clarendon
Duval—G. B. Parr, San Diego
Eastland—Bert McClamery, Eastland
Ector—Henry E. Webb, Odessa
Edwards—J. L. Johnson, Rocksprings
Ellis—A. Dupree Davis, Waxahachie
El Paso—H. C. Hunton, El Paso
Erath—E. R. Moon, Stephenville
Falls—Lois Souther, Marlin.
Fannin—Farris Pirtle, Bonham.
Fayette—R. A. Rachul, La Grange
Fisher—Howard M. Noles, Roby.
Floyd—Price Scott, Floydada
Foard—Claud Callaway, Crowell
Fort Bend—Mattye Schultz, Richmond.
Franklin—W. R. Irby, Mount Vernon.
Freestone—W. F. Richardson, Fairfield
Frio—Mrs. Nena Betts, Pearsall
Gaines—J. J. Kendrick, Seminole.
Galveston—O. E. Kennedy, Galveston
Garza—E. R. Wright, Post
Gillespie—Herman Usener, Fredericksburg.
Glasscock—J. P. Jamison, Garden City
Goliad—S. J. Pfenninger, Goliad.
Gonzales—G. E. Bradley, Gonzales
Gray—John R. Hessey, Pampa.
Grayson—E. A. Miller, Sherman
Gregg—Cora Mackey, Longview.
Grimes—Elizabeth Siddall, Anderson.
Guadalupe—Max H. Welnert, Seguin.
Hale—Mrs. Ola Lege, Plainview
Hall—Mrs. Roy L. Guthrie, Memphis.
Hamilton—O. R. Williams, Hamilton
Hansford—C. W. King, Spearman
Hardeman—Myrtle Porterfield, Quanah
Hardin—Mrs. M. R. Stern, Kountze
Harris—W. G. Smiley, Houston.
Harrison—J. W. Cyphers, Marshall.
Hartley—R. A. De Fee, Channing.
Haskell—Minnie Ellis, Haskell.
Hays—Wilma Allen, San Marcos.
Hemphill—W. L. Helton, Canadian
Henderson—F. J. Davis, Athens.
Hidalgo—Mrs. Fred H. Wright, Edinburg.
Hill—Douglas Cooper, Hillsboro.
Hockley—W. E. Fry, Levelland.
Hood—Sam Cleveland, Granbury
Hopkins—M. C. McClain, Sulphur Springs.
Houston—John Long, Crockett.
Howard—Pauline C. Brigham, Big Spring.
Hudspeth—J. C. Williams, Sierra Blanca.
Hunt—Mrs. Ruby Moran, Greenville.
Hutchinson—Ona Mannahan, Stinnett.
Irion—R. J. Atkinson, Sherwood.
Jack—W. A. Ham, Jacksboro.
Jackson—Mrs. Verna K. Harper, Edna.
Jasper—J. J. Miller, Jasper.
Jeff Davis—P. H. Fowlkes, Fort Davis.
Jefferson—Mrs. Lillian Planchard, Beaumont.
Jim Hogg—W. A. Dannelley, Hebbronville.
Jim Wells—P. P. Price, Alice.
Johnson—I. G. Kennon, Cleburne.
Jones—B. T. Beaver, Anson.
Karnes—J. L. Hardy, Karnes City.
Kaufman—S. B. Dickson, Kaufman.
Kendall—Maurice J. Lehmann, Boerne.
Kenedy—J. S. Thornham, Sarita.
Kent—H. W. Davis, Clairemont.
Kerr—Charles Real, Kerrville.
Kimble—R. R. King, Junction.
King—O. W. Cross, Guthrie.
Kinney—John H. Stadler, Brackettsville.
Kleberg—J. F. Ellis, Kingsville.
Knox—Mrs. Ethie Lee P. Pool, Benjamin.
Lamar—Mary J. Lindsay, Paris.
Lamb—L. D. Rochelle, Olton.

Lampasas—J Tom Higgins, Lampasas.
La Salle—G. A. Welhausen, Cotulla.
Lavaca—Frank Schoppe, Hallettsville
Lee—R. J. Hejtmancik, Giddings.
Leon—Mary J. Reed, Centerville
Liberty—Mrs. B. B Sapp, Liberty.
Limestone—Jim Barfield, Groesbeck
Lipscomb—C. A. Dickenson, Lipscomb.
Live Oak—Lydell Lewis, George West
Llano—J W Currie, Llano
Loving—J. C. Ramsey, Mentone
Lubbock—Mae Murfee, Lubbock.
Lynn—H P Caveness, Tahoka
Madison—Lizzie F Grissett, Madisonville.
Marion—Mrs M C. Dannelly, Jefferson.
Martin—J. S Lamar, Stanton
Mason—Otis Shearer, Mason
Matagorda—Mrs Claire F Pollard, Bay City
Maverick—W. O. Fitch, Eagle Pass
McCulloch—Hugh Braly, Brady
McLennan—J E Batson, Waco
McMullen—L A. Martin, Tilden
Medina—W N Saathoff, Hondo.
Menard—J W. Matthews, Menard.
Midland—M. R. Hill, Midland
Milam—Mrs. K K. Robbins, Cameron.
Mills—Roy Simpson, Goldthwaite.
Mitchell—Ruby McGill, Colorado.
Montague—J J. Haralson, Montague
Montgomery—F R. Blackman, Conroe
Moore—F S. Makeig, Dumas.
Morris—J. H Wilkinson, Daingerfield.
Motley—W. R. Cammack, Matador.
Nacogdoches—Etta Strickland, Nacogdoches.
Navarro—Dan D Hanks, Corsicana.
Newton—B. E Ramsey, Newton.
Nolan—Joe A Stewart, Sweetwater.
Nueces—D. D Snow, Corpus Christi.
Ochiltree—Oscar C. Flowers, Perryton
Oldham—W. A. Pulliam, Vega
Orange—J F. Hammers, Orange.
Palo Pinto—J. E. Maddox, Palo Pinto.
Panola—Mrs Ada Jordan, Carthage
Parker—C. C Corkern, Weatherford.
Parmer—Jno Aldridge, jr., Farwell.
Pecos—C E Casebier, Fort Stockton.
Polk—A. L Lunsford, Livingston
Potter—Laura V. Hamner, Amarillo
Presidio—W. T Davis, Marfa.
Rains—J. H. Foster, Emory.
Randall—S. B Orton, Canyon.
Reagan—J. W Taylor, Big Lake.
Real—Ed A Kelly, Leakey.
Red River—Sam Giddens, Clarksville.
Reeves—H. N McKellar, Pecos.
Refugio—Jos A Steele, Refugio.
Roberts—J A. Mead, Miami.
Robertson—E L. Reynolds, Franklin.
Rockwall—Claude Isbell, Rockwall
Runnels—R. E. White, Ballinger
Rusk—Gip Hudson, Henderson.
Sabine—Maggie B. Weatherred, Hemphill.
San Augustine—W E Mathews, San Augustine.
San Jacinto—Maggie Lee Trapp, Cold Springs.
San Patricio—H T. Beckworth, Sinton.
San Saba—E. G Hillman, San Saba.
Schleicher—F M. Bradley, El Dorado.
Scurry—A. A. Bullock, Snyder.
Schackelford—F. L. Kuykendall, Albany.
Shelby—R B Smith, Center.
Sherman—Forest Mullins, Stratford.
Smith—J. E. Billingsley, Tyler
Somervell—O. J. Covey, Glen Rose.
Starr—Mrs. Florence J. Scott, Rio Grande City.
Stephens—Mrs. Millie Blackburn, Breckenridge.
Sterling—B. F Brown, Sterling City.
Stonewall—S L. Stewart, Aspermont.
Sutton—Alvis Johnson, Sonora.
Swisher—W. A. Graham, Tulia.
Tarrant—John T. White, Fort Worth.
Taylor—M A Williams, Abilene.
Terrell—G. J Henshaw, Sanderson.
Terry—Jay Barrett, Brownfield
Throckmorton—E D Condron, Throckmort
Titus—H G Smith, Mount Pleasant.
Tom Green—T W Parker, San Angelo.
Travis—Mrs. George Feller, Austin
Trinity—W B. Mills, Groveton
Tyler—S. B Owens, Woodville
Upshur—O. J Beckworth, Gilmer
Upton—Mahurin L. Harris, Rankin.
Uvalde—James Maddux, Uvalde
Val Verde—Mrs Marie Gronde Adams, Del R
Van Zandt—A O Longhmiller, Canton
Victoria—William E. Davies, Victoria
Waller—Bettie Mitchell, Huntsville
Waller—Lisle McPherson, Hempstead.
Ward—J. Lee Bilberry, Barstow.
Washington—M. H. Fihlert, Brenham
Webb—B Richardson, Laredo
Wharton—Mae Hopper, Wharton
Wheeler—O. B. Miller, Wheeler
Wichita—J. A. Hood, Wichita Falls.
Wilbarger—Mrs. E. C Christian, Vernon.
Willacy—C. P. Hilbun, Raymondville.
Williamson—B. J. Bruton, Georgetown.
Wilson—J E. Swift, Floresville.
Winkler—G. C. Olsen, Kermit
Wise—Mrs. Onna Cartwright, Decatur.
Wood—Ola Sims, Quitman
Yoakum—J. B. Hassell, Plains.
Young—L. G. Cook, Graham.
Zapata—A. V. Navarro, Zapata
Zavala—N. H Hunt, Crystal City

District and District Superintendent

Utah

Beaver—S. Melvin Wittwer, Beaver
Box Elder—Hervin Bunderson, Brigham.
Cache—J W. Kirkbride, Logan
Carbon—W. W. Christensen, Price.
Daggett—Niels Pallesen, * Manila
Davis—H. C. Burton, Farmington
Duchesne—Charles Iverson, Duchesne.
Emery—James Nuttall, Huntington.
Garfield—F. G. Gardiner, Panguitch
Grand—M J. Andrews, Moab.
Iron—N. J. Barlow, Cedar City.
Juab.
Juab district—Owen Burnett, Nephi.
Tintic district—T. E. Bartlett, Eureka
Kane—J. G. Smith, Kanab
Millard—W. A Paxton, Fillmore.
Morgan—J. R. Tippetts, Morgan.
Piute—Douglas Q. Cannon, Junction.
Rich—Reuben D Law, Randolph.
Salt Lake
Granite district—Calvin Smith, Salt Lake C
Jordan district—D. C. Jensen, R F D Sandy
San Juan—H. Lloyd Hanson, Monticello.
Sanpete
North district—A. E. Jones, Mount Pleasa
South district—E. T. Reid, Manti.
Sevier—A J. Ashman, Richfield.
Summit
North district—H A. Pace, Coalville.
South district—E. M. Reid, Kamas.
Tooele—P. M. Nielson, Tooele.
Uintah—Heber S. Olson, Vernal.
Utah.
Alpine district—David Gourley, Amer Fork.
Nebo district—Melvin Wilson, Spanish For
Wasatch—Ralph Nilsson, Heber City.
Washington—Milton E. Mously, St. George
Wayne—Anne Snow, Bicknell.
Weber—B. A. Fowler, Ogden

* Clerk of board.

Supervision District and District Superintendent or Supervising Principal

VERMONT[1]

[I.=incorporated school district; T.=town, I. D.=independent district]

Addison County
- *Northwest district*—Addison, Charlotte, Ferrisburg, Monkton, Panton, Vergennes, Waltham—George W. Patterson, Vergennes.
- *Central district*—Cornwall, Middlebury I., Middlebury T., New Haven, Ripton, Salisbury, Weybridge, Whiting—Truman L. Butterfield, Middlebury.
- *Southwest district*—Benson, Bridport, Hubbarton, Orwell, Shoreham, West Haven—S. D. Miner, Orwell.

Bristol—John L. Selden, Bristol.
Leicester—Mrs. Laura B. Ayer, Brandon.
Lincoln—Mrs. Myrle L. Garland, Lincoln.
Starksboro—Mrs. Lucy H. Wyman, Starksboro.

Bennington County
- *North district*—Dorset, Manchester, Pawlet, Sandgate, Sunderland—E. L. Bigelow, Manchester Center.
- *Southwest district*—Bennington, T., Glastenbury, North Pownal I., Pownal, Shaftsbury, Woodford—F. S. Irons, Bennington.

Arlington—O. A. Burbank, Arlington.
North Bennington I.—Donovan S. Jones, North Bennington.
Rupert—S. W. Buxton, Wells.

Caledonia County
- *North central district*—Burke T., East Haven, Kirby, Lyndon I., Lyndon T., Lyndonville, Newark, Sheffield, West Burke I., Wheelock—Martin E. Daniels, Lyndonville.
- *South central district*—Barnet, Danville, Peacham, Waterford—Nat H. Burbank, Danville.
- *South district*—Groton, Newbury, Ryegate, Wells River I.—J. Stewart Garvin, South Ryegate.
- *Upper Lamoille district*—Craftsbury, Greensboro, Hardwick T., Stannard, Walden, Wolcott—J. Newton Perrin, East Hardwick.

Concord, St. Johnsbury—Silas C. Harding, St. Johnsbury.
Hardwick I. D.—George R. Jenkins, Hardwick.

Chittenden County
- Burlington—Lyman C. Hunt.
- Essex Junction—W. Roy Le Baron, Essex Junction.
- Hinesburg—Frank A. Stiles, Hinesburg.
- Huntington—Mrs. Daisie K. Alger, Huntington.
- Jericho—Edwin T. Mahoney, Jericho Center.
- Richmond—Eugene H. Clowe, Richmond.
- St. George, South Burlington—W. A. Wheeler, South Burlington.
- Shelburne—Catherine A. Wilcox, Shelburne.
- Underhill I. D.—Richard J. Rice, Underhill.
- Underhill T.—Mrs. Anna L. Mead, Underhill.
- Westford—Mrs. Lillian P. Crow, Westford.
- Winooski—George R. Stackpole.

Essex County
- *Essex district*—Bloomfield, Brighton, Brunswick, Canaan, Charleston, Granby, Guildhall, Lemington, Lunenburg, Maidstone, Norton, Victory—Archie W. Stone, Island Pond.

Franklin County
- *Northeast district*—Berkshire, Enosburg T., Montgomery, Richford—Edwin F. Greene, Richford.
- St. Albans—Fairfield district (Fairfield, St. Albans City, Swanton)—Josiah S. McCann, St. Albans.
- Franklin—Chittenden West district (Colchester, Essex T., Georgia, Milton T., Milton I., St. Albans T., Sheldon)—Homer E. Hunt, St. Albans.

Franklin County—Continued.
- Enosburg Falls—Jasper H. Wright.
- Fairfax—Francis I. Bean, Fairfax.
- Fletcher—Mrs. Emma M. Leach, R. F. D. 3, Cambridge.
- Franklin—Arthur L. Sturtevant, Franklin.
- Highgate—Raymond Anderson, Highgate Center.

Grand Isle County:
- Alburg, Grand Isle, Isle La Motte, North Hero, South Hero—Fred E. Cargill, Alburg.

Lamoille County:
- *North district* (Bakersfield, Belvidere, Eden, Hyde Park, Johnson)—Lloyd W. Moulton, Hyde Park.
- *South district* (Elmore, Morristown, Stowe)—Lee W. Thomas, Morrisville.
- Cambridge—Harry M. Montague, Jeffersonville.
- Waterville—Mrs. Anna L. Beard, Waterville.

Orange County:
- *East district* (Bradford, Cookville I., Corinth, Fairlee, Orange, Topsham, Vershire, West Fairlee)—Lyman W. Bole, Bradford.
- *Southeast district* (Chelsea, Norwich, Sharon, Strafford, Tunbridge)—A. Courtney Parker, Chelsea.
- *Southwest district* (Braintree, Brookfield, Randolph I., Randolph T.)—Garfield A. Jamieson, Randolph.
- Williamstown—Homer B. Ashland, Williamstown.

Orleans County:
- *Central district* (Barton I., Barton T., Brownington, Glover, Irasburg, Sutton, Westmore)—Frank R. Adams, Barton.
- *North district* (Derby, Holland, Morgan, Newport)—Ernest A. Hamilton, Newport.
- *Northwest district* (Coventry, Jay, Lowell, Newport T., Troy, Westfield)—Otley L. Dugan, Newport Center.

Albany—Frank Chase, Irasburg.
North Troy I. D.—Tobin Haggerty, North Troy.
Orleans I. D.—Charles S. Ilsley, Orleans.

Rutland County:
- *Rutland-Fair Haven district* (Castleton, Fair Haven I., Fair Haven T.)—Sarah T. Leavenworth, Castleton.
- *Southwest district* (Chittenden, Clarendon, Ira, Mendon, Middletown Springs, Poultney, Tinmouth, Wells)—Frederick W. Wallace, Poultney.
- Rutland-Windsor West District (Ludlow, Mount Holly, Plymouth, Rutland T., Shrewsbury)—Winn L. Taplin, Ludlow.

Brandon T., Goshen—Mrs. Flavia C. Partlow, R. F. D., Brandon.
Brandon I. D.—Marcus F. Gorham, Brandon.
Danby, Mount Tabor—Llewellyn Roberts, Danby.
Pittsford—John W. Urquhart, Pittsford.
Proctor—Clarence L. Joy, Proctor.
Rutland City—William W. Fairchild, Rutland City.
Sudbury—Mrs. Katherine G. Jones, Sudbury.
Wallingford—Walter D. Gallagher, Wallingford.
West Rutland—Francis N. Hinchey, West Rutland.

Washington County:
- *Central district* (Berlin, Northfield, I., Northfield T., Roxbury, Worcester)—Charles P. McKnight, Northfield.
- *Northeast district* (Cabot, Calais, East Montpelier, Marshfield, Plainfield, Woodbury)—Max W. Barrows, Plainfield.
- *West district* (Bolton, Duxbury, Fayston, Moretown, Warren, Waterbury, Williston)—Merle H. Willis, Waterbury.

Barre City—Carroll H. White, Barre City.
Barre Town, Washington—Herbert V. Wheelock, South Barre.
Middlesex—Mrs. Frank L. Cooley, R. F. D. 2, Montpelier.
Montpelier—William A. Kincaid, Montpelier.
Waitsfield—Ray I. Pestle, Waitsfield.

[1] For cities and towns having a population of 2,500 or more, see p. 69.

Windham County.
Central district (Athens, Brookline, Dover, Grafton, Jamaica, Marlboro, Newfane, Townshend, Wardsboro, Winhall)—Guy W. Powers, Athens.
South district (Dummerston, Guilford, Halifax, Putney, Vernon)—Ethel A. Eddy, Brattleboro.
Southwest district (Readsboro, Searsburg, Stamford, Somerset, Whitingham, Wilmington)—Benjamin P. Hamlin, Wilmington.
Rockingham-Westminster district (Rockingham, Westminster)—Francis M. Malcolm, Bellows Falls.
Brattleboro—Florence M. Wellman, Brattleboro.
Landgrove, Peru, Windham—Paul P. Jones, Windham.

Windsor County:
Northeast district (Barnard, Hartland, Pomfret, Royalton, Thetford)—Allan J. Heath, South Royalton.
Northwest district (Bethel T., Granville, Hancock, Pittsfield, Rochester I., Rochester T., Sherburne, Stockbridge)—A. D. Lawton, Rochester.
South district (Andover, Baltimore, Cavendish Chester, Duttonsville I., Londonderry, Reading, Weathersfield, West Windsor) Samuel H. White, Chester.
Bethel I. D.—Philip L. Smith, Bethel.
Bridgewater—Mrs. Mary F. Bassett, Bridgewater.
Hartford—Anna L. Thomas, White River Junction.
Springfield—Ernest G. Ham, Springfield.
Weston—Abbie R. Follette, Weston.
Windsor—Edward K. Boak, Windsor.
Woodstock—Mrs. Gertrude O. Buckman, Woodstock.

County and Division Superintendent

VIRGINIA

Accomac—Henry A. Wise, Parksley.
Albemarle—A. L. Bennett, Charlottesville.
Alleghany—J. G. Jeter, Covington.
Amelia—W. R. Wrigglesworth, Blackstone.
Amherst—W. D. Cox, Amherst.
Appomattox—J. A. Burks, Appomattox.
Arlington—Fletcher Kemp, Rosslyn.
Augusta—F. M. Somerville, Staunton.
Bath—T. B. Sinclair, Warm Springs.
Bedford—A. G. Cummings, Bedford.
Bland—J. A. Wagner, Bland.
Botetourt—B. A. Painter, Fincastle.
Brunswick—R. Lee Chambliss, Lawrenceville.
Buchanan—Percy Y. Dennis, Grundy.
Buckingham—Thomas F. Jones, New Canton.
Campbell—J. J. Yancy, Rustburg.
Caroline—W. A. Vaughan, Bowling Green.
Carroll—J. Lee Cox, Woodlawn.
Charles City—Clarence Jennings, Toano.
Chesterfield—R. W. Bondurant, Bayville.
Clarke—E. G. [illegible], Chester.
Craig—[illegible], Barneyville.
Culpeper—[illegible], New Castle.
Cumberland—[illegible], Cumberland.
Dickenson—[illegible], Clintwood.
Dinwiddie—[illegible], Dinwiddie.
Elizabeth City—[illegible], Hampton.
Essex—[illegible], Tappahannock.
Fairfax—[illegible], Fairfax.
Floyd—[illegible], Floyd.
Fluvanna—[illegible], Palmyra.
Franklin—[illegible], Rocky Mount.
Giles—[illegible], Pearisburg.
Gloucester—[illegible], Gloucester C. H.
Goochland—[illegible], Goochland.
Grayson—[illegible], Independence.
Greene—[illegible], Stanardsville.
Greensville—[illegible], Emporia.
Halifax—[illegible], Halifax.
Hanover—J. Walton Hall, Ashland.
Henrico—J. Milton Shue, Henrico Courthouse, Richmond.
Henry—Henry G. Tignor, Martinsville.
Highland—R. E. Mauzy, Monterey.
Isle of Wight—L. T. Hall, Windsor.
James City. (See Charles City.)
King and Queen. (See Essex.)
King George—T. B. Gayle, Sherwood Forest Farm, Fredericksburg.
King William—W. E. Garber, Falls.
Lancaster—W. S. Brent, Heathsville.
Lee—S. J. Shelburne, Pennington Gap.
Loudoun—O. L. Emerick, Purcellville.
Louisa—D. B. Webb, Louisa.
Lunenburg—James T. Waddill, jr., Victoria.
Madison. (See Greene.)
Mathews—G. G. Anderton, Saluda.
Mecklenburg—C. B. Green, Boydton.
Middlesex. (See Mathews.)
Montgomery—C. C. Shelburne, Christiansburg
Nansemond—F. F. Jenkens, Franklin.
Nelson—W. E. Kidd, Lovington.
New Kent. (See Charles City.)
Norfolk—James Hurst, Norfolk.
Northampton—G. J. Oliver, Cape Charles.
Northumberland. (See Lancaster.)
Nottoway. (See Amelia.)
Orange—D. N. Davidson, Orange.
Page—Harry B. Hanger, Luray.
Patrick—J. Fay Reynolds, Stuart.
Pittsylvania—F. B. Watson, jr., Chatham.
Powhatan—P. C. Williams, Powhatan.
Prince Edward—T. J. McIlwaine, Farmville.
Prince George—R. W. Copeland, Hopewell.
Princess Anne—Robert J. Johnson, Princess Anne
Prince William—R. C. Haydon, Manassas.
Pulaski—E. L. Darst, Pulaski.
Rappahannock—G. Tyler Miller, Front Royal
Richmond—Blake T. Newton, Hague.
Roanoke—R. E. Cook, Salem.
Rockbridge—R. M. Irby, Lexington.
Rockingham—J. C. Myers, Harrisonburg.
Russell—G. H. Givens, Lebanon.
Scott—W. D. Smith, Gate City.
Shenandoah—C. V. Shoemaker, Woodstock.
Smyth—H. E. Copenhaver, Marion.
Southampton. (See Nansemond.)
Spotsylvania—J. H. Chiles, Fredericksburg.
Stafford. (See King George.)
Surry—M. H. Joyner, Dendron.
Sussex—T. D. Foster, Waverly.
Tazewell—A. S. Greever, Tazewell.
Warren. (See Rappahannock.)
Warwick—B. C. Charles, Denbigh.
Washington—W. J. Edmonson, Abingdon.
Westmoreland. (See Richmond.)
Wise—J. J. Kelly, jr., Wise.
Wythe—John H. Crowgey, Wytheville.
York. (See Warwick.)

County and County Superintendent

WASHINGTON

Adams—Mrs. Anna L. Armstrong, Ritzville.
Asotin—Vera Campbell, Asotin.
Benton—Olaf Strandwold, Prosser.
Chelan—Mrs. Dollie J. Thayer, Wenatchee.
Clallam—Lucy M. Grubb, Port Angeles.
Clarke—Norris E. Wilson, Vancouver.
Columbia—W. W. Hendron, Dayton.
Cowlitz—Mrs. Edna M. McLeod, Kelso.
Douglas—Mrs. Eunice Fisher, Waterville.
Ferry—Jane W. Kenney, Republic.
Franklin—Anna B. Ruppenthal, Pasco.
Garfield—Mrs. Hattie Dickson, Pomeroy.
Grant—Miss Gladys F. Castleman, Ephrata.
Grays Harbor—Mrs. Adele A. Oliver, Montesano.
Island—Mrs. Evelyn Spencer, Coupeville.
Jefferson—Edith Delanty, Port Townsend.
King—Thomas B. Hales, County City Building, Seattle.
Kitsap—D. M. Wolfe, Port Orchard.
Kittitas—J. J. Charlton, Ellensburg.
Klickitat—Mrs. Sara A. Perry, Goldendale
Lewis—Harvey H. Hurd, Chehalis.
Lincoln—W. E. Shelton, Davenport.

Mason—Robert C. Johnson, Shelton.
Okanogan—Mrs. Ella M. Watkins, Okanogan.
Pacific—Mrs. Jessie Simmons, South Bend
Pend Oreille—Mrs. Mamie P. Johnson, Newport.
Pierce—Edgar A. Norton, Tacoma.
San Juan—Guy W. Bramshaw, Friday Harbor.
Skagit—Frank M. Brock, Mount Vernon
Skamania—Mrs. Anna H. Miller, Stevenson.
Snohomish—A. A. Mykland, Everett
Spokane—Jean L. Soules, Spokane.
Stevens—Charles M. Beardsley, Colville
Thurston—Fred J. Brown, Olympia.
Wahkiakum—Mrs. Vyra I. Bowman, Cathlamet.
Walla Walla—Fannie Dunwoodie, Walla Walla
Whatcom—Mrs. Beryl J. Bruff, Bellingham
Whitman—L. T. Babcock, Colfax.
Yakima—L. Pearle Hibarger, Yakima.

WEST VIRGINIA

Barbour—Bretsel Harris, Philippi.
Berkeley—Bessie D. Kilmer, Martinsburg
Boone—Virgil Jones, Madison.
Braxton—W. B. Golden, Flatwoods.
Brooke—Olen Rutan, Wellsburg.
Cabell—Henry F. White, Huntington.
Calhoun—Bernard McDonald, Grantsville.
Clay—C. N. Ansley, Clay.
Doddridge—W. B. Swentzel, West Union.
Fayette—E. B. Eskew, Fayetteville.
Gilmer—Carl McGinnis, Glenville.
Grant—C. P. Hott, Petersburg.
Greenbrier—W. E. Scott, Lewisburg.
Hampshire—Wilbur H. Park, Romney.
Hancock—H. O. Miller, New Cumberland.
Hardy—E. A. Hawse, Baker.
Harrison—W. H. Collindaffer, Clarksburg.
Jackson—Clarence F. Myers, Ripley.
Jefferson—I. N. Bonham, Summit Point.
Kanawha—Elizabeth J. Goodall, Charleston.
Lewis—Thomas E. Miles, Weston.
Lincoln—Benjamin F. White, Hamlin.
Logan—H. K. Baer, Logan.
Marion—A. L. Thomas, Fairmont.
Marshall—S. J. Anderson, Moundsville.
Mason—J. D. Canterbury, Point Pleasant.
Mercer—C. J. Wood, Princeton.
Mineral—Luke McDowell, Keyser.
Mingo—James R. Davis, Williamson.
Monongalia—Floyd B. Cox, Morgantown.
Monroe—Guy H. Biggs, Wikel.
Morgan—Buford S. Cross, Great Cacapon.
McDowell—N. A. Steadman, Welch.
Nicholas—Shirley Morton, Summersville.
Ohio—Z. W. Springer, Wheeling.
Pendleton—Isaac L. Bennett, Franklin.
Pleasants—F. M. Crumblett, St. Marys.
Pocahontas—C. E. Flynn, Marlinton.
Preston—Justus A. Deahl, Kingwood.
Putnam—W. E. Thompson, Hurricane.
Raleigh—Bernard B. Chambers, Beckley.
Randolph—Bryan Hamilton, Elkins.
Ritchie—Simon D. Cioff, Harrisville.
Roane—Ray Taylor, Spencer
Summers—Margaret Nicely, Hinton.
Taylor—Lloyd L. Shriver, Grafton.
Tucker—C. R. Parsons, Parsons.
Tyler—Floyd A. Buck, Middlebourne.
Upshur—William D. Foster, Buckhannon.
Wayne—H. F. Fry, Wayne.
Webster—Berlin Anderson, Webster Springs.
Wetzel—Leslie Garrett, New Martinsville.
Wirt—Ross Wilson, Elizabeth.
Wood—Walter B. Huffman, Parkersburg.
Wyoming—C. A. Blankenship, Pineville.

WISCONSIN

Adams—I. S. Jones, Friendship.
Ashland—Richard C. Taggart, Ashland.
Barron—August Newman, Barron.
Bayfield—Elsie M. Miller, Washburn.
Brown—E. A. Seymour, Green Bay.
Buffalo—Glenn M. Hutchinson, Alma.
Burnett—O. H. Caspers, Grantsburg.
Calumet—Anna E. Barnard, Chilton.
Chippewa—Mrs. Anna J. Thorpe, Chippewa Falls.
Clark—Mrs. Margaret V. N. Walters, Neillsville.
Columbia—Anna R. Nelson, Portage.
Crawford—Fred E. Porter, Prairie du Chien.
Dane
First district—Esther Krakow, Sun Prairie
Second district—Thomas S. Thompson, Mount Horeb.
Dodge—Paul L. Kaiser, Juneau.
Door—W. J. Gilson, Sturgeon Bay
Douglas—Vera C. Rehnstrand, Superior.
Dunn—John W. Klingman, Menomonie
Eau Claire—Mildred Wilcox, Eau Claire
Florence—Mrs. Grace W. Kinnear, Florence
Fond du Lac—Myron J. Lowe, Fond du Lac
Forest—Ann Gray, Crandon.
Grant—F. E. Ralph, Lancaster
Green—Mrs. Alta R. Rouse, Monroe.
Green Lake—George V. Kelley, Princeton
Iowa—Mrs. Lillian Ellis, Dodgeville.
Iron—Ida Bradley, Hurley.
Jackson—Vella S. Van Wormer, Black River Falls
Jefferson—Eva N. Bock, Jefferson.
Juneau—S. D. Macomber, Mauston
Kenosha—R. S. Ihlenfeldt, Kenosha.
Kewaunee—Thomas Frawley, Kewaunee.
La Crosse—Emily C. Stromstad, La Crosse.
Lafayette—Howard Teasdale, Darlington.
Langlade—Maud B. Gibbs, Antigo
Lincoln—Nellie Evjue, Merrill.
Manitowoc—E. S. Mueller, Manitowoc.
Marathon—A. R. Thiede, Wausau
Marinette—Christine Christenson, Marinette
Marquette—Samuel Long, Westfield.
Milwaukee—E. T. Griffin, Milwaukee.
Monroe—Ollie M. Swanson, Sparta.
Oconto—Sanford V. Wilson, Oconto.
Oneida—J. M. Reed, Rhinelander
Outagamie—A. G. Meating, Appleton.
Ozaukee—Richard F. Beger, Fredonia.
Pepin—Fra Buchanan, Durand.
Pierce—Mark L. Saxton, Ellsworth.
Polk—P. J. Lynch, Balsam Lake
Portage—Marion E. Bannach, Stevens Point
Price—Pearl Salter, Phillips
Racine—Edith McEachron, Union Grove.
Richland—J. Louise Earll, Richland Center
Rock—G. T. Longbotham, Janesville.
Rusk—Mrs. Autie C. Sanford, Ladysmith.
St. Croix—R. J. Sorenson, Hammond.
Sauk—Mattie McMillan, Baraboo.
Sawyer—Mrs. Bertina B. Schroeder, Hayward.
Shawano—A. L. Fahr, Shawano.
Sheboygan—W. J. Berger, Sheboygan Falls
Taylor—A. J. Latton, Medford.
Trempealeau—Tillie C. Sylfest, Whitehall.
Vernon—Nell M. Mahoney, Viroqua.
Vilas—Arthur J. Austin, Eagle River.
Walworth—Maude Mitchell, Elkhorn
Washburn—Lucy A. Leonard, Shell Lake.
Washington—M. T. Buckley, West Bend.
Waukesha—Arthur Tews, Waukesha.
Waupaca—C. H. Bacher, Waupaca.
Waushara—Arthur Dietz, Wautoma.
Winnebago—Anna Ryss, Oshkosh.
Wood—S. G. Corey, Wisconsin Rapids.

WYOMING

Albany—Mrs. Wana Schrader Clay, Laramie.
Big Horn—Mrs. Leona L. Patterson, Basin.
Campbell—Marion Heald, Gillette.
Carbon—Helen A. Irving, Rawlins.
Converse—Maude Dawes, Douglas.
Crook—Ilone Williamson, Sundance.
Fremont—Helen Petersdorf, Lander.
Goshen—C. C. Smith, Torrington.
Hot Springs—Mrs. Elizabeth E. Russell, Thermopolis.
Johnson—Mrs. Lillian Watt, Buffalo
Laramie—Mrs. Rosella Carson, Cheyenne.
Lincoln—Mrs. Grace Groutage, Kemmerer.
Natrona—Mrs. Allie Dickinson, Casper.
Niobrara—Mrs. Edna DeCastro, Lusk.
Park—Mrs. Mildred M. Anderson, Cody.
Platte—Mrs. Corrie Douglass, Wheatland.
Sheridan—Marie Smith, Sheridan.
Sublette—Mrs. Leona L. Pape, Pinedale.
Sweetwater—Mrs. Carrie Smith Sprowell, Rock Springs.
Teton—Mrs. Essie R. Dale, Jackson
Uinta—Mrs. Jenine M. Isherwood, Evanston.
Washakie—H. T. Emmett, Worland.
Weston—Mrs. Oliva Pickle, Newcastle.

Hall, Fred S. *and* Ellis, Mabel B., *eds* Social work yearbook. Russell Sage Foundation, New York, N. Y.

Gives a list of National social agencies alphabetically arranged, and a second list that is classified by the type of activity undertaken.

MacCracken, John Henry. American universities and colleges. 2nd ed The Williams & Wilkins company, Baltimore, 1932

Lists colleges and universities alphabetically, with statement of work, courses, faculty, publications, etc.

National Catholic welfare conference Department of education Directory of Catholic colleges and schools.. The National Catholic welfare conference, Washington, D C

Lists the seminaries, universities and colleges, normal training schools, secondary schools, elementary schools, and summer schools. Gives brief historical sketch and description of the institution.

Official Catholic directory. P. J. Kennedy & Sons, 44 Barclay Street, New York, N Y

Patterson, Homer L., *ed.* American educational directory. American Educational Company, Chicago, Ill.

An annual directory containing a list and description of the public, private and endowed schools, colleges, higher and secondary institutions of learning, State and county superintendents of instruction, libraries, etc.

Pierre Key's international music yearbook. The standard music annual. Pierre Key, inc., 119 West 57th-Street, New York, N. Y.

Lists organizations, schools, orchestras, societies in various countries; musicians, music schools, conservatories, etc., directory of artists, in the United States.

Public administration clearing house. Organizations in the field of public administration. A directory. Public Administration Clearing House, 850 East Fifty-eighth Street, Chicago, Ill.

A directory of national, State, regional and Canadian organizations, with a section classified according to the type of activity.

Sargent, Porter. A handbook for private school teachers. Porter Sargent, 11 Beacon Street, Boston, Mass.

A Who's who in the private schools.

Sargent, Porter. A handbook of private schools, for American boys and girls. An annual survey. Porter Sargent, 11 Beacon Street, Boston, Mass.

Contains besides the list of private schools in the United States, arranged regionally, a short list in foreign countries, a supplementary list in this country classified by type, and to meet special needs, boys schools, girls schools, coeducational schools, professional schools, etc.

Sargent, Porter. A handbook of summer camps. An annual survey Porter Sargent, 11 Beacon Street, Boston, Mass.

Gives lists of boys' camps, girls' camps, special types of camps, camps to fill special needs, camps in the various States, American summer schools, camps in Canada, and in a few other foreign countries.

United States. Office of education. Accredited secondary schools in the United States. U. S. Government printing office, Washington.

This directory of accredited high schools is arranged by State under the various accrediting agencies. Issued biennially

United States. Office of education. Accredited higher institutions. U. S. Government printing office, Washington.

Issued biennially. Colleges and universities are arranged alphabetically by state, under the accrediting agencies. Includes professional schools, law, medicine, schools of business, journalism, library schools, schools of architecture, dentistry, music, and pharmacy.

United States. Office of education. Annual Educational directory. U. S. Government printing office Washington. (*Its* Bulletin, 1933, no. 1)

United States. Office of education. Statistics of public, society, and school libraries. 1929. U. S. Government printing office, Washington. (*Its* Bulletin, 1930, no. 37)

Published at 5-year intervals.

Gives name of library and librarian, location by State, and alphabetically by city under State, and valuable statistics concerning type of library, number of volumes, books issued, employees, etc.

West, Clarence J. *and* Hull, Callie, *eds.* Handbook of scientific and technical societies and institutions o the United States and Canada. 1930.

Lists national, State, and local groups in the United States and Canada which contribute to knov ledge and to furthering research.

Who's who in American education. A biographical dictionary of eminent living educators of the Unite States. Edited by Robert C. Cook. Three volumes. Who's Who in American Education, 206 Broad way, New York, N. Y. 1928–1931. 3 v.

A directory of living outstanding American men and women in education, giving brief biographica information.

Bulletin 1933 No. 1

EDUCATIONAL DIRECTORY 1933

PART II

PRINCIPAL CITY SCHOOL OFFICERS AND CATHOLIC PAROCHIAL SCHOOL SUPERINTENDENTS

UNITED STATES DEPARTMENT OF THE INTERIOR - *Ray Lyman Wilbur*, Secretary
OFFICE OF EDUCATION - - - - - - *William John Cooper*, Commissioner

UNITED STATES GOVERNMENT PRINTING OFFICE - - - - - - - WASHINGTON, 1932

For sale by the Superintendent of Documents, Washington, D. C. - - - - - - - Price 5 cents

PART II

PRINCIPAL CITY SCHOOL OFFICERS AND CATHOLIC PAROCHIAL SCHOOL SUPERINTENDENTS [1]

[B. M. stands for business manager; R. D. stands for research director]

PRINCIPAL CITY SCHOOL OFFICERS

CITY, POPULATION, SUPERINTENDENT OR SUPERVISING PRINCIPAL, BUSINESS MANAGER, AND RESEARCH DIRECTOR

ALABAMA

Alabama City (8,544). (*See* Gadsden.)
Albertville (2,710)—S. J. Chandler.
Alexander City (4,519)—J. M. Pearson.
Andalusia (5,154)—C. L. Martin.
Anniston (22,345)—S. E. Alverson.
Athens (4,238)—J. M. Cannon.
Atmore (3,035)—A. C. Moore.
Attalla (4,585)—R. L. Clements.
Auburn (2,800)—J. A. Parrish.
Bessemer (20,721)—J. E. Bryan.
Birmingham (259,678)—C. B. Glenn; D. E. McKinley, B. M.; W. E. Putnam, R. D.
Brewton (2,818)—Robert K. Weber.
Carbon Hill (2,519)—James S. Brown.
Cullman (2,786)—R. P. Johnston.
Decatur (15,593)—W. W. Benson.
Demopolis (4,037)—J. W. Watt.
Dothan (16,046)—C. C. Moseley.
Elba (2,523)—James C. Dixon.
Enterprise (3,702)—Ivison L. Boles.
Eufaula (5,208)—Thomas G. Wilkinson.
Fairfield (11,059)—B. B. Baker.
Florala (2,580)—E. C. Palmer.
Florence (11,729)—F. T. Appleby.
Fort Payne (3,375)—W. W. Hill.
Gadsden (24,042)—C. A. Doneboo.
Greenville (3,985)—Mittie Wright.
Guntersville (2,826)—C. W. Hyatt.
Homewood (6,103)—J. M. Ward.
Huntsville (11,554)—W. G. Hamm.
Jacksonville (2,840)—C. W. Daugette.
Jasper (5,813)—W. P. Snuggs.
Lanett (5,204)—C. E. Lunceford.
Leeds (2,529)—W. L. Davis.
Mobile (68,202)—W. C. Griggs; W. P. Davidson, B. M.; Arnold H. Edmonds, R. D.
Montgomery (66,079)—W. R. Harrison; T. L. Head, B. M.
Opelika (6,156)—J. W. Watson.
Opp (2,918)—H. N. Lee.
Ozark (3,103)—Mrs. Grover C. Flowers.
Phenix City (13,862)—Lucien P. Stough.
Piedmont (3,668)—Dexter L. Hovater.
Prichard (4,580)—Elizabeth Flock.
Roanoke (4,372)—L. L. James.
Russellville (3,146)—R. C. Thomas.
Selma (18,012)—P. M. Munro
Sheffield (6,221)—L. E. Creel.
Sylacauga (4,115)—C. S. Crowther.
Talladega (7,596)—Judson Snead.
Tarrant (7,341)—W. A. Parker.
Troy (6,814)—L. D. Bynum.
Tuscaloosa (20,659)—J. M. Burnett.
Tuscumbia (4,533)—R. E. Thompson.
Tuskegee (3,314)—H. O. Holstun.
Union Springs (2,875)—E. S. Pugh.

ARIZONA

Bisbee (8,023)—R. E. Souers.
Douglas (9,828)—J. E Carlson, jr.
Flagstaff (3,891)—J. Q. Thomas.
Glendale (3,665)—Harold W. Smith.
Globe (7,157)—H. E. Stevenson.
Jerome (4,932)—J. O. Mullen.
Mesa (3,711)—H. E. Hendrix.
Miami (7,693)—C. K. Davis.
Nogales (6,006)—A. J. Mitchell.
Phoenix (48,118)—John D. Loper; Everatt Johnson, R. D.
Prescott (5,517)—Edward F. Honn.
Tucson (32,506)—C. E. Rose.
Winslow (8,917)—Theodore G. Grieder.
Yuma (4,892)—C. W. McGraw.

ARKANSAS

Arkadelphia (3,380)—L. M. Goza.
Batesville (4,484)—Ury McKenzie.
Benton (3,445)—O. H. Wilkerson.
Blytheville (10,098)—Crawford Greene.
Brinkley (3,046)—John Baumgartner.
Camden (7,278)—F. W. Whiteside.
Clarksville (3,031)—G. B. King.
Conway (5,534)—W. D. Jeter.
Crossett (2,811)—D. C. Hastings.
De Queen (2,938)—Pearl Williamson.
Dermott (2,942)—P. H. Herring.
El Dorado (16,421)—Charles E. Dicken.
Fayetteville (7,394)—F. S. Root.
Fordyce (3,206)—J. D. Clary.
Forrest City (4,594)—M. S. Smith, jr.
Fort Smith (31,429)—J. W. Ramsey; J. C. Gibson, B. M.; C. C. Smith, R. D.
Harrison (3,626)—O. G. Holmes.
Helena (8,316)—J. F. Wahl.
Hope (6,008)—Beryl Henry.
Hot Springs (20,238)—Harvey H. Haley.
Jonesboro (10,326)—Fred Keller.
Little Rock (81,679)—R. C. Hall; John G. Pipkin, B. M.

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[1] The Educational Directory is released in 4 parts as rapidly as the data become available: Part I, Principal State and county school officers; Part II, Principal city school officers and Catholic parochial school superintendents; Part III, Colleges and universities, including all institutions of higher education; Part IV, Educational associations, boards, and foundations, research directors, and educational periodicals. Parts can be purchased as separates from the Superintendent of Documents, Government Printing Office.

McGehee (3,488)—B F. Allbright.
Magnolia (3,008)—Andrew L. Burns.
Malvern (5,115)—J L. Pratt.
Marianna (4,314)—O. T. Conner.
Mena (3,118)—J. E Bishop.
Monticello (3,076)—W. C. Whaley.
Morrilton (4,043)—V. L Boren.
Newport (4,547)—L. P. Mann.
North Little Rock (19,418)—W. E. Phipps.
Osceola (2,573)—George Doyle
Paragould (5,966)—J. Will Pierce
Paris (3,234)—Will S. Morgan.
Pine Bluff (20,760)—J. R. Allen.
Prescott (3,033)—J. I. McClurkin
Rogers (3,554)—Birch Kirksey.
Russellville (5,628)—Edgar W. Bass.
Searcy (3,387)—J L. Taylor.
Smackover (2,544)—G. A. Dodson.
Springdale (2,763)—G. A Stubblefield.
Stamps (2,705)—T. M Stinnett.
Stuttgart (4,927)—J. E. Howard.
Texarkana (10,764)—P. N. Bragg.
Trumann (2,995)—W. P. Tuggle.
Van Buren (5,182)—D. M. Riggin.
Warren (2,523)—Oscar C. Landers.
West Helena (4,489)—G. E. Cromwell.
Wynne (3,505)—J. H Andrews.

CALIFORNIA

Alameda (35,033)—William G. Paden.
Albany (8,569)—John F. West
Alhambra (29,472)—Forrest V. Routt.
Anaheim (10,995)—M. A. Gauer.
Antioch (3,563)—Roger S. Phelps.
Arcadia (5,216)—Homer F. Aker.
Auburn (2,661)—Benton Welty.
Azusa (4,808)—Charles C. Carpenter.
Bakersfield (26,016)—Lawrence E. Chenoweth.
Banning (2,752)—R. A. Coverdale.
Benicia (2,913)—H P. Short.
Berkeley (82,109)—Lewis W. Smith; J. L. Poulsen, B M.; Virgil E. Dickson, R. D.
Beverly Hills (17,429)—Edward J. Hummel.
Brawley (10,439)—Geo. R. McIntire.
Burbank (16,662)—Curtis E Warren.
Burlingame (13,270)—Lester D. Henderson.
Calexico (6,299)—Daniel P. Choisser.
Chico (7,961)—Charles H Camper
Chino (3,118)—Leonard F. Collins.
Chula Vista (3,869)—J. Calvin Lauderbach.
Claremont (2,719)—Earl Thompson.
Coalinga (2,851)—C. L Geer.
Colton (8,014)—John H. Waldron.
Compton (12,516)—J. William Gastrich.
Corona (7,018)—Glen D. Wight.
Coronado (5,425)—F. A. Boyer.
Covina (2,774)—Ben S. Millikan.
Culver City (5,669)—Bessie O. Brown.
Daly City (7,838)—R L. Crane, jr.
Delano (2,632)—M. E. Benton.
Dinuba (2,968)—W. N. Davis.
Dunsmuir (2,610)—E. R. Deering.
El Centro (3,484)—B. M. Gruwell.
El Monte (3,479)—Frank M. Wright.
El Segundo (3,503)—C. L. Broadwater
Escondido (3,421)—J. W. Lawson.
Eureka (15,752)—George B. Albee.
Exeter (2,685)—W. M. Smith.
Fillmore (2,893)—J. M. Horton.
Fort Bragg (3,022)—Roy Good.
Fresno (52,513)—O. S. Hubbard.
Fullerton (10,860)—R. E. Green.
Gilroy (3,502)—E E. Brownell.
Glendale (62,736)—R. D. White; John T. Cate, B. M.; Guy A. Weakley, R D.
Glendora (2,761)—Wirt C Williams.
Grass Valley (3,817)—J. S Hennessy.
Hanford (7,028)—C. E. Denham.
Hawthorne (6,596)—Inez Durnford.
Hayward (5,530)—Robert M. Reid.
Hermosa Beach (4,796)—Chas. D. Jones.
Hollister (3,757)—Blanche Davis.
Huntington Beach (3,690)—C B Baldwin.
Inglewood (19,480)—Robert E. Cralle.
La Mesa (2,513)—John S. Reid
La Verne (2,860)—Ray R. Cullen
Lindsay (3,878)—W E. Faught.
Livermore (3,119)—Guy E. Brown.
Lodi (6,788)—Will E. Wiley.
Lompoc (2,845)—Clarence Ruth.
Long Beach (142,032)—H. S Upjohn; A. A. Knoll, B. M; Emil Lange, R. D.
Los Angeles (1,257,680)—Frank A Bouelle; W. E. Record, B. M; Frank O. Evans, R D
Los Gatos (3,168)—Prentiss Brown.
Lynwood (7,323)—C. F Mercer.
Madera (4,665)—L. C. Thompson.
Martinez (6,569)—Alice E. Kelly.
Marysville (5,763)—Walter Kynoch.
Merced (7,066)—W. Max Smith.
Mill Valley (4,164)—Roy R. Huffman
Modesto (13,842)—J H. Bradley.
Monrovia (10,890)—J Warren Ayer.
Montebello (5,498)—Mark R Jacobs.
Monterey (9,141)—J. H. Graves.
Mountain View (3,308)—Kenneth N. Slater.
Napa (6,437)—E. E. Crawford.
National City (7,301)—B H. Gibbon.
Needles (3,144)—John Branigan.
Oakland (284,063)—Willard E Givens; Donald B Rice, B. M.; Frederic J. Ching, R. D
Oceanside (3,508)—Jack R. Tenney.
Ontario (13,583)—C. W. Randall.
Orange (8,066)—George C. Sherwood.
Oroville (3,698)—Clarence A. Fylling.
Oxnard (6,285)—R. B. Haydock.
Pacific Grove (5,558)—R. H. Down.
Palo Alto (13,652)—A C. Barker.
Pasadena (76,086)—John A. Sexson; Schuyler C. Joyner, B. M.; W. Harding Hughes, R. D.
Paso Robles (2,573)—J. A. Raitt
Petaluma (8,245)—David M Durst.
Piedmont (9,333)—H. W Jones
Pittsburg (9,610)—Fred S. Ramsdell
Pomona (20,804)—Emmett Clark.
Porterville (5 303)—Charles E Bigham
Red Bluff (3,517)—J. D Sweeney.
Redding (4,188)—Frank A. Forderhase
Redlands (14,177)—H. G. Clement.
Redondo Beach (9,347)—F. F. Martin.
Redwood City (8,962)—John Gill.
Reedley (2,589)—J. H. Catlin.
Richmond (20,093)—W. T. Helms
Riverside (29,696)—Ira C. Landis.
Roseville (6,425)—W. T Eich.
Sacramento (93,750)—Charles C Hughes; E J. Woodburn, B. M., James F. Bursch, R. D.
Salinas (10,263)—R. D. Case.
San Anselmo (4,650)—Wade F. Thomas.
San Bernardino (37,481)—Lewis E. Adams.
San Bruno (3,610)—Henry C. Hall, jr.
San Diego (147,995)—Walter R. Hepner; George M. Crawford, B. M.; Charles R Tupper, R D.
San Francisco (634,394)—Joseph Marr Gwinn; Robert F. Gray, R D.
San Gabriel (7,224)—R. W. Walter.
Sanger (2,967)—J. L. Sloane.
San Jose (57,651)—Walter L. Bachrodt.
San Leandro (11,455)—W. O Davies.
San Luis Obispo (8,276)—Charles E Teach.
San Marino (3,730)—Elmer C. Neher.
San Mateo (13,444)—George W. Hall.
San Rafael (8,022)—Oliver R. Hartzell.
Santa Ana (30,322)—F. A. Henderson George D. Newcom, B. M.; A. D. Hoenshel, R. D.
Santa Barbara (33,613)—Paul E. Stewart Eldon Ford, B. M; Raymond R. Hutchings, R. D.
Santa Clara (6,302)—S. J. Brainerd.
Santa Cruz (14,395)—C. R. Holbrook.
Santa Maria (7,057)—Robert Bruce.
Santa Monica (37,146)—Percy R. Davis David M. Fawcett, B. M.

Santa Paula (7,452)—George A Bond.
Santa Rosa (10,636) -Jerome O Cross
Sausalito (3,667)—A W Ray.
Selma (3,047)—Charles Edgecomb
Sierra Madre (3,550)—Elizabeth Steinberger.
South Pasadena (13,730) -George C. Bush
South San Francisco (6,193) —A C. Kloemeyer
Stockton (47,963)—Ansel S Williams.
Sunnyvale (3,094)— George M Wilhelmy.
Taft (3,442)—James A Joyce.
Tracy (3,829)—Earl R. Shoesmith.
Tulare (6,207)—W. B. Knokey
Turlock (4,276)—Della B Heisser.
Ukiah (3,124)—Ray Wilson
Upland (4,713)—Harold W Cook.
Vallejo (14,476)—Elmer I. Cave
Ventura (11,603)—E I. Van Deilen.
Visalia (7,263)—DeWitt Montgomery
Watsonville (8,344)—T. S. MacQuiddy.
Whittier (14,822)—S H. Thompson.
Willow Glen (P. O., San Jose) (4,167) -Charles R. Crooke.
Woodland (5,542)—T. L Whitehead
Yuba City (3,605)—Chester D. Winship

COLORADO

Alamosa (5,107)—G. P. Young.
Boulder (11,223)—William V. Casey
Brighton (3,394)—G. L. Koonsman.
Canon City (5,038) L. L. Beahm.
Colorado Springs (33,237)—H. M. Corning, T J. Fox, B. M.; Frances Hawley, R. D
Delta (2,938)—William R. Ross.
Denver (287,861)—A. L. Threlkeld; J. J Ball, B. M.; Charles E. Greene, R D.
Durango (5,400)—Emory E. Smiley
Englewood (7,980)—Gary Gordon.
Fort Collins (11,489) -Ward I. Miller.
Fort Morgan (4,423)—R. R. Brourink.
Grand Junction (10,247) R E. Tope.
Greeley (12,203)—Isaac E. Stutsman.
La Junta (7,193)—Robert M. Tirey.
Lamar (4,233)—Eugene Main
Las Animas (2,517)—G. Kent McCauley
Leadville (3,771)—Frank H. Davidson.
Longmont (6,029)—W. D. Blaine.
Loveland (5,506)—R. W. Truscott.
Monte Vista (2,610)—Carl A. Brumfield.
Montrose (3,566)—J. B. Morgan.
Pueblo (50,096):
District No. 1—James H. Risley; G. G. Robertson, B. M.; Clara M. Jacobs, R. D.
District No. 20—J. P. Keating; Olga A. Hillbeck, B. M.; Violet Fuller, R D.
Rocky Ford (3,426)—James H. Wilson.
Salida (5,065)—L. D. Hightower
Sterling (7,195)—Robert R. Knowles.
Trinidad (11,732)—Russell R. Brown.
Walsenburg (5,503)—S. M. Andrews.

CONNECTICUT

Ansonia (19,898)—Richard T. Tobin.
Bridgeport (146,716)—Worcester Warren; John B. Wynkoop, B. M.
Bristol (28,451)—Karl A. Reiche
Danbury (22,261)—Harold F. Dow.
Danielson (Killingly town, 8,852)—William E Parker.
Derby (10,788)—Richard T. Tobin.
East Hartford (17,125)—Percival S. Barnes.
Greenwich (town, 33,112)—Edwin C. Andrews.
Groton (town, 10,770)—S. B. Butler.
Hartford (164,072)—Fred D. Wish, jr; Edwin F. Nelson, B. M.; Amos C. Hoyt, R. D
Jewett City (Griswold town, 6,010)—Chester L. Howe.
Meriden (38,481)—Nicholas Moseley.
Middletown (24,554)—Fred W. Shearer.
Naugatuck (14,315)—Harold E Chittenden.
New Britain (68,128)—Stanley H. Holmes, Ruth G Kimball, R. D.
New Haven (162,655)—Claude C. Russell; Robert B Hall, B M
New London (29,640)—Warren A. Hanson.
Norwalk (36,019)—John Lund
Norwich (town, 32,438)—Edward J. Graham.
Putnam (town, 8,099)—Carl M Diefenbach
Rockville (Vernon town, 8,703)—H. O Clough
Shelton (10,113)—Harry E. Fowler
Southington (town, 9,237)—Herschel S Libby
Stafford Springs (Stafford town, 5,949)—Francis S Brick
Stamford (town, 56,765)—Joseph A Ewart.
Stratford (19,212)—E Ward Ireland
Torrington (26,040)—George J Vogel.
Wallingford (town, 14,278)—H Morton Jeffords
Waterbury (99,902)—
West Hartford (24,941)—L. H Bugbee.
West Haven (25,808)—Edgar C Stiles.
Willimantic (Windham town, 13,773)—Egbert A Case
Winsted (Winchester town, 8,674)—L R. McKusick.

DELAWARE

Dover (4,800) -Virgil B. Wiley.
Milford (3,719)- Robert E. Shilling.
Newark (3,899)—Ira S. Brinser.
New Castle (4,131)—Henry E. Snavely
Wilmington (106,597)—Samuel M. Stouffer, Floy E. Booth, B. M; Zenas R Clark, R D

DISTRICT OF COLUMBIA

Washington (486,869)—Frank W. Ballou, Jere J. Crane, B M.; Jessie LaSalle, R. D.

FLORIDA

Apalachicola (3,150)—S B. Groom.
Arcadia (4,082)—J. M. Leps.
Avon Park (3,355)—R. T. Fairey.
Bartow (5,269)—A. L. Vergason.
Bradentown (5,986)—B. D. Guillett.[1]
Clearwater (7,607) -George M. Lynch[1]
Coral Gables (5,697) -Charles M. Fisher,[1] Miami.
Daytona Beach (16,508)—George W. Marks,[1] De Land.
De Funiak Springs (2,636)—J J. Kennedy.[1]
De Land (5,240)—Rinalden Saunders.
Eustis (2,835)—Frank J. Banning.
Fernandina (3,023)—R. W. Van Brunt.
Fort Lauderdale (8,666)—Ulric J. Bennett.[1]
Fort Myers (9,082)—J. Colin English.[1]
Fort Pierce (4,863)—Homer Howard
Gainesville (10,485)—E. R. Simmons.
Haines City (3,637)—Carl G. Planck.
Hialeah (2,600)—Charles M. Fisher,[1] Miami.
Hollywood (2,869)—Ulric J. Bennett,[1] Fort Lauderdale.
Jacksonville (129,549)—R. B. Rutherford[1]
Key West (12,831)—Melvin E. Russell.[1]
Kissimmee (3,163)—D. B. Shaver.
Lake City (4,416)—George R. Graham.[1]
Lakeland (18,554) } —C. E. Crosland.
Lake Wales (3,401) }
Lake Worth (5,940)—J. A. Youngblood,[1] West Palm Beach.
Leesburg (4,113)—D. H. Moore,[1] Tavares.
Live Oak (2,734)—W T. Newsome.[1]
Manatee (3,219)—C. A. Rowlett.
Marianna (3,372)—E. T. Denmark.
Melbourne (2,677)—Lewis F. Erckert.

[1] County superintendent.

Miami (110,637) } —Charles M. Fisher [2]
Miami Beach (6,494) }
New Smyrna (4,149)—A. E. Harbin.
Ocala (7,281)—C B. Quillian
Orlando (27.330)—Place not filled.
Palatka (6,500)—William W Carter.
Palmetto (3,043)—B D. Gullett,[2] Bradentown
Panama City (5,402)—C C Mathis.[2]
Pensacola (31,579)—William Tyler.[2]
Perry (2,744)—W. E. Inman [2]
Plant City (6,800)—W. D. F. Snipes,[2] Tampa.
Pompano (2,614)—Ulric J. Bennett,[2] Fort Lauderdale.
Quincy (3,788) } —C. H. Gray,[2]
River Junction (5,624) } Quincy.
St. Augustine (12,111)—C. G Oldfather [2]
St. Petersburg (40,425)—George M Lynch,[2] Clearwater.
Sanford (10,100)—T W Lawton.[2]
Sarasota (8,398)—T. W Yarbrough.[2]
Sebring (2,912)—F. N. K. Bailey.[2]
South Jacksonville (5,597)—R. D. Rutherford,[2] Jacksonville.
Tallahassee (10.700)—F. S Hartsfield.[2]
Tampa (101,161)—M S. Hale
Tarpon Springs (3,414)—Joseph W. Walker.
Wauchula (2,574)—John M. Crowell.
West Palm Beach (26,610)—J A. Youngblood
Winter Haven (7,130)—T. T Hatton,[2] Bartow.
Winter Park (3,686)—C I. Hollingsworth.

GEORGIA

Albany (14,507)—R. E. Brooks.
Americus (8,760)—J. E. Mathis.
Athens (18,192)—B. M. Grier
Atlanta (270,366)—Willis A. Sutton; Thomas W. Clift, B. M; H H. Bixler, R D.
Augusta (60,342)—Lawton B. Evans; S. D Copeland, R. D.
Bainbridge (6,141)—E G. Elcan.
Barnesville (3,236)—J E. Guillebeau.
Brunswick (14,022)—R. D Eadie.
Buford (3,357)—W. N. Nunn
Cairo (3,169)—John S. Herndon.
Canton (2,892)—J. S. Cash
Carrollton (5,052)—W Fred Gunn.
Cartersville (5,250)—H. B. Robertson
Cedartown (8,124)—J. E. Purks.
Collegepark (6,604)—Jere A Wells [2]
Columbus (43 131)—Roland B Daniel; Florence Austin, B. M.
Commerce (3,002)—S. F Maughon.
Cordele (6,880)—D. H. Standard.
Covington (3,203)—A. W. Baldwin.
Cuthbert (3,235)—T. H Wilkinson
Dalton (8,160)—J W. Williams
Dawson (3,827)—W H Martin.
Decatur (13,276)—Lamar Ferguson
Douglas (4,206)—J. L Fortney.
Dublin (6,681)—A. J. Hargrove.
Eastman (3,022)—J. Paul Long.
East Point (9 512)—Jere A Wells [2]
Elberton (4,650)—T. N Gaines
Fitzgerald (6,412)—Walter W Stancil.
Fort Valley (4,560)—J. F. Lambert.
Gainesville (8,624)—W. P. Martin.
Griffin (10,321)—George W. Wannamaker.
Hapeville (4,224).
LaFayette (2,811)—Clayton W. Peacock.
Lagrange (20,131)—F. F. Rowe.
Macon (64,045)—Walter P. Jones.
Manchester (3,745)—H. R. McLarty.
Marietta (7,638)—C. A. Keith.
Milledgeville (5,534)—George S Roach.
Millen (2,527)—W. E. Pafford.
Monroe (3,706)—J. N. Denton.
Moultrie (8,027)—J L. Yaden.
Newnan (6.386)—C. B. Mathews.
Pelham (2,762)—Thomas B Conner.
Porterdale (3,002)—Mrs. Pearl Taylor.
Quitman (4,149)—J. Harold Saxon
Rockmart (3,264)—J. A. Scoggin.
Rome (21,843)—B. F. Quigg
Rossville (3,230)—H. L Brotherton.
Sandersville (3,011)—W. Rumble
Savannah (85,024)—Ormond B Strong
Statesboro (3,996)—R. M Monts
Thomaston (including East Thomaston 7,983)—Mark Smith.
Thomasville (11,733)—B. B Broughton.
Tifton (3,390)—G. O. Bailey, jr.
Toccoa (4,602)—J B. Cheatham
Trion (3,289)—Charles E. Bell.
Valdosta (13,482)—A. G. Cleveland.
Vidalia (3,585)—B A. Lancaster
Washington (3,158)—W Edward Monts.
Waycross (15,510)—Ralph Newton.
Waynesboro (3,922)—W T. Knox
Winder (3,283)—Ralph O Powell.

IDAHO

Blackfoot (3,199)—H. R. Wallis
Boise (21,544)—Charles F. Dienst.
Burley (3,826)—George E. Denman.
Caldwell (4,974)—Frank P. Baird
Coeur d'Alene (8,297)—J J. Rae
Emmett (2,763)—C. Elmer Roberts.
Idaho Falls (9,429)—R. H. Snyder.
Kellogg (4,124)—Ira Tweedy.
Lewiston (9,403)—Glenn W. Todd.
Malad City (2,535)—E. B. Sessions.
Moscow (4,476)—Fulton G. Gale,
Nampa (8,206)—John E. Walsh.
Payette (2,618)—W. S Stephenson
Pocatello (16,471)—E. Norman Vaughn.
Preston (3,381)—J. W. Condie.
Rexburg (3,048)—E S Stucki
St. Anthony (2,778)—Elmer E Wilson.
Sandpoint (3,290)—L C Robinson.
Twin Falls (8,787)—W B Smith.
Wallace (3,634)—Will J Jones
Weiser (2,724)—V H. Kimbrough.

ILLINOIS

Abingdon (2,771)—S E. Le Marr.
Alton (30,151)—W. R. Curtis; B H. Bryant, B. M
Anna (3,436)—R. C Walker
Arlington Heights (4,997)—E. D Whitmore.
Aurora (46,539):
East side, K. D. Waldo; Mabel O'Donnell, R. D.
West side, J H. Smith.
Barrington (3,213)—Erman S. Smith.
Batavia (5,045)—H. C Storm.
Beardstown (6,344)—W. L. Gard.
Belleville (28,425)—H. V. Calhoun.
Bellwood (4,991)—J. R. Stokes.
Belvidere (8,123)—R E Garrett.
Benld (2,980)—C. F Burgess.
Benton (8,219)—Edgar S Dillon.
Berwyn (47,027):
District No. 98, Williams Hawkes.
District No. 100, E. W. Martin.
Bloomington (30,930)—S. K McDowell.
Blue Island (16,534)—J. E. Lemon.
Bradley (3,048)—R P. Welker.
Brookfield (10,035).
Bushnell (2,850)—Maurice M. White.
Cairo (13,532)—J. W. Carrington
Calumet City (12,298)—J A. Wieland.
Canton (11,718)—R. W. Hyndman.
Carbondale (7,528)—A R Boone.
Carlinville (4,144)—H. J. Blue.
Carmi (2,932)—Mrs. Maude Chalfant.
Carterville (2,866)—Fred E Lander
Centralia (12,583)—R. V. Jordan.
Champaign (20,348)—V L. Nickell.
Charleston (8,012)—U. B. Jeffries.
Chester (3,922)—W. R. Lowry.
Chicago (3,376,438)—William J. Bogan; Ernest Withall, B. M.; Don C. Rogers. R. D.

[2] County superintendent.

Chicago Heights (22,321)—Floyd T. Goodier
Christopher (4,244)—J R Moss
Cicero (66,602)—George A Schwebel
Clinton (5,920)—Arthur Verner
Collinsville (9,235)—C H. Dorris.
Crystal Lake (3,732)—H A. Dean.
Danville (36,765)—C E Vance.
Decatur (57,510)—William Harris
De Kalb (8,545)—Franklin W Phillips.
Des Plaines (8,798)—E R. Selleck
Dixon (9,908)—A. H Lancaster.
Dolton (2,923)—Orville T Bright, jr.
Downers Grove (8,977)—George E. DeWolf.
Dundee (5,400)—Osher Schlaifer.
Duquoin (7,593)—Joe Strickler
Dwight (2,534)—C. A. Brothers
East Alton (4,502)—Cecil W Martin.
East Moline (10,107)—D. B Hoffman.
East Peoria (5,027)—Paul L. Bolin.
East St Louis (82,184) D Walter Potts; Frank L. Thrasher, B. M., M E. Bruce, R. D.
Edwardsville (6,235)—Charles F Ford.
Effingham (4,078)—J. T Hoar
Eldorado (4,482)—John W. Allen.
Elgin (35,929)—Theodore Saam.
Elmhurst (14,055)—V. L. Beggs
Elmwood Park (P. O., Chicago) (11,270)—George N. Wells
Evanston (63,338):
District No. 75, J. R. Skiles; Izola Davison, B. M.; Vera Miller, R D
District No. 76, Frederick W. Nichols
Fairfield (3,280)—S. O. Dale.
Flora (4,393)—G. O. Lewis.
Forest Park (14,555)—W. S. Dimmett.
Freeport (22,045)—B. F. Shafer
Fulton (2,656)—Eugene E Liljequist.
Galena (3,878)—O. E Taylor.
Galesburg (28,830)—O. O. Young.
Galva (2,875)—C. A. Weber.
Geneseo (3,406)—James D. Darnall.
Geneva (4,607)—H. M. Coultrap.
Georgetown (3,407)—O. C. Robinett.
Gillespie (5,111)—J. W. White.
Glencoe (6,295)—Gordon N. Mackenzie.
Glen Ellyn (7,680)—S. A. Denison
Granite City (25,130)—Vergil Bufford.
Greenville (3,233)—Alex. Long.
Harrisburg (11,625)—Roscoe Pulliam.
Harvard (2,988)—W. W. Meyer.
Harvey (16,374)—F. L. Miller.
Havana (3,451)—Wilbur R. L Trimpe.
Herrin (9,708)—John R. Creek.
Highland (3,310)—Parmer L. Ewing.
Highland Park (12,203):
District No. 107, Jesse L. Smith.
District No. 108, Clark G. Wright.
Highwood (3,590)—W. A. Thomas.
Hillsboro (4,435)—H. J. Beckemeyer.
Hinsdale (6,023)—A. F. Cook.
Homewood (3,227)—Harry E. Iler.
Hoopeston (5,613)—W. R. Lowery.
Jacksonville (17,747)—Richard Owen Stoops
Jerseyville (4,309)—J. A. Egelhoff.
Johnston City (5,955)—E. E. Miller.
Joliet (42,993)—H. Ambrose Perrin.
Kankakee (20,620)—A. P. Johnson.
Kenilworth (2,501)—E. L. Nygaard.
Kewanee (17,093)—Charles Bruner.
La Grange (10,103)—
La Grange Park (2,939)—John C. Davies.
Lake Forest (6,554)—John E. Baggett.
Lansing (3,378)—H. F. Lambka.
La Salle (13,149)—J. R. McManus.
Lawrenceville (6,303)—M. N. Todd.
Lemont (2,582)—D. L O'Sullivan.
Libertyville (3,791)—F. A. Hudson.
Lincoln (12,855)—D. F. Nickols.
Litchfield (6,612)—Allen J. Black.
Lockport (3,383)—Mrs. Louise P. Bush.
Lombard (6,197)—Ada M. Manning.
Lyons (4,787)—John W. Costello.
Macomb (8,509)—George A. Selters.
Madison (7,661)—E. W. Heob.
Marion (9,033)—H. O. Belford.
Marseilles (4,292)—A. P. Gossard.
Mattoon (14,631)—H. B Black
Maywood (25,829) and Melrose Park (10,741)—Eugene La Rowe; J M Stukel, B M., Marian Canfield, R. D.
Mendota (4,008)—M E Steere
Metropolis (5,573)—C J Ramsay.
Moline (32,236)—Edwin P. Nutting; Rita Knowles, B. M.
Monmouth (8,666)—Roy Fetherston.
Morris (5,568)—B. R. Bowden.
Morrison (3,067)—W. E. Weaver.
Mound City (2,548)—M. C. Hunt.
Mount Carmel (7,132)—Ralph S Condrey.
Mount Olive (3,070)—R. N. Thomason.
Mount Vernon (12,375)—Howard E. Bosley.
Murphysboro (8,182)—Sidna Mullineaux.
Naperville (5,118)—R. E. Beebe.
Niles Center (5,007)—R. E Cotanche
Normal (6,768)—Monroe Melton.
North Chicago (8,466)—R. L. Newenham.
Oak Park (63,082)—William J. Hamilton.
Oglesby (3,910)—N. M. Mason.
Olney (6,140)—C T. Cramer
Ottawa (15,094)—C. J. Byrne.
Pana (5,835)—J Louis Hart.
Paris (8,781)—John R. Moss
Park Ridge (10,417)—Harry D. Winslow.
Paxton (2,892)—John J. Swinney.
Pekin (16,129)—C. B Smith.
Peoria (104,969)—E. C. Fisher; G. T. Mowat, B. M.
Peoria Heights (3,297)—C W. Chism.
Peru (9,121)—A. H. Karn.
Pinckneyville (3,046)—W. R Malan.
Pontiac (8,272)—A. F. Speltz.
Princeton (4,762)—George O Smith.
Quincy (39,241)—W. E. White; Charles E. Lane, B. M.
Riverdale (2,504)—C. L. Zehner.
River Forest (8,829)—Anna L. Shinn
River Grove (2,741)—Jack A. Kellogg.
Riverside (6,770)—L. E. Houser.
Robinson (3,668)—A. F. Goldsmith.
Rochelle (3,785)—H. R. Lissack.
Rock Falls (3,803)—E. I. Lehr.
Rockford (85,864)—Frank A. Jensen.
Rock Island (37,953)—S. H. Berg; E. F. Burch, B. M.
Roodhouse (2,621)—Theo. C. Moore.
St. Charles (5,377)—G. E. Thompson.
Salem (4,420)—C. L. Edwards.
Sandwich (2,611)—Lynn G. Haskin.
Savanna (5,086)—Ivan I. Meyer.
Shelbyville (3,491)—O. F. Patterson.
Silvis (2,650)—George O. Barr.
Sparta (3,385)—R. Carley.
Springfield (71,864)—Frank T. Vasey.
Springvalley (5,270)—Clifford L. Sarver.
Staunton (4,618)—H. A. Sparr.
Steger (2,985)—H. J. Bassler.
Sterling (10,012); District No. 10, H. U. Challand; district No. 11, O. A. Fackler.
Streator (14,728)—H. B. Fisher.
Summit (6,548)—T. H. Pease.
Sycamore (4,021)—R. A. Lease.
Taylorville (7,316)—G. W. Wilcockson.
Tuscola (2,560)—G R. Collins.
Urbana (13,060)—T. H. Cobb.
Vandalia (4,342)—George G. Ricker.
Venice (5,362)—Sam V. Long.
Villa Park (6,220)—H. E. Hinkel.
Virden (3,011)—G. P. Chapman.
Watseka (3,144)—E. W. Powers.
Waukegan (33,499)—John S. Clark; L. P. Erskine, B. M.
West Chicago (3,477)—C. C. Byerly.
Western Springs (3,894)—John R. Rowe.
West Frankfort (14,683)—C. A. Waller.
Westmont (2,783)—C. E. Miller.
Westville (3,901) Frank E. Dugas.
Wheaton (7,258)—K. K. Tibbetts.
White Hall (2,928)—L. E. Starke.
Wilmette (15,283)—J. A. Harper.
Winnetka (12,166)—Carleton Washburne.

Marion (4,348)—C. B. Vernon.
Marshalltown (17,373)—William F. Shirley.
Mason City (23,304)—R. B. Irons.
Missouri Valley (4,230)—C. G. Weatherwax.
Mount Pleasant (3,743)—C. W. Cruikshank.
Muscatine (16,778)—H. Van Hettinga.
Nevada (3,133)—T. B. Warren.
Newton (11,560)—B. C. Berg.
Oelwein (7,794)—G. B. Ferrell.
Onawa (2,538)—J. H. McBurney.
Osage (2,964)—George H. Sawyer.
Osceola (2,871)—Lee E. Easter.
Oskaloosa (10,123)—R. B. Newman.
Ottumwa (28,075)—Roy F. Hamann.
Pella (3,326)—F. M. Frush.
Perry (5,881)—Agnes E. Heightshoe.
Red Oak (5,778)—J. R. Inman.
Sac City (2,854)—Irvin H. Schmitt.
Sheldon (3,320)—F. H. Chandler.
Shenandoah (6,502)—W. Dean McKee.
Sioux City (79,183)—L. W. Folk; H. C. Roberts, B. M.
Spencer (5,019)—Burton R. Jones.
Storm Lake (4,157)—Fred B. Farmer.
Tama (2,626)—E. H. Nelson.
Valley Junction (4,280)—W. H. Myers.
Vinton (3,372)—V. T. Weems.
Washington (4,814)—J. H. Peet.
Waterloo (46,191). East side, Charles W. Kline; west side, Charles A. Kittrell; W. H. Durchenwald, B. M.
Waukon (2,526)—B. K. Orr.
Waverly (3,652)—T. M. Clevenger.
Webster City (7,024)—Burrus E. Beard.
Winterset (2,921)—A. P. Henry.

KANSAS

Abilene (5,658)—F. C. Gardner.
Anthony (2,947)—W. Rankin Young.
Arkansas City (13,946)—C. E. St. John.
Atchison (13,024)—William D. Wolfe.
Augusta (4,033).
Baxter Springs (4,541)—G. R. White.
Beloit (3,502)—John S. Morrell.
Caney (2,794)—J. R. Popkins.
Chanute (10,277)—L. H. Petit.
Cherryvale (4,251)—John P. Sheffield.
Clay Center (4,386)—Ernest Tolin.
Coffeyville (16,198)—Albert I. Decker.
Columbus (3,235)—Clyde O. Davidson.
Concordia (5,792)—E. B. Allbaugh.
Council Grove (2,898)—E. R. Sonnenberg.
Dodge City (10,059)—W. M. Richards.
Eldorado (10,311)—J. F. Hughes.
Emporia (14,067)—L. A. Lowther.
Eureka (3,698)—W. M. Ostenberg.
Fort Scott (10,763)—V. M. Liston.
Fredonia (3,446)—H. F. Wilson.
Galena (4,736)—J. J. Whitehead.
Garden City (6,121)—Ira O. Scott.
Garnett (2,768)—C. H. Oman.
Goodland (3,626)—J. R. Reed.
Great Bend (5,548)—H. C. Scarborough.
Hays (4,618)—Clyde U. Phillips.
Herington (4,519)—E. J. Chesky.
Hiawatha (3,302)—A. G. Schroedermeier.
Hoisington (3,001)—Edward D. Kroesch.
Holton (2,705)—G. A. Swift.
Horton (4,049)—Rider Stockdale.
Humboldt (2,558)—Elwyn Campbell.
Hutchinson (27,085)—J. W. Gowans.
Independence (12,782)—J. H. Clement.
Iola (7,160)—A. M. Thoroman.
Junction City (7,407)—W. A. Wood.
Kansas City (121,857)—F. L. Schlagle; G. A. Widder, B. M.; R. C. Johnson, R. D.
Kingman (2,752)—J. L. Engelhardt.
Larned (3,532)—R. V. Phinney.
Lawrence (13,726)—C. E. Birch.
Leavenworth (17,466)—Ira J. Bright.
Liberal (5,294)—N. B. Mahuron.
Lyons (2,939)—E. G. Grannert.
McPherson (6,147)—R. W. Potwin.
Manhattan (10,136)—W. E. Sheffer.
Marysville (4,013)—J. J. Yoder.
Neodesha (3,381)—Glenn A. De Lay.
Newton (11,034)—John B. Heffelfinger.
Norton (2,767)—Dean Gilley.
Olathe (3,656)—N. I. Reist.
Osawatomie (4,440)—George A. York.
Ottawa (9,563)—George H. Marshall.
Paola (3,762)—W. L. Rambo.
Parsons (14,903)—Rees H. Hughes.
Pittsburg (18,145)—M. M. Rose.
Pratt (6,322)—Amos W. Glad.
Salina (20,155)—W. S. Housner.
Topeka (64,120)—A. J. Stout; H. L. Armstrong, B. M.
Wellington (7,405)—Grady Booker.
Wichita (111,110)—L. W. Mayberry; Louis Gerteis, B. M.
Winfield (9,398)—Evan E. Evans.

KENTUCKY

Ashland (29,074)—J. D. Falls.
Bellevue (8,497)—Leo F. Gilligan.
Bowling Green (12,348)—T. C. Cherry.
Catlettsburg (5,025)—J. T. Miracle.
Central City (4,321)—Tim Meinschein.
Clifton (P. O., Newport) (3,080)—H. J. Benedict.
Corbin (8,036)—G. W. Campbell.
Covington (65,252)—Glenn O. Swing.
Cumberland (2,839)—D. G. Frisby.
Cynthiana (4,386)—W. E. Lawson.
Danville (6,729)—L. C. Bosley.
Dayton (9,071)—Olin W. Davis.
Earlington (3,309)—A. P. Prather.
Elizabethtown (2,590)—H. C. Taylor.
Erlanger (2,917)—Edgar Arnett.
Fort Thomas (10,008)—D. W. Bridges.
Frankfort (11,626)—J. W. Ireland.
Franklin (3,056)—C. H. Jaggers.
Fulton (3,502)—J. O. Lewis.
Georgetown (4,229)—J. W. Lancaster.
Glasgow (5,042)—W. H. Sugg.
Harlan (4,327)—Paul Meek.
Harrodsburg (4,029)—W. W. Ensminger.
Hazard (7,021)—R. T. Whittinghill.
Henderson (11,668)—C. E. Dudley.
Hopkinsville (10,746)—Gladstone Koffman.
Irvine (3,640)—R. F. Flege.
Jenkins (8,465)—C. V. Snapp.
Lebanon (3,248)—J. R. Sterrett.
Lexington (45,736)—Henry H. Hill; J. O. H. Simrall, B. M.
Louisville (307,745)—Frederick Archer; Samuel D. Jones, B. M.; E. C. Blom, R. D.
Ludlow (6,485)—J. W. Smith.
Madisonville (6,908)—Harper Gatton.
Mayfield (8,177)—Kenneth R. Patterson.
Maysville (6,557)—John Shaw.
Middlesboro (10,350)—J. W. Bradner.
Morganfield (2,551)—K. G. Gillaspie.
Mount Sterling (4,350)—H. A. Babb.
Murray (2,891)—W. J. Caplinger.
Newport (29,744)—A. D. Owens.
Nicholasville (3,128)—H. C. Burnette.
Owensboro (22,765)—J. L. Foust.
Paducah (33,541)—L. J. Hanifan.
Paris (6,204)—Lee Kirkpatrick.
Pikeville (3,376)—T. W. Oliver.
Pineville (3,567)—W. M. Wilson.
Princeton (4,764)—Everett Howton.
Providence (4,742)—Edwin R. Ward.
Richmond (6,495)—W. F. O'Donnell.
Russellville (3,297)—C. T. Canon.
Shelbyville (4,033)—Mrs. Willie C. Ray.
Somerset (5,506)—P. H. Hopkins.
Winchester (8,238)—E. F. Birckhead.

LOUISIANA

Abbeville (4,356)—J. H. Williams.*
Alexandria (23,025)—W. J. Avery.*
Amite (2,536)—C. C. Pitman.*

* Parish superintendent.

Bastrop (5,121)—E D Shaw.[3]
Baton Rouge (30,729)—W. B. Hatcher.[3] C B Turner, R D
Bogalusa (14,029)—M. O. Rudolph.
Bossier (4,003)—R. V. Kerr,[3] Benton.
Covington (3,208)—E E Lyon.[3]
Crowley (7,656)—J M. Baker.[3]
DeQuincy (3,589)—T S. Cooley.
De Ridder (3,747)—K R Hanchey[3]
Donaldsonville (3,788)—L J. Babin.[3]
Eunice (3,597)—W. B. Prescott,[3] Opelousas.
Ferriday (2,502)—D C. Strickler,[3] Vidalia
Franklin (3,271)—L. A. Law[3]
Gretna (9,584)—J. C. Ellis[3]
Hammond (6,072)—C. C Pittman,[3] Amite
Haynesville (2,541)
Homer (2,909) John S. Patton,[3] Homer.
Houma (6,531)—H. L. Bourgeois.[3]
Jackson (3966)—P. H. Dupuy,[3] Clinton.
Jennings (4,036)—W. P. Arnette.[3]
Lafayette (14,635)—J. W Faulk[3]
Lake Charles (15,791)—Ward Anderson
Lake Providence (2,867)—Ashley Warlick.[3]
Leesville (3,291)—Finly Stanly.[3]
Mansfield (3,837)—I. C Strickland.
Merryville (2,626)—K. R. Hanchey,[3] De Ridder
Minden (5,623)—E. S Richardson[3]
Monroe (26,028)—E. L. Neville.
Morgan City (5,985)—L A. Law,[3] Franklin.
Nachitoches (4,547)—A. B. Simpson.
New Iberia (8,003)—L. G. Porter.
New Orleans (458,762)—Nicholas Bauer; H. B. Zeringue, B M.
Oakdale (3,188)—H. A. Bule,[3] Oberlin.
Opelousas (6,299)—W. B. Prescott[3]
Pineville (3,612)—J. M. Delaney
Plaquemine (5,124)—L. P. Terrebonne.
Ponchatoula (2,898)—J S Vaughan.
Rayne (8,710)—W. Sonnier, Crowley.
Ruston (4,400)—H. L. Campbell[3]
Shreveport (76,655)—E. W. Jones.[3]
Slidell (2,807)—E. E. Lyon,[3] Covington.
Tallulah (3,832)—J. R Linton[3]
Thibodaux (4,442)—W S. Lafargue.[3]
West Monroe (6,566)—George W. Welch
Westwego (3,987)—J. C. Ellis,[3] Gretna.
Winnfield (3,721)—D. E Sikes.[3]

MAINE

Auburn (18,571)—George R. Gardner.
Augusta (17,198)—Fred W Burrill.
Bangor (28,749)—Irving W. Small.
Bath (9,110)—Clinton D. Wilson.
Belfast (4,993)—H. S. Read
Biddeford (17,633)—Chester A. Weed.
Brewer (6,329)—H R Houston.
Brunswick (town, 7,604)—Sherman Graves.
Calais (5,470)—Fred C. English.
Eastport (3,466)—Irving O Bragg.
Ellsworth (3,557)—C O. Turner.
Fairfield (town, 5,132)—W H. Phinney.
Fort Fairfield (town, 5,393)—John W Greene
Gardiner (5,609)—A. Raymond Carter.
Hallowell (2,675)—Leroy S Huckins
Lewiston (34,948)—Charles W Bickford.
Madison (town, 3,956)—William B. Woodbury.
Old Town (7,266)—Willard O Chase.
Portland (70,810)—William B. Jack.
Presque Isle (town, 6,965)—Alden B. Hayes.
Rockland (9,075)—E. L Toner.
Rumford (town, 10,340)—L E. Williams
Saco (7,233)—Lizzie M. Floyd
Skowhegan (6,483)—W. B. Woodbury.
South Portland (13,840)—L C. Day.
Waterville (15,454)—C E. Glover.
Westbrook (10,807)—Guy V Sinclair.

[3] Parish superintendent.

MARYLAND

Annapolis (12,531)—George Fox[2]
Baltimore (804,874)—David E Weglein John W Lewis, B. M; John L Stenquist, R. D.
Brunswick (3,671)—J. C. Biehl (acting) Frederick.
Cambridge (8,544)—J B Noble.[2]
Chestertown (2,809)—Louis C. Robinson[2]
Crisfield (3,850)—W. Stewart Fitzgerald Princess Anne.
Cumberland (37,747)—Charles L. Kopp; I Keith Tyler, R. D.
Easton (4,092)—Eugene W Pruitt[2]
Elkton (3,331)—Howard T. Ruhl.
Frederick (14,434)—J. C Biehl (acting).
Frostburg (5,588)—Charles L. Kopp, Cumberland.
Hagerstown (30,861)—B J. Grimes[2]
Havre de Grace (3,985)—C. Milton Wright, Bel Air
Hyattsville (4,264)
Laurel (2,532) —Nicholas Orem, Upper Marlboro.
Mount Rainier (3,832)
Pocomoke City (2,609)—Arthur C. Humphreys,[2] Snow Hill.
Salisbury (10,997)—James M Bennett.[2]
Snow Hill (3,489)—A. C. Humphreys.
Takoma Park (6,415)—Edwin W. Broome, Rockville.
Westernport (3,440)—John W Fisher.
Westminster (4,463)—M. S. H. Unger.

MASSACHUSETTS

Abington (5,872)—C A. Record
Adams (12,697)—Henry L. Cecil.
Amesbury (11,899)—Carlon E Wheeler.
Amherst (5,888)—Jason O Cook.
Andover (9,969)—Henry C. Sanborn
Arlington (36,094)—Clarence H Dempsey.
Athol (10,677)—Leon M Farrin
Attleboro (21,769)—Lewis A Fales.
Auburn (6,147)—Clarence M Harris
Ayer (3,060)—Frank C. Johnson
Barnstable (7,271)—Ralph R Barr, Hyannis.
Belmont (21,748)—Frank A. Scott
Beverly (25,086)—S Howard Chace.
Blackstone (4,674)—William J McDougall
Boston (781,188)—Patrick J Campbell; Alexander M. Sullivan, B. M.; Arthur L. Gould, R D
Braintree (15,712)—C. Edward Fisher.
Bridgewater (9,055)—Clifton C. Putney.
Brockton (63,797)—John F. Scully.
Brookline (47,490)—Ernest R. Caverly; Helen V. O'Brien, B. M.
Cambridge (113,643)—M E. Fitzgerald.
Canton (5,816)—Albert S Ames.
Chelsea (45,816)—George C. Francis
Chicopee (43,930)—John J. Desmond, jr.
Clinton (12,817)—Thomas F. Gibbons
Concord (7,477)—Wells A Hall
Dalton (4,220)—Charles H Walker.
Danvers (12,957)—Ivan G Smith
Dartmouth (8,778)—Austin R. Paull.
Dedham (15,136)—John C. Anthony.
Dracut (6 912)—Charles L. Randall, 97 Eighteenth Street, Lowell.
Dudley (4,265) (*See* Webster.)
Easthampton (11,323)—Herbert D. Casey
Everett (48,424)—Frederick A. Ashley.
Fairhaven (10,951)—Charles F. Prior.
Fall River (115,274)—Hector L. Belisle; Anna L Beckett, R. D.
Fitchburg (40,692)—James M. McNamara
Framingham (22,210)—Burr J. Merriam.
Franklin (7,028)—Arthur W. Hale
Gardner (19,399)—Fordyce T Reynolds
Gloucester (24,204)—Ernest W. Fellows.
Great Barrington (5,934)—Russell H. Bellows.
Greenfield (15,500)—Frederick W. Porter.

[2] County superintendent.

Haverhill (48,710)—Albert L. Barbour.
Hingham (6,657)—O. K Collins
Holyoke (56,537)—William R Peck.
Hopedale (2,973)—Carroll H. Drown.
Hudson (8,469)—Bertram D. Brown.
Ipswich (5,599)—Joseph I. Horton
Lawrence (85,068)—Bernard M Sheridan.
Lee (4,061)—Charles A Miller
Leominster (21,810)—William H. Perry.
Lexington (9,467)—Thomas S Grindle
Longmeadow (4,437)—Ballard D. Remy.
Lowell (100,234)—Hugh J. Molloy, Henry L Williams, B. M
Ludlow (8,876)—Paul R Baird
Lynn (102,320)—Harvey S. Gruver
Malden (58,036)—Farnsworth G Marshall
Mansfield (6,364)—Leroy L Woods.
Marblehead (8,668)—Frank H. Hill
Marlboro (15,587)—Ernest P. Carr.
Maynard (7,156)—C. H. Walker.
Medford (59,714)—J. Stevens Kadesch.
Melrose (23,170)—Herman H. Stewart.
Methuen (21,069)—Lewis H. Conant.
Middleboro (8,608)—J. Stearns Cushing.
Milford (14,741)—A O. Caswell
Millbury (6,957)—Chauncey C. Ferguson.
Milton (16,434)—Horace F. Turner.
Montague (8,081)—Joseph S. Keating. Turners Falls.
Nantucket (3,678)—Joseph R. Burgess.
Natick (13,589)—Clifford R. Hall.
Needham (10,845)—John C. Davis.
New Bedford (112,597)—Allen P. Keith.
Newburyport (15,084)—Starr M. King.
Newton (65,276)—John Lund, Newtonville; George Kellar, B. M
North Adams (21,621)—Grover C. Bowman.
Northampton (24,381)—Fayette K. Congdon.
North Andover (6,961)—Fred E. Pitkin
North Attleboro (10,197)—George W. Morris.
Northbridge (9,713)—Harrie J. Phipps, Whitinsville
Norwood (15,049)—Leonard W. Grant.
Orange (5,365)—Edward C. Hempel.
Palmer (9,577)—Clifton H Hobson.
Peabody (21,345)—Thomas W. Sheehan.
Pittsfield (49,677)—John F. Gannon.
Plymouth (13,042)—Anson B. Handy.
Provincetown (3,808)—Charles A. Harris.
Quincy (71,983)—James N. Muir.
Randolph (6,553)—A. O. Christiansen.
Reading (9,767)—Adelbert L. Safford.
Revere (35,680)—Carl F. Lindstol; M. V. O'Connor, B M.
Rockland (7,524)—Richard S. Esten.
Rockport (3,630)—William E. Cottle.
Salem (43,353)—George M. Bemis.
Saugus (14,700)—Jesse W. Lambert.
Somerset (5,398)—H. Freeman Bates.
Somerville (103,908)—Everett W. Ireland.
Southbridge (14,204)—Arthur E. Pierce.
South Hadley (6,773)—Richard D. Tucker.
Spencer (6,272)—I. H. Agard.
Springfield (149,900)—Zenos E. Scott.
Stoneham (10,060)—Charles E. Varney.
Stoughton (8,204)—Warren B. Lyman.
Swampscott (10,346)—Frank L. Mansur.
Taunton (37,355)—Wendell A Mowry.
Uxbridge (6,285)—A. B. Garcelon.
Wakefield (16,318)—Willard B. Atwell.
Walpole (7,273)—A. C. Jones.
Waltham (39,247)—William H. Slayton.
Ware (7,385)—William R. Barry.
Watertown (34,913)—Wilfred H. Price.
Webster (12,992)—James A. Lobban.
Wellesley (11,439)—S. Monroe Graves.
Westfield (19,775)—Chester D. Stiles.
West Springfield (16,084)—John R. Fausey.
Weymouth (20,882)—Parker T. Pearson, East Weymouth.
Whitman (7,638)—F. E. Holt.
Winchendon (6,202)—Guy W. Vail.
Winchester (12,719)—James J. Quinn.
Winthrop (16,852)—Edward R. Clarke.
Woburn (19,434)—George I Clapp.
Worcester (195,311)—Walter S. Young; Joseph Beals, B M

MICHIGAN

Adrian (13,064)—Ernest J. Reed.
Albion (8,324)—Don Harrington.
Allegan (3,941)—E B Killian.
Alma (6,734)—F R. Phillips.
Alpena (12,166)—George H. Curtis.
Ann Arbor (26,944)—Otto W Haisley.
Battle Creek (43,573)—W G. Coburn.
Bay City (47,355)—G. L Jenner.
Belding (4,140)—R. C. Shepard.
Benton Harbor (15,434)—Sidney C. Mitchell.
Berkley (5,571)—R. B. French.
Bessemer (4,035)—C. R. Cobb
Big Rapids (4,671)—J. W. Kelder.
Birmingham (9,539)—C. W. Crandell.
Boyne City (2,650)—L. L. Close.
Buchanan (3,922)—Harold C. Stark.
Cadillac (9,570)—B C Shankland.
Calumet (16,033)—Edward J. Hall.
Caro (2,554)—M. J. Crawford.
Center Line (2,604)—Harry W Miller.
Charlotte (5,307)—E H. Chapelle.
Cheboygan (4,923)—Carl Titus.
Clawson (3,377)—Wesley H. Boyce.
Coldwater (6,735)—J. I. Symons.
Crystal Falls (2,395)—W. E. Thorsberg.
Dearborn (50,358)—Harvey H. Lowrey.
Detroit (1,568,662)—Frank Cody.
Dowagiac (5,550)—Carl M. Horn.
Durand (3,081)—William S Goudy.
East Detroit (5,955)—John N. Kantner
East Grand Rapids (P O., Grand Rapids) (4,024)—Wesley B. Beadle.
East Lansing (4,389)—Donald O'Hara.
Eaton Rapids (2,822)—M. J. Martin.
Ecorse (12,716)—C J. Miller.
Escanaba (14,524)—Ray E. Cheney.
Fenton (3,171)—William J. Burkett.
Ferndale (20,855)—Edgar F. Down.
Flint (156,492)—L. H. Lamb.
Gladstone (5,170)—A R. Watson.
Grand Haven (8,345)—Earl H. Babcock.
Grand Ledge (3,572)—Jonas Sawdon
Grand Rapids (168,592)—Leslie A. Butler.
Greenville (4,730)—E. B. Holden.
Grosse Pointe (township, 21,428)—S. M. Brownell.
Hamtramck (56,268)—M. R. Keyworth.
Hancock (5,795)—Leonard Mnlee.
Hastings (5,227)—D. A. Van Buskirk.
Highland Park (52,959)—I. M. Allen.
Hillsdale (5,896)—L. P. Holliday.
Holland (14,346)—E. E. Fell.
Houghton (Portage township, 7,157)—Loy Norrix
Howell (3,615)—John S. Page.
Inkster (4,440)—Elfrieda Schauer.
Ionia (6,562)—Arthur A. Rather.
Iron Mountain (11,652)—M. B. Travis.
Iron River (4,665)—Carl A Pfeiffer.
Ironwood (14,299)—A. E. Erickson.
Ishpeming (9,238)—C. L. Phelps.
Jackson (55,187)—Harold Steele.
Kalamazoo (54,780)—Ellis H. Drake.
Kingsford (P. O., Iron Mountain) (5,526)—Frank C. Sweeney.
Lansing (78,397)—J. W. Sexton.
Lapeer (5,008)—E. E. Irwin.
Lincoln Park (12,336)—Leo W. Huff.
Ludington (8,808)—H. E. Waits.
Manistee (8,078)—Benjamin Klager.
Manistique (5,198)—Arthur F. Hall.
Marine City (3,462)—Floyd Boughner.
Marquette (14,789)—Willard M. Whitman.
Marshall (5,019)—Harley W. Holmes.
Mason (2,575)—D. A. Murray.
Melvindale (4,053)—A. A. Riddering.
Menominee (10,320)—John L. Silvernale.
Midland (8,038)—J. J. Schafer.
Monroe (18,110)—Geo. T. Cantrick.
Mount Clemens (13,497)—L. W. Fast.
Mount Pleasant (5,211)—G. E. Ganiard.

Munising (3,956)—H A. Wood
Muskegon (41,390)—John A. Craig
Muskegon Heights (15,584)—W R. Booker
Negaunee (6,552)—H. S. Doolittle.
Niles (11,326)—Floyd W. Crawford.
Northville (2,566)—T. J Knapp.
Norway (4,016)—Clyde E Hertz.
Otsego (3,245)—H. H. Rigg
Owosso (14,496)—E. J. Willman.
Petoskey (5,740)—H. C. Spitler.
Pleasant Ridge (2,885). (*See* Ferndale)
Plymouth (4,484)—George A Smith.
Pontiac (64,928)—James H Harris
Port Huron (31,361)—L. A. Packard.
River Rouge (17,314)—A McDonald.
Rochester (3,554)—A. L. Cook.
Rogers City (3,278)—H. H. Gilpin.
Roseville (6,836)—E E Crampton.
Royal Oak (22,904)—N J. Quickstad.
Saginaw (80,715)—Chester F. Miller.
St. Clair (3,389)—Theo. V. Eddy
St. Clair Shores (6,745)—J. W. Fistler.
St. Johns (3,929)—Herold C. Hunt.
St. Joseph (8,349)—Ernest P Clarke.
Sault Ste. Marie (13,755)—G. G. Malcolm.
South Haven (4,804)—L. C. Mohr.
Sturgis (6,950)—C. M. Ferner.
Three Rivers (6,863)—C. H. Carrick.
Traverse City (12,539)—Charles L. Poor
Trenton (4,022)—J L. Anderson.
Wakefield (3,677)—C. W Bemer.
Wayne (3,423)—D. S. Yape.
Wyandotte (28,368)—F. W. Frostic.
Ypsilanti (10,148)—Arthur G Erickson
Zeeland (2,850)—Malcolm B Rogers.

MINNESOTA

Albert Lea (10,169)—A. L. Gaarder
Alexandria (3,876)—H N. Peterson.
Anoka (4,851)—L W. Adams
Austin (12,276)—S. T. Neveln.
Bayport (2,590)—L. C. Acklin.
Bemidji (7,202)—J. W. Smith.
Blue Earth (2,884)—Lee R Pemberton
Brainerd (10,221)—W. C. Cobb.
Chisholm (8,308)—J. P. Vaughan.
Cloquet (6,782)—E B. Anderson.
Columbia Heights (5,613)—H. C. Nelson.
Crookston (6,321)—Arnold Gloor.
Crosby (3,451)—F E. Perkins
Detroit Lakes (3,675)—L. U. Towle.
Duluth (101,463)—Leonard Young
East Grand Forks (2,922)—K P B Reishus.
Edina (P. O., Minneapolis) (3,138)—O S Glover.
Ely (6,156)—W. E. Englund.
Eveleth (7,484)—Daniel B. Heller
Fairmont (5,521)—C W. Sankey.
Faribault (12,767)—H. H Kirk
Fergus Falls (9,389)—Alvin T. Stolen.
Gilbert (2,722)—W J. Ryan.
Grand Rapids (3,206)—C C. Baker
Hastings (5,086)—E. A. Durbahn.
Hibbing (15,666)—J. W Richardson.
Hopkins (3,834)—Robert J Mayo
Hutchinson (3,406)—Ernest M. Hanson.
International Falls (5,086)—Harold R. Peterson.
Lake City (3,210)—W. A Andrews.
Litchfield (2,880)—Paul S. Amidon.
Little Falls (5,014)—Earl C Van Dusen.
Luverne (2,644)—O. B. Phillips
Mankato (14,038)—J. E. Anderson
Marshall (3,250)—F. R Adams.
Minneapolis (464,356)—Carroll R Reed.
Montevideo (4,819)—C. A. Pederson.
Moorhead (7,651)—S. G. Reinertsen.
Nashwauk (2,555)—J E. Lunn.
New Ulm (7,308)—F. B. Andreen.
Northfield (4,153)—O W. Herr
North Mankato (P. O., Mankato) (2,822)—Herbert P. Dubke
North St. Paul (2,915)—H. E. Hegstrom
Owatonna (7,654)—John J. Skinner.
Pipestone (3,489)—O E. Knudtson.
Proctor (2,521)—A. I. Jedlicka.
Red Wing (9,629)—G. V Kinney
Redwood Falls (2,552)—J. H. Wichman.
Richfield (3,344)—Martha Howkins.
Robbinsdale (4,427)—E J. Cooper.
Rochester (20,621)—G. H. Sanberg.
St. Cloud (21,000)—H. B. Gough
St. James (2,808)—L M Wikre.
St. Louis Park (4,710)—N. H. McKay.
St. Paul (271 606)—S. O Hartwell.
St. Peter (4,811)—Melville R. Davis.
Sauk Center (2,716)—W. A. Kohl.
Sauk Rapids (2,656)—Richard V Melby
Sleepy Eye (2,576)—L. A. Lavine.
South St. Paul (10,009)—Irvin T. Simley.
Staples (2,667)—P. M. Atwood.
Stillwater (7,173)—Guy D. Smith.
Thief River Falls (4,268)—Morris Bye.
Tracy (2,570)—R. R Sorensen.
Two Harbors (4,425)—C. E. Campton.
Virginia (11,963)—R. H. Brown.
Wadena (2,512)—F. C. Schwartz.
Waseca (3,815)—H W. Godfrey.
West St. Paul (4,463)—H. L. Garlough.
White Bear Lake (2,600)—C. H. Christenson
Willmar (6,173)—A M. Wisness
Winona (20,850)—Douglas F Dickerson.
Worthington (3,878)—Roy E. Miller.

MISSISSIPPI

Aberdeen (3,925)—C. E. Saunders
Amory (3,214)—J G. Bridges.
Bay St. Louis (3,724)—S. J. Ingram.
Belzoni (2,735)—B. P. Brooks.
Biloxi (14,850)—A. L. May.
Brookhaven (5,288)—Edgar S. Bowlus.
Canton (4,725)—J. M. Smyth.
Clarksdale (10,043)—H. B Heidelberg
Cleveland (3,240)—W J. Parks.
Columbia (4,833)—A G Stubblefield
Columbus (10,743)—C N Brandon
Corinth (6 220)—Hal Anderson
Greenville (14,807)—
Greenwood (11,123)—W. C. Williams.
Grenada (4,349)—John Rundle
Gulfport (12,547)—B. Frank Brown.
Hattiesburg (18,601)—W I Thames
Indianola (3 116)—Walter W. Lockhard.
Jackson (48,282)—Edward L Bailey, R. S. Dobyns, B M ; W. E. Bufkin R. D
Kosciusko (3,237)—G. D Humphrey.
Laurel (18,017)—R H Watkins
Lexington (2,590)—W. B. Kenna.
Louisville (3,013)—M L. Neill.
McComb (10,057)—Joseph E. Gibson.
Meridian (31,954)—H. M. Ivy.
Natchez (13,422)—W H. Braden.
New Albany (3,187)—W. R Applewhite.
Oxford (2,890)—Horace D. Pickens
Pascagoula (4,339)—E. P. Sylvester.
Pass Christian (3,004)—Frank L. French.
Philadelphia (2,560)—L. O. Todd.
Picayune (4,698)—T. K Boggan.
Starkville (3,612)—George P Dorsey.
Tupelo (6,361)—Charles F Capps.
Vicksburg (22,943)—H V Cooper
Water Valley (3,738)—I. J. Marrs.
West Point (4,677)—B. T. Schumpert.
Winona (2,607)—J. S. Hattox
Yazoo City (5,579)—R. J. Koonce.

MISSOURI

Aurora (3,875)—John W Gilliland.
Bonne Terre (4,021)—Fred Bruner.
Boonville (6,435)—L. E. Ziegler.
Brentwood (P. O., St. Louis) (2,819)—J. E. Homan
Brookfield (6 428)—L. V. Crookshank.
Butler (2,706)—Willard J. Graff
Cameron (3,507)—L. M. Hosman.
Cape Girardeau (16,227)—J. A. Whiteford.
Carrollton (4,058)—W. L Adams.
Carthage (9 736)—J. L. Campbell.
Caruthersville (4,781)—R M. Pierce.
Chaffee (2,902)—Charles Scott.

Charleston (3,357)—A. D. Simpson.
Chillicothe (8,177)—E. R. Adams
Clayton (9,613)—John L. Bracken.
Clinton (5,744)—Arthur Lee
Columbia (14,967)—W. E Rosenstengel.
Crystal City (3,057)—E A. Sparling.
De Soto (5,060)—O. T Coil.
Dexter (2,714)—Fred Miller.
Eldon (3,171)—J. A Campbell.
Excelsior Springs (4,565)—W S Smith
Farmington (3,001)—W. L. Johns.
Fayette (2,630)—U. L Riley.
Ferguson (3,798)—V. C. McCluer.
Festus (4,085)—W. L Pulliam
Fredericktown (2 954)—Grover M. Cozean.
Fulton (6,105)—J. T. Bush.
Hannibal (22,761)—E T. Miller.
Higginsville (3,339)—C. F. Johns.
Independence (15,296)—E. B. Street.
Jefferson City (21,596)—William F. Knox.
Joplin (33,454)—E. A. Elliott.
Kansas City (399,746)—George Melcher; George C. Tinker, B. M.
Kennett (4,128)—J. F. Taylor
Kirksville (8,293)—J. H. Neville
Kirkwood (9,169)—Frank P. Tillman.
Lebanon (3,562)—Charles A. McMillan.
Lexington (4,595)—Leslie H. Bell.
Liberty (3,519)—D. H. Kay.
Louisiana (3,540)—Tom M. Conrad.
Macon (3,851)—M. S. Vaughn.
Maplewood (21,807)—G. E. Dille.
Marceline (3,555)—J. A. Burnside.
Marshall (8,103)—W. M. Westbrook.
Maryville (5,217)—J. Leslie Lawing
Mexico (8,290)—L. B. Hawthorne.
Moberly (13,772)—M. F. Beach
Monett (4,099)—M. L. Coleman.
Neosho (4,485)—L. O. Litle.
Nevada (7,448)—W. C. Fowler.
North Kansas City (2,574)—J. R. Clark.
Perryville (2,964)—E. G. Guese
Poplar Bluff (7,551)—George R. Loughead.
Richmond (4,120)—Price L. Collier.
Rolla (3,670)—R. P. Lewis.
St. Charles (10,491)—Stephen Blackhurst.
St. Joseph (80,935)—F. H. Barbee; L. M. Haines, B M.
St Louis (821,960)—Henry J. Gerling; Charles A. Roe, B. M.
Ste. Genevieve (2,662)—T. L. Brandt.
Sedalia (20,806)—Heber U. Hunt.
Sikeston (5,676)—Roy V. Ellise
Slater (3,478)—C. C. Birch.
Springfield (57,527)—H. P. Study.
Trenton (6,992)—W. H. McDonald.
University City (25,809)—Charles Banks.
Warrensburg (5,146)—Edward Beatty.
Washington (5,918)—C. J. Burger.
Webb City (6,876)—D. R. McDonald.
Webster Groves (16,487)—Willard E. Goslin.
West Plains (3,335)—J. R. Martin.

MONTANA

Anaconda (12,494)—W. K. Dwyer.
Billings (16,380)—A. T. Peterson.
Bozeman (6,855)—Daniel S. Williams.
Butte (39,532)—J. G. Ragsdale; Addis McGrath, B. M.
Deer Lodge (3,510)—Owen D. Speer.
Glendive (4,629)—Gordon E. Kidder.
Great Falls (28,822)—Irving W. Smith.
Havre (6,372)—W. J. Shirley.
Helena (11,803)—Robert O. Evans.
Kallspell (6,094)—W. D. Swetland.
Laurel (2,558)—Fred W. Graff.
Lewistown (5,358)—C. G. Manning.
Livingston (6,391)—B. A. Winans.
Miles City (7,175)—Glen G. Eye.
Missoula (14,657)—Ira B. Fee.
Red Lodge (3,026)—Harry B Field.
Roundup (2,577)—Irvin B. Collins.
Whitefish (2,803)—E. A. Hinderman.

NEBRASKA

Alliance (6,669)—H. R Partridge.
Auburn (3,068)—John A Jimerson
Aurora (2,715)—J. A. Dorenus.
Beatrice (10,297)—E. L Novotny.
Blair (2,791)—I J. Montgomery
Broken Bow (2,715)—Emil Benthack.
Chadron (4,606)—James Skinkle.
Columbus (6,898)—R. R. McGee.
Crete (2,865)—C. H. Velte
Fairbury (6,192)—W. E. Scott.
Falls City (5,787)—A B. Gelwick.
Fremont (11,407)—A. H. Waterhouse.
Gering (2,531)—J Fred Nelson
Grand Island (18,041)—C. Ray Gates
Hastings (15,490)—A. H Staley.
Holdrege (3,263)—Conrad Jacobson.
Kearney (8,575)—
Lexington (2,962)—C. E. Collett.
Lincoln (75,933)—Millard C. Lefler; J G. Ludlam, B M.
McCook (6,688)—J. C Mitchell.
Nebraska City (7,230)—Gordon G. Warren.
Norfolk (10,717)—Allen P. Burkhardt.
North Platte (12,061)—W. J Braham.
Omaha (214,006)—O. T. Eastman, B. M.; Leon O. Smith, R. D.
Plattsmouth (3,793)—R. E. Bailey.
Schuyler (2,588)—R. T. Fosnot.
Scottsbluff (8,465)—Archer L. Burnham.
Seward (2,737)—J. N. Regier.
Sidney (3,306)—G. F. Liebendorfer.
South Sioux City (3,927)—E. N. Swett.
Superior (3,044)—J. A Christenson
Wahoo (2,689)—Paul E. Seidel.
Wymore (2,680)—A. E. Fisher.
York (5,712)—E. L. Weaver.

NEVADA

Elko (3,217)—C. M. Luce.
Ely (3,045)—M. J. Clarke.
Las Vegas (5,165)—Maude Frazier.
Reno (18,529)—B. D. Billinghurst.
Sparks (4,508)—George L Dilworth

NEW HAMPSHIRE

Berlin (20,018)—L. P. Young
Claremont (12,377)—Albert B. Kellogg.
Concord (25,228)—Louis J. Rundlett.
Derry (5,131)—Frank Whitcher.
Dover (13,573)—J. E. Wignot.
Exeter (4,872)—Clifton A. Towle.
Franklin (6,576)—Fred S. Libbey.
Keene (13,794)—Walter E. Hammond.
Laconia (12,471)—John S. Gilman.
Lebanon (7,073)—William J. English.
Littleton (4,558)—Dana S. Jordan.
Manchester (76,834)—Louis P. Benezet; Austin J. Gibbons, B. M.
Milford (4,068)—Harold C. Bales.
Nashua (31,463)—Earle T. Tracey.
Newport (4,659)—Frank A. Morris.
Portsmouth (14,495)—Harry L. Moore.
Rochester (10,209)—William H. Buker.
Somersworth (5,680)—Howard L. Winslow.

NEW JERSEY

Asbury Park (14,981)—A. E. Kraybill.
Atlantic City (66,198)—A. S. Chenoweth; Harry H. Young, B. M.
Audubon (8,904)—W. L. Fidler.
Bayonne (88,979)—Preston H. Smith; Joseph A. Sklenar, B. M.
Belleville (26,974)—Wayne R. Parmer.
Belmar (8,491)—Thomas B. Harper.
Bergenfield (8,816)—Roy W. Brown.
Bernardsville (Bernards Township, 5,629)—Harry G. Stuart.
Beverly (2,864)—L. S. Trostle.
Bloomfield (38,077)—Edgar S. Stover; Frank Hochstuhl, jr., B M.
Bloomingdale (2,543)—Martha B. Day.
Bogota (7,341)—Frank E. Tilton.
Boonton (6,866)—M. Burr Mann.

Bordentown (4,405)—Robert M Oberholser.
Bound Brook (7,372)—Albert S. Davis.
Bradley Beach (3,306)—F J. Gronde.
Bridgeton (15,699)—Chester Robbins
Burlington (10,844)—Vann H. Smith.
Butler (3,392)—R J. Eilenberger.
Caldwell (8,055)—D'Arcy C. Barnett
Camden (118,700)—Leon N. Neulen; Alfred E Dudley, B. M.
Cape May (2,637)—Lester A. Rodes.
Carlstadt (5,425)—Edward F. Krom.
Carteret (13,339)—B. V. Hermann.
Chatham (3,869)—Ralph F. Bates.
Clementon (2,605)—Irwin M Sabold.
Cliffside Park (15,267)—George F. Hall
Clifton (46,875)—George J Smith; Andrew Chambers, B. M.
Closter (2,502)—C. F. Sailer.
Collingswood (12,723)—John B. Ritter.
Cranford (11,126)—Sarah Edmond.
Dover (10,031)—Roswell S Bowlby.
Dumont (5,861)—L J Honiss.
Dunellen (5,148)—R W. Crane
East Newark (2,686)—James F. Coogan
East Orange (68,020)—Clifford J. Scott; Herbert J. Condit, jr, B. M; Frances L Schenck, R D
East Paterson (4,779)—John L Koerner.
East Rutherford (7,080)—Frank J. Oglee.
Edgewater (4,089)—William F Conway
Egg Harbor City (3,478)—David R. Rohrbach
Elizabeth (114,589)—Ira T. Chapman; John W Brown, B. M
Englewood (17,805)—Winton J. White.
Fair Lawn (5,990)—Cornelius R. Jaarsma.
Fairview (9,067)—Z E. Masten, jr
Flemington (2,729)—Paul H Axtell.
Fort Lee (8,759)—Arthur E. Chase
Franklin (4,176)—Fred C. Shotwell.
Freehold (6,894)—Llovd S. Cassel
Garfield (29,739)—William H Steegar.
Garwood (3,844)—W W. Halsey
Glassboro (4,799)—J. Harvey Rodgers
Glen Ridge (7,365)—Herbert W Dutch
Glen Rock (4,369)—Stuart R Race.
Gloucester City (13,796)—Charles C. Madeira.
Guttenberg (6,535)—Anna L Klein
Hackensack (24,568)—William A. Smith.
Hackettstown (3,038)—V. C. Brugler.
Haddonfield (8,857)—A S Martin
Haddon Heights (5,394)—William C Davis.
Haledon (P. O., Paterson) (4,812)—Herman Hocksema.
Hammonton (7,656)—Hubert H Smith.
Harrison (15,601)—John P. Murray.
Hasbrouck Heights (5,658)—C C Hitchcock.
Hawthorne (11,868)—F. H. Thoms
Highland Park (8,691)—F Willard Furth.
Hightstown (3,012)—Jane B. Donnell.
Hillsdale (2,959)—George G White.
Hillside (P. O., Elizabeth) (17,601)—Arthur G. Woodfield
Hoboken (59,261)—Daniel S. Kealey; Arthur W. Clayton, B M
Irvington (56,733)—Robert L. Saunders
Jersey City (316,715)—James A. Nugent; Kennington L. Thompson, R D
Kearny (P O., Arlington) (40,716)—Edmund L Tink; Edmund Stevenson, B. M.
Keyport (4,940)—W. E Bilderback.
Lambertville (4,518)—Robert E Williams.
Leonia (5,350)—Nelson C Smith.
Linden (21,206)—D A. Howell
Lindenwold (2,523)—I M. Sabold
Little Ferry (4,155)—Edward E Gaige.
Lodi (11,549)—Henry V Matthews.
Long Branch (18,399)—Charles T Stone
Lyndhurst (17,362)—Reeves D. Batten.
Madison (7,481)—Harry A Wann.
Manville (5,441)—B. J Boyer.
Margate City (P. O, Ventnor) (2,913)—Alice E. Whittaker.
Maywood (3,398)—Elizabeth Edwards
Merchantville (3,592)—John W Kratzer.
Metuchen (5,748)—Carl H. Galloway.
Middlesex (3,504)—William Love.
Midland Park (3,638)—Richard M. Hartmann.
Milltown (2,994)—Harry R. Mensch
Millville (14,705)—Victor C. Nicklas.
Montclair (42,017)—Frank G. Pickell; Fred P Reagle, B. M; John J. Forester, R D.
Morristown (15,197)—J. Burton Wiley.
Neptune (P. O, Ocean Grove) (10,625)—O. J. Moulton.
Newark (442,337)—John H Logan; Cephas I. Shirley, B. M; Eugene S. Farley, R. D.
New Brunswick (34,555)—F. J. Sickles; Ralph Whiteman, B. M.
New Milford (2,556)—B. F Gibbs
Newton (5,401)—C H Reagle
North Arlington (P. O., Arlington) (8,263)—Louis D Carr.
North Bergen (40,714)—Robert Madden; James Goodmann, B. M.
Northfield (2,804)—Charles M. Kresge
North Plainfield (P. O, Plainfield) (9,760)—Beekman R. Terhune.
Nutley (20,572)—Paul R. Radcliffe.
Oaklyn (P. O, Camden) (3,843)—Alwilda M Ludlow.
Ocean City (5,525)—George E. Brown
Orange (35,399)—W Burton Patrick; William G. McCurdy, B. M.
Palisades Park (7,065)—Carl A. Marsden.
Palmyra (4,968)—C. F. Dengler.
Paramus (P. O., Ridgewood) (2,649)—Frank V. Flora.
Passaic (62,959)—Arthur D. Arnold.
Paterson (138,513)—John R Wilson; Thomas F Kelly, B. M.
Paulsboro (7,121)—Wilmer F. Burns.
Penns Grove (5,895).
Pensauken (P. O, Merchantville) (16,915)—George B Fine
Perth Amboy (43,516)—W. C McGinnis; John K. Sheehy, B M
Phillipsburg (19,255)—Frank D. Munroe.
Pitman (5,411)—Daniel W. Davis.
Plainfield (34,422)—Frederick W. Cook; G B Zimmer, B. M.
Pleasantville (11,580)—Simon M. Horstick.
Pompton Lakes (3,104)—Thomas J Hutton
Princeton (6,992)—B Woodhull Davis
Prospect Park (P O., Paterson) (5,909)—Thomas L. Bump.
Rahway (16,011)—Arthur L. Perry.
Ramsey (3,258)—W. D Tisdale.
Raritan (including Bridgewater Township, 8,103)—Oscar A. Fisher.
Red Bank (11,622)—Edwin C. Gilland.
Ridgefield (4,671)—Charles R. Dixon
Ridgefield Park (10,764)—A. Ray Palmer.
Ridgewood (12 188)—I B. Somerville.
Rockaway (3 132)—Charles L Curtis.
Roselle (13,021)—John R. Patterson.
Roselle Park (8,969)—Elmer F. Smith.
Rutherford (14,915)—Clarence A. Fetterly.
Salem (8,047)—Leigh M Lott.
Sayreville (8,658)—Jesse Selover.
Secaucus (8,950)—M J Pechtel
Somerville (8,255)—T. Latimer Brooks.
South Amboy (8,476)—O. O Barr.
South Orange (34,951 [4])—John H. Bosshart; C. E. Stevens, B. M.
South Plainfield (5,047)—H. C. Fries.
South River (10,759)—William S. Lesh.
Summit (14,556)—John B. Dougall
Teaneck (16,513)—Lester N. Neulen.
Tenafly (5,669)—George A. Kipp.
Totowa (P. O., Paterson) (4,600)—Edmund L Kelley.
Trenton (123,356)—Paul Loser; Charles B. Warren, B M
Union (16,472)—Edward F. Waldron
Union City (58,659)—Arthur O. Smith.

[4] Includes Maplewood Township.

Ventnor (6,674)—Halliday R Jackson.
Verona (7,161)—Frederic N. Brown.
Vineland (including Landis Township) (21,603)—H W. Weldner.
Wallington (9,063)—Ernest A. Harding.
Wanaque (3,119)—Bert P. Bos.
Washington (4,410)—S. N Tressler.
Weehawken (14,807)—Raymond E. Pinkham.
Westfield (15,801)—Charles A. Philhower.
West New York (37,107)—H. L Bain.
West Orange (24,327)—S. C. Strong.
West Paterson (3,101)—O L. Fleetwood.
Westville (3,462)—Edith W Willey.
Westwood (4,861)—W. O Lippitt.
Wharton (3,683)—William P. Curtis.
Wildwood (5,330)—Henry C. Chalmers.
Woodbridge (25,266)—John H. Love.
Woodbury (8,172)—Malcolm G. Thomas.
Woodlynne (P. O., Camden) (2,878)—Raymond Mowers.
Wood Ridge (5,150)—Benjamin E. Farr.

NEW MEXICO

Alamogordo (3,096)—R. A. McLeskey.
Albuquerque (26,570)—John Milne.
Carlsbad (3,708)—W. G. Donley.
Clayton (2,518)—Raymond Huff.
Clovis (8,027)—James M. Bickley.
Deming (3,877)—E. D. Martin.
Gallup (5,992)—Charles R. Redick.
Las Cruces (5,811)—L. M. Cook.
Las Vegas: City (4,719)—Walter B. McFarland; town (P. O., West Las Vegas) (4,378)—Eugenia Herber.
Portales (2,519)—Floyd D. Golden.
Raton (6,090)—Donald MacKay.
Roswell (11,173)—D. N. Pope.
Santa Fe (11,176)—Isabel L. Eckles.
Silver City (3,519)—Lela A. Manville.
Tucumcari (4,143)—R. J. Mullins.

NEW YORK

Albany (127,412)—Austin R. Coulson; James J. Welch, B. M.; John H. Kingsley, R. D.
Albion (4,878)—Carl I. Bergerson.
Amityville (4,437)—Arthur W. Ruff.
Amsterdam (34,817)—Wilbur H. Lynch.
Auburn (36,652)—George F. Barford; Emily J. Sullivan, B. M.
Babylon (4,342)—Charles W. Armstrong.
Baldwinsville (3,845)—H. E. Elden.
Ballston Spa (4,591)—W. A. Andrews.
Batavia (17,375)—Clyde P. Wells.
Bath (4,015)—W. H. Vanderhoef.
Beacon (11,933)—R. D. Hewes.
Binghamton (76,662)—Daniel J. Kelly; Donald M. Tower, R. D.
Brockport (3,511)—A. D. Oliver.
Bronxville (6,387)—Willard W. Beatty.
Buffalo (573,076)—R. C. Hartwell; R. C. Gaupp, B. M.; Celia Silverberg, R. D.
Canajoharie (2,519)—Harvey N. Holmer.
Canandaigua (7,541)—Frank E. Fisk.
Canastota (4,235)—Glen F. Bogardus.
Canisteo (2,548)—D. M. Gardner.
Canton (2,822)—Hugh C. Williams.
Carthage (4,460)—R. G. Wallace.
Catskill (5,082)—John T. Kaemmerlen.
Cedarhurst (5,065)—Charles S. Wright.
Cobleskill (2,594)—Clyde W. Slocum.
Cohoes (28,226)—W. S. Schneider.
Cooperstown (2,909)—M. J. Multer.
Corinth (2,618)—John N. Hayes.
Corning (15,777): District No. 9, William E. Severn; district No. 13, A. M. Blodgett.
Cortland (15,043)—L. T. Wilcox.
Dannemora (3,348)—Lester I. Arnold.
Dansville (4,928)—W. J. Braman.
Depew (6,536)—George R. Crego.
Dobbs Ferry (5,741)—John A. McGinness.
Dolgeville (3,809)—Frank E. Richards.
Dunkirk (17,802)—F. R. Darling.
East Aurora (4,815)—Harry W. Mead.
East Rochester (6,627)—Benjamin H. Root
East Rockaway (4,340)—Harold F. Studwell.
East Syracuse (4,646)—Edward T. Hennessy.
Ellenville (3,280)—E C. Hoemer.
Elmira (47,397)—Harvey O Hutchinson
Elmira Heights (5,061)—Horace H. Beach.
Elmsford (2,935).
Endicott (16,231)—H H. Crumb.
Fairport (4,604)—Thomas G. Coffee.
Falconer (3,579)—Gerald A. Wilber
Farmingdale (3,373)—Weldon E Howitt.
Floral Park (10 016)—Rena C Hayden
Fort Edward (3,850)—Henry E. Winston.
Fort Plain (2,725)—Ross E. Cameron
Frankfort (4,203)—C. W Lewis.
Fredonia (5,814)—Claude R Dye
Freeport (15,467)—John W. Dodd.
Fulton (12,462)—G. R Bodley.
Garden City (7,180)—Winfield A. Townsend.
Geneva (16,053)—W Lynn Houseman.
Glen Cove (11,430)—Hannibal H. Chapman
Glens Falls (18,531)—Alexander W. Miller.
Gloversville (23,099)—Harry W. Langworthy.
Goshen—(2,891)—Charles J. Hooker.
Gouverneur (4,015)—Scott L. Brown
Gowanda (3,042)—Reverdy E Baldwin.
Granville (3,483)—C. F. McMaster
Great Neck (4,010)—Willis E Dodge
Green Island (4,331)—George E. DeMille.
Greenport (3,062)—Joseph A. Walker.
Hamburg (4,731)—Frederick J. Moffitt
Hastings-upon-Hudson (7,097)—John L. Hopkins.
Haberstraw (5,621)—Aretus P. Burroughs.
Hempstead (12,650)—W. A. Gore.
Herkimer (10,446)—Loraine W. Bills.
Highland Falls (2,910)—James I O'Neill.
Homer (3,195)—Arthur E. Warren.
Hoosick Falls (4,755)—W. Leon Hutt.
Hornell (16,250)—Harrison S. Dodge
Hudson (12,337)—Montgomery C Smith.
Hudson Falls (6,449)—David R Finley.
Ilion (9,890)—Earl P. Watkin.
Irondequoit (P. O., Rochester) (18,024)—A. C. Hamilton.
Irvington (3,087)—R. DeWitt Morrison.
Ithaca (20,708)—C. L. Kulp.
Jamestown (45,155)—George A Persell.
Johnson City (13,567)—H. B. Eccleston.
Johnstown (10,801)—E. L. Ackley.
Kenmore (16,482)—Frank C. Densberger.
Kingston (28,088)—R. C. Van Ingen.
Lackawanna (23,948)—Berchmans J. Boland.
Lake Placid (2,930)—Paul Patchin.
Lancaster (7,040)—F. L. Smith.
Larchmont (5,282)—(*See* Mamaroneck).
Lawrence (3,011)—(*See* Cedarhurst).
Le Roy (4,474)—Edward W. Spry.
Liberty (3,427)—David E. Panebaker.
Lindenhurst (4,040)—Edward W. Bower.
Little Falls (11,105)—F. R. Wegner.
Lockport (23,160)—Roy B. Kelley.
Long Beach (5,817)—Walter Schwalje.
Lowville (3,424)—Leon A. Davis.
Lynbrook (11,993)—Charles D. Vosburgh.
Lyons (3,956)—O. Wendell Hogue.
Malone (8,657)—H. H. Lamberton.
Mamaroneck (11,766)—Arthur Z. Boothby.
Massena (10,637)—E. G. Simmons.
Mechanicville (7,924)—Evan E. Jones.
Medina (6,071)—Howard E. Brown.
Middletown (21,276)—Ernest H. Burdick.
Mineola (8,155)—Harlan B. Allen.
Mohawk (2,835)—Harry M. Fisher.
Monticello (3,450)—Kenneth L. Rutherford.
Mount Kisco (5,127)—H. M. Jennings.
Mount Morris (3,288)—D. O. Fuller.
Mount Vernon (61,499)—William H. Holmes; Donald W. Height, B. M.
Newark (7,649)—F. Neff Stroup.

Newburgh (31,275)—Marion W. Longman; J. Leroy Thompson, R. D
New Hyde Park (3,314)—Harold A. Lints.
New Rochelle (54,000)—Clifford S Braggdon; P. J. O'Brien, B. M.; Ralph W. Walter, R. D.
New York (6,930,446)—William J. O'Shea; Eugene A. Nifenecker, R D.
New York Mills (4,006)—O M. Ruland.
Niagara Falls (75,460)—James F. Taylor; William T. Simons, B. M., Harris C. Allen, R. D.
Northport (2,528)—Lyle L. Morris.
North Tarrytown (7,417)—Ernest E. Oertel; Frank L. Martin, B. M.
North Tonawanda (19,019)—Claude L. Moss.
Norwich (8,378)—Frank R. Wassung.
Nyack (5,392)—Kenneth R. MacCalman.
Ogdensburg (16,915)—Arthur J. Laidlaw.
Olean (21,790)—William C. Greenawalt.
Oneida (10,558)—Albert H. Covell.
Oneonta (12,536)—George J. Dann.
Ossining (15,241)—Everett A. Barto.
Oswego (22,652)—Frederick Leighton.
Owego (4,742)—Fred B. Parker.
Palmyra (2,592)—Earl Crowell.
Patchogue (6,860)—Sheridan Linn.
Peekskill (17,125)—P. R. Spencer
Pelham (town, 11,851)—Joseph C. Brown.
Penn Yan (5,329)—Charles G. Hetherington.
Perry (4,231)—Charles D. Fausold.
Plattsburg (13,349)—George M. Elmendorf.
Pleasantville (4,540)—Requa W. Bell.
Port Chester (22,662)—S. O. Rorem.
Port Jervis (10,243)—Arthur H. Naylor.
Potsdam (4,136)—E. Harold Cole.
Poughkeepsie (40,288)—Ward C. Moon.
Rensselaer (11,223)—Walter S Clark
Rochester (328,132)—Herbert S. Weet; J S. Mullan, B. M.; A. Laura McGregor, R D.
Rockville Center (13,718)—William S Covert.
Rome (32,338)—George R Staley
Rye (8,712)—George E. Webster.
Sag Harbor (2,773)—Sanford H Calhoun
Salamanca (9,577)—George A. Place.
Saranac Lake (8,020)—H. V. Littell
Saratoga Springs (13,169)—Harris Crandall.
Saugerties (4,060)—Grant D Morse.
Scarsdale (9,690)—Ralph I. Underhill.
Schenectady (95,692)—W. H. Pillsbury; Tulloch M. Townsend, B. M.; Arthur L Maxon, R D
Scotia (7,437)—B W. Conrad.
Sea Cliff (3,456)—F. E De Gelleke.
Seneca Falls (6,443)—Hubert Mott.
Silver Creek (3,160)—Ray C. Witter
Sloan (P. O., Buffalo) (3,482)—J. Ernest Wilson.
Solvay (7,986)—C A. Duvall.
Southampton (3,737)—H. F. Sabine.
South Glens Falls (P O, Glens Falls) (2,689)—Lester C. Schuknecht.
Spring Valley (3,948)—Guy P. Rego.
Springville (2,540)—L. G. Palmer.
Suffern (3,757)—John B. Chilson.
Syracuse (209,326)—G. Carl Alverson; Milton F. Wagner, B. M.; H. P. Smith, R D.
Tarrytown (6,841)—L. V. Case.
Ticonderoga (3,680)—Raymond W. Nash.
Tonawanda (12,681)—Walter S. Fraser.
Troy (72,763):
Lansingburgh District, Neil K. White; George H. Bradshaw, B. M.
Union District, George H. Krug; William A Dunne, B. M.
Tuckahoe (6,138)—Town of East Chester: W. H. McClelland (District No. 1). Frank M. Buckley (District No. 2).
Tupper Lake (5,271)—Robert E. Minnich.
Utica (101,740)—John A. DeCamp; Edward O. Folsom, B. M.
Valley Stream (11,790)—Harry W. Gross.
Walden (4,288)—E. R. Van Kleeck.
Walton (3,496)—Howell B. Townsend
Wappingers Falls (3,336)—John C Goff.
Warsaw (3,477)—Herbert Preston.
Waterford (2,921)—Frank C. Roda.
Waterloo (4,047)—Charles E. Foley.
Watertown (32,205)—Raymond C. Burdick; Harold B Evans, B M
Watervliet (16,083)—William Richmond.
Watkins Glen (2,956)—John A. Beers.
Waverly (5,662)—P. C. Meserve
Wellsville (5,674)—George F. Jammer.
Westfield (3,466)—H. M. Eaton.
West Haverstraw (2,834)—Ed Schriber.
Whitehall (5,191)—Page E. Cole
White Plains (35,830)—John W. Lumbard; Lyle C. Shaw, B. M.; Francis C. Buros, R D.
Whitesboro (3,375)—P. H. Martin.
Williamsville (3,119)—Walter J. Herrington
Williston Park (P. O., East Williston) (4,427)—Roy R. Waite.
Yonkers (134,646)—Lamont F. Hodge.
Yorkville (3,406)—Christine Craig.

NORTH CAROLINA

Albemarle (3,493)—M. S Beam.
Asheboro (5,021)—R J. Hilker.
Asheville (50,193)—W. L. Brooker; S. M. Connor, B. M.
Beaufort (2,957)—R. L. Fritz, jr.
Belmont (4,121)—H. C. Sisk.
Bessemer City (3,739)—James R. Caldwell.
Burlington (9,737)—H. M. Roland.
Canton (5,117)—A. J. Hutchins.
Chapel Hill (2,699)—J. Minor Gwynn.
Charlotte (82,675)—H. P. Harding; Charles Blackburn, B. M.; Estelle Rawl Porter, R. D
Cherryville (2,756)—Hunter Huss.
Clinton (2,712)—B. E. Lohr
Concord (11,820)—A. S Webb
Dunn (4,558)—J Shepard Bryan.
Durham (52,037)—Frank M. Martin; M M Fowler, B. M.
Edenton (3,563)—John A. Holmes.
Elizabeth City (10 037)—E. H. Hartsell.
Fayetteville (13,049)—Horace Sisk.
Forest City (4,069)—J. W Eakes.
Gastonia (17,093)—W. P. Grier.
Goldsboro (14,985)—Ray Armstrong.
Graham (2,972)—W. A. Young.
Greensboro (53,569)—Guy B. Phillips; E. N. Peeler, B. M.; E. T. McSwain, R. D.
Greenville (9,194)—Julius H. Rose.
Hamlet (4,801)—H. M. Kyzer.
Henderson (6,345)—E. M. Rollins.
Hendersonville (5,070)—F. M Waters.
Hickory (7,363)—R. W. Carver.
High Point (36,745)—T. Wingate Andrews.
Kings Mountain (5,632)—Claud Grigg.
Kinston (11,362)—W. A. Graham.
Laurinburg (3,312)—J. H. Fleming.
Lenoir (6,532)—C. S. Warren.
Lexington (9,652)—A. W. Honeycutt.
Lincolnton (3,781)—Wiley M. Pickens.
Lumberton (4,140)—W. B. Crumpton.
Monroe (6,100)—W. R. Kirkman.
Mooresville (5,619)—H. C. Miller.
Morehead City (3,483)—H. L. Joslyn.
Morganton (6,001)—W. F. Starnes.
Mount Airy (6,045)—L. B Pendergraph.
Mount Olive (2,685)—C. H. Pinner.
New Bern (11,981)—H. B. Smith.
Newton (4,394)—M. C. Campbell.
North Wilkesboro (3,668)—W. D. Halfacre.
Oxford (4,101)—C. G. Credle.
Raleigh (37,379)—P. S. Daniel; H. L. Jennerjohn, B. M.
Reidsville (6,851)—Fred M. Arrowood.
Roanoke Rapids (3,404)—C. W. Davis.
Rockingham (2,906)—L. J. Bell.
Rocky Mount (21,412)—R. M. Wilson.
Roxboro (3,657)—G. C. Davidson.
Salisbury (16,951)—Chester C. Haworth.
Sanford (4,253)—G. R. Wheeler.
Shelby (10,789)—B. L. Smith.

Smithfield (2,543)—Nathan Womack
Southern Pines (2,524)—William F Allen
Spencer (3,128)—J D Messick.
Spindale (3 066)—L. E. Spikes.
Statesville (10,490)—R M Gray.
Tarboro (6,379)—William A Mahler.
Thomasville (10,090)—D. W Maddox
Wadesboro (3,124)—Frank R Richardson.
Washington (7,035)—E S. Johnson.
Williamston (2,731)—William R. Watson.
Wilmington (32,270)—O. A Hamilton; F. J Ganse, B. M.
Wilson (12,613) -K R Curtis.
Winston-Salem (75,274)—R H. Latham, Hoy Holshouser, B. M.

NORTH DAKOTA

Bismarck (11,090)—H O. Saxvik.
Devils Lake (5,451)—F. H. Gillland.
Dickinson (5,025)—P. S Berg
Fargo (28,619)—J G. Moore.
Grafton (3,136) -M B. Zimmerman
Grand Forks (17,112)—John C. West.
Jamestown (8,187)—C L Robertson.
Mandan (5,307)—J. C. Gould.
Minot (16,099)—L. A White
Valley City (5,268)—G. W. Hanna.
Wahpeton (3,176)—L. H. Dominick.
Williston (5,106)—J N. Urness.

OHIO

Akron (255,040)—Thomas W. Gosling.
Alliance (23,047)—B. F. Stanton.
Amherst (2,844)—F. R. Powers
Ashland (11,141)—E. L. Bowsher.
Ashtabula (23,301)—M. S. Mitchell.
Athens (7,252)—H C. Pendry.
Barberton (23,934)—U. L. Light.
Barnesville (4,602)—R. E. Schafer.
Bedford (6,814)—A. E. Moody.
Bellaire (13,327)—J. V. Nelson.
Bellefontaine (9,543)—S. A Frampton
Bellevue (6,258)—D. H. Patton.
Berea (5,697)—A G. Yawberg.
Bexley (P. O., Columbus) (7,396)—H. C Dieterich.
Bowling Green (6,688)—Arch B. Conklin.
Bridgeport (4,655)—Howard Ely.
Bryan (4,689)—A. R. White.
Bucyrus (10,027)—E. N. Dietrich
Byesville (2,638)—Wilbur H. Nicholson.
Cadiz (2,597)—Carl J. Patterson.
Cambridge (16,129)—Hugh R. Hick.
Campbell (14,673)—W. Marshall Coursen
Canton (104,906)—J. H. Mason; A. A. Welsbacher, B. M.
Carey (2,722)—Wallace L. Arnholt.
Celina (4,664)—F. D. Swigart.
Chagrin Falls (2,739)—H. E. Zuber.
Chillicothe (18,340)—W. L. Miller.
Cincinnati (451,160)—Edward D. Roberts; Charles W. Handman, B. M.; Douglas E. Scates, R. D.
Circleville (7,369)—J. O. Eagleson.
Cleveland (900,429)—R. G. Jones; F. G. Hogen, B. M.; Wm L. Connor, R. D.
Cleveland Heights (50,945)—Frank L. Wiley; Wallace G. Nesbit, B. M.; E. C. Grover, R. D.
Clyde (3,159)—A. J. Love.
Columbus (290,564)—J. G. Collicott.
Conneaut (9,691)—C. M. Dickey.
Coshocton (10,908)—A. C. Pence.
Crestline (4,425)—Russell B Smith.
Crooksville (3,251)—W. Dwight Darling.
Cuyahoga Falls (19,797)—Gilbert Roberts.
Dayton (200,982)—Claude V. Courter; R. R Ritchie, R. D.
Deer Park (2,642)—W. H. Jones.
Defiance (8,818)—E. W. Howey.
Delaware (8,675)—R. Dean Conrad.
Delphos (5,672)—Erman W. Bell.
Dennison (4,529)—W. H Angel.
Dover (9,716)—S. O. Mase.
East Cleveland (39,667)—W. H. Kirk; W. M. Councell, B. M.
East Liverpool (23,329)—Herbert G Means.
East Palestine (5,215)—C E Palmer
Eaton (3,347)—John A Michael
Elmwood Place (4,562)—W S. Eversull
Elyria (25,633)—R C Maston
Euclid (12,751)—Wilbert A. Franks
Fairport Harbor (4,972)—R A Greig.
Fairview (3,689)—Lewis F Mayer.
Findlay (19,363)—I. F. Matteson.
Fostoria (12,790)—J M Reed
Franklin (4,491)—G H. Gerke.
Fremont (13,422)—C. A Hudson.
Galion (7,674)—J F Bemiller
Gallipolis (7,106)—Wayne Lutz
Garfield Heights (P. O, Turney Road, Cleveland) (15,589)—Harold R. Maurer.
Geneva (3,791)—David R. Frasher.
Girard (9,859)—E O Trescott
Glouster (2,903)—Thomas W Figley
Grandview Heights (P O., Columbus) (6,358)—W C. Rohleder
Greenfield (3,871)—F. R Harris
Greenville (7 036)—C L Bailey.
Hamilton (52,176)—D. R. Baker; Charles F. Holdefer, R. D
Hillsboro (4 040)—E E Holt.
Hubbard (4,080)—H. G. Boren.
Ironton (16,621)—Carl E Larson.
Jackson (5,922)—H. L. Bates.
Kent (8,375)—W A. Walls.
Kenton (7,069)—D. B Clark
Lakewood (70 509)—Julius E Warren; George W Grill, B M.; Rosalie F. Greenwood, R. D.
Lancaster (18,716)—C H Griffey.
Lebanon (3,222)—H. H Druhot.
Lima (42,287)—R. E. Offenhauer, Glen S. Long, R. D.
Lisbon (3,405)—Lee D. Kepner.
Lockland (5,703)—J U. Dungan.
Logan (6,080)—G. E Carr
London (4,141)—W. H. Rice.
Lorain (44,512)—D J. Boone; W. A Pillans, B. M.; J. S. Masson, R. D.
Louisville (3,130)—M O. Krabill.
Lowellville (2,550)—J. A Mitten.
Mansfield (33,525)—C A Waltz; J. B. Moke, B. M.; Emily A. Brown, R. D.
Maple Heights (P. O, Bedford) (5,950)—C. R. Dustin.
Marietta (14,285)—H. L. Sullivan.
Marion (31,084)—George A. Bowman.
Martins Ferry (14,524)—Walter L Kocher.
Marysville (3,639)—F. G. Bittikofer.
Massillon (26,460)—H R Gorrell.
Maumee (4,588)—A. M. Hornby.
Mayfield Heights (2,612)—W. L. Shuman.
Medina (4,071) W. E. Conkle.
Miamisburg (5,518)—Harris V. Bear.
Middleport (3,505)—W. E. Melvin.
Middletown (29,992)—R. W. Solomon.
Minerva (2,675)—W. F. Bonar.
Mingo Junction (5,030)—Claude A. Bruner.
Montpelier (3,677)—H. S. Moffitt
Mount Healthy (3,530)—Matthew Duvall.
Mount Vernon (9,370)—A. W Elliott.
Napoleon (4,545)—C. D Brillhart.
Nelsonville (5,322)—E. J. Arnold.
Newark (30,596)—Oren J Barnes; L. Tenney Rees, B. M.
New Boston (5,931)—D. E. Ross.
Newcomerstown (4,265)—W. B. Hayes.
New Lexington (3,901)—Thomas W. Morgan.
New Philadelphia (12,365)—Franklin P. Geiger
Newton Falls (3,458)—F. C. Gilmour.
Niles (16,314)—R. J. Kiefer.
North Canton (2,648)—Thomas G. Denton.
North College Hill (4,139)—Thomas T. Bennett.
North Olmsted (2,624)—L. E. Hayes.
Norwalk (7,776)—C. C. Patterson.
Norwood (33,411)—C. W. Johnson; W. F. Bonner, B. M.
Oakwood (6,494)—R. E. Stone.

Oberlin (4,292)—Howard L. Rawdon.
Orrville (4,427)—F. E. Honnold.
Oxford (2,588)—H N Kramer.
Painesville (10,944)—C C. Pierce.
Parma (P. O., Cleveland) (13,899)—M. M Berry.
Perrysburg (3,182)—C. B. Riggle.
Piqua (16,009)—George C. Dietrich.
Pomeroy (3,563)—C. J. Rhodes.
Port Clinton (4,408)—H. L. Ford.
Portsmouth (42,560)—Frank Appel.
Ravenna (8,019)—O E. Pore.
Reading (5,723)—H. L. Bussey.
Rittman (2,785)—V. A. Garver.
Rocky River (5,632)—W W Ankenbrand.
St. Bernard (7,487)—F. M. Reynolds.
St. Marys (5,433)—C. C. McBroom.
Salem (10,622)—E. S. Kerr.
Sandusky (24,622)—F. J. Prout.
Sebring (3,949)—S H. Pollock.
Shadyside (4,098)—L. M. Garrette
Shaker Heights (P. O, Cleveland) (17,783)—F. H. Bair.
Shelby (6,198)—R I. Lewis.
Sidney (9,301)—C. C. Crawford.
South Euclid (4,399)—O. J. Korb.
Springfield (68,743)—F. M. Shelton; John D. Kuhns, B. M.
Steubenville (35,422)—Robert L. Erwin; John L Beatty, B. M.
Struthers (11,249)—H. S. Floyd
Tiffin (16,428)—Paul V. Brown.
Tippecanoe City (2,559)—Frank Nichols.
Toledo (290,718)—Charles S. Meek; Russell Wenzlau, B. M.; Harriet Hinman, R. D.
Toronto (7,044)—S. C. Dennis.
Troy (8,675)—T. E Hook.
Uhrichsville (6,437)—H. B Galbraith.
Upper Arlington (P. O., Columbus) (3,059)—J. W. Jones.
Upper Sandusky (3,889)—W. O Moore.
Urbana (7,742)—Charles W Cookson.
Van Wert (8,472)—U E. Diener
Wadsworth (5,930)—F. H Close.
Wapakoneta (5,378)—M R. Menschel; Ed. Stroh, B. M
Warren (41,062)—H. B. Turner.
Washington Court House (8,426)—A D. St. Clair.
Wauseon (2,889)—H. E Schwall.
Wellston (5,319)—W. G. Scarberry
Wellsville (7,956)—Seward E Daw.
Westerville (2,879)—Reed S. Johnston
Willard (4,514)—H L. Bowman.
Willoughby (4,252)—E. M. Otis.
Wilmington (5,332)—H. W Hodson
Wooster (10,742)—C. M Layton.
Wyoming (3,767)—Z. M. Walter.
Xenia (10,507)—Louis Hammerle
Youngstown (170,002)—G. E Roudebush; S R Creps, B M
Zanesville (36,440)—C T. Prose, C J. Weaver, B. M.

OKLAHOMA

Ada (11,261)—I. S Hinshaw.
Altus (8,489)—M. L. Cotton.
Alva (5,121)—C A. Parker.
Anadarko (5,036)—H. L. Hensley.
Ardmore (15,741)—J. J Godbey.
Bartlesville (14,763)—Charles O. Haskell.
Blackwell (9 521)—Harry Huston.
Bristow (6,619)—E. H. Black.
Chandler (2,717)—R B. Knight.
Chickasha (14,099)—T. T. Montgomery.
Claremore (3,720)—Homer C. Heard.
Cleveland (2,959)—L B Lucky.
Clinton (7,512)—George D. Hann.
Commerce (2,608)—Jesse W. Martin.
Cordell (2,936)—W. F. Randle.
Cushing (9,301)—J. E. Hickman.
Drumright (4,972)—Frank D. Hess.
Duncan (8,363)—Chester P Davis.
Durant (7,463)—G. T. Stubbs.
Edmond (3,576)—Ray G, Burns.
Elk City (5,666)—A M. Keeth.
El Reno (9,384)—H. E. Wrinkle.
Enid (26,399)—John T Hefley.
Frederick (4,568)—J O. Shaw.
Guthrie (9,582)—W A. Greene.
Hartshorne (3,587)—W. J Park.
Henryetta (7,694)—E O. Shaw.
Hobart (4,982)—John L. Coffey.
Holdenville (7,268)—Lanson D. Mitchell.
Hollis (2,914)—Lester Sherrill.
Hominy (3,485)—J R. Staib
Hugo (5,272)—A. D. Hanry.
Idabel (2,581)—Paul R Taylor.
Kingfisher (2,726)—R R. Russell.
Lawton (12,121)—B. C. Swinney.
McAlester (11 804)—M. J. Hale.
Mangum (4,806)—Wade H. Shumate.
Marlow (3,084)—John C. Fisher.
Maud (4,326)—D. D. Kirkland.
Miami (8,064)—R. C. Nichols.
Muskogee (32,026)—J R Holmes; E D. Cave, B. M., T. E. Jones, R. D.
Norman (9,603)—Elmer Capshaw.
Nowata (3,531)—Ralph E. Staffelbach.
Okemah (4,002)—W. P. Hopper.
Oklahoma City (185,389)—C. K. Reiff; J G. Stearley, B. M.; F. A. Balyeat, R. D.
Okmulgee (17,097)—W. Max Chambers.
Pauls Valley (4,235)—F. A. Ramsey.
Pawhuska (5,931)—J. R. Chandler.
Pawnee (2,562)—S. J. Bryant
Perry (4,206)—W Homer Hill
Picher (7,773)—August W. Weigl.
Ponca City (16,136)—W. W. Isle.
Poteau (3,169)—C. C. Beaird.
Purcell (2,817)—J. H. Conger.
Sandy Springs (6,674)—Clyde H. O'Dell.
Sapulpa (10,538)—E. H. McCune.
Sayre (3,157)—O. R. Harris.
Seminole (11,459)—John G. Mitchell.
Shawnee (23,283)—Perry Carmichael
Stillwater (7,016)—E D. Price
Sulphur (4,242)—C. E. Fair.
Tonkawa (3,311)—J. D. Hoover.
Tulsa (141,258)—Merle Prunty; H. W. Gowans, B. M.; Frank Pauly, R. D.
Vinita (4,263)—H. C. De Munbrun.
Wagoner (2,994)—B. F Johnson
Wewoka (10,401)—Harry D Simmons
Wilson (2,517)—C S Wood.
Woodward (5,056)—E. H. Homberger.

OREGON

Albany (5,325)—Rex Putnam
Ashland (4,544)—George A. Briscoe.
Astoria (10,349)—A. C. Hampton
Baker (7,858)—Hugh Coleman.
Bend (8,848)—G. W. Ager
Burns (2,599)—Mary Griffin.
Coquille (2,732)—Chester L Ward.
Corvallis (7,585)—H. W Adams.
Dallas (2,975)—R. R. Turner.
Eugene (18,901)—H R Goold.
Grants Pass (4,666)—John F. Cramer.
Hillsboro (3,039)—C. H. Nosler.
Hood River (2,757)—J. L. Breckenridge.
Klamath Falls (16,093)—J. P. Wells.
La Grande (8,050)—J T. Longfellow.
McMinnville (2,917)—F. E. Fagan.
Marshfield (5,287)—Lynn A. Parr.
Medford (11,007)—E H. Hedrick.
Newberg (2,951)—James T. Hamilton.
North Bend (4,012)—L. W. Turnbull.
Oregon City (5,761)—Roy W. Glass.
Pendleton (6,621)—Austin Landreth
Portland (301,815)—Charles A Rice; E. T. Stretcher, B M.; H. M. Barr, R. D.
Roseburg (4,362)—W. M. Campbell.
St Helens (3,994)—H. B. Ferrin.
Salem (26,266)—George W Hug
The Dalles (5,883)—C. W. Boetticher.
Tillamook (2,549)—Frank B. Bennett.

PENNSYLVANIA

Abington (18,648)—Edward S Ling.
Aliquippa (27,116)—H. R. Vanderslice.

Allentown (92,563)—H. W Dodd; W. H. Rodgers, B M
Altoona (82,054)—Robert E. Laramy; William N Decker, B M.
Ambler (3,944)—J. M Fisher
Ambridge (20,227)—J. R Miller.
Apollo (3,406)—W. C. Crawford.
Archbald (9,587)—W A Kelly.
Arnold (10,575)—Donald P Davis.
Ashland (7,164)—Edward W. Taylor.
Ashley (7,093)—John P. Gibbons.
Aspinwall (4,263)—F. D. Keboch.
Athens (4,372)—Eugene E Crediford
Avalon (5,940)—S. Todd Perley.
Avoca (4,943)—Charles B Webber.
Bangor (5,824)—Oscar W. Ackerman
Barnesboro (3,506)—E. D Ott
Beaver (5,665)—D. H. Stewart
Beaver Falls (17,147)—Floyd Atwell.
Bedford (2,953)—Eugene K. Robb
Bellefonte (4,804)—Earl K. Stock.
Bellevue (10,252)—J Nelson Mowls
Bellwood (2,560)—F A. Hamilton.
Bentleyville (3,609)—R. J Hartzel.
Berwick (12,660)—M E. Houck
Bethlehem (57,892)—W. H. Weiss; C F. Frey, B. M.
Birdsboro (3,542)—C E. Cotton.
Blairsville (5,296)—B L Gumm.
Blakely (P. O., Peckville) (8,269)—H. B. Anthony.
Bloomsburg (9,093)—C. H. Garwood.
Boyertown (3,943)—George B. Swinehart.
Brackenridge (6,250)—Robert R. Anderson
Braddock (19,329)—Thomas G. McCleary.
Bradford (19,306)—James F. Butterworth.
Brentwood (5,381)—J. D. Boydston.
Bridgeport (5,595)—Chester H. Barnes.
Bridgeville (3,039)—H. J. Cotton.
Bristol (11,799)—Howard E. James.
Brockway (2,690)—James T. Downie
Brookville (4,387)—Charles W. Ellenberger.
Brownsville (2,869)—R. Donald Conn.
Burnham (3,089)—O. H. Aurand.
Butler (23,568)—John A. Gibson.
Camp Hill (3,111)—H. Frank Hare.
Canonsburg (12,558)—F. W. McVay.
Carbondale (20,061)—James J. Crane.
Carlisle (12,596)—J. W. Potter.
Carnegie (12,497)—Norman L. Glasser
Castle Shannon (3,810)—R. J. Burkett.
Catasauqua (4,851)—Clyde S. Frankenfield.
Centerville (P O., West Brownsville) (6,467)—C. H. Lyon.
Chambersburg (13,788)—U. L. Gordy.
Charleroi (11,260)—Thomas L. Pollock.
Cheltenham (15,731)—Albert L. Rowland.
Chester (59,164)—David A. Ward.
Clairton (15,291)—H. D. Teal.
Clarion (3,201)—C. A. Conley.
Clarks Summit (2,604)—Harold V. Stewart.
Clearfield (9,221)—S. F. W. Morrison.
Clifton Heights (5,057)—William H. Brown.
Clymer (2,672)—John E. Davis.
Coaldale (6,021)—John E. Glidea.
Coatesville (14,582)—Carl O. Benner.
Collingdale (P. O., Darby) (7,857)—Joseph C. Carey.
Columbia (11,349)—John R. Kennedy.
Connellsville (13,290)—Bela B. Smith.
Conshohocken (10,815)—Robert C. Landis.
Coplay (3,279)—William Shetlock
Coraopolis (10,724)—J. C. Werner.
Corry (7,152)—Ralph S. Dewey.
Coudersport (2,740)—A. G. Barrett.
Crafton (7,004)—E. O. Liggitt.
Curwensville (3,140)—Paul G. Robison.
Dale (P. O., Johnstown) (3,364)—A. M. Stull.
Dallastown (2,840)—U. J. Daugherty.
Danville (7,185)—E. B. Cline.
Darby (9,899)—Walter R. Douthett.
Derry (3,046)—Eugene M. McKelvey.
Dickson (12,395)—P M Brennan
Donora (13,905)—Rex W. Dimmick.
Dormont (P. O., Pittsburgh) (13,190)—Ralph Radcliffe
Downingtown (4,548)—Floyd C. Fretz
Doylestown (4,377)—Carmon Ross.
Du Bois (11,595)—C. J Alderfer.
Dunmore (22,627)—James R. Gilligan.
Dupont (P. O., Pittston) (5,161)—Cecile T Dugan
Duquesne (21,396)—C. H Wolford
Duryea (8,503)—John J. Joyce.
East Conemaugh (P. O, Conemaugh) (4,979)—F. B. Snowden.
East Lansdowne (P O, Landsdowne) (3,168)—Martha Anderson.
East McKeesport (2,922)—J P. Runk
East Mauch Chunk (3,739)—Victor G. Clare.
Easton (34,468)—James C. Bay; Raymond Peifer, B. M.; Pauline Lanback, R. D.
East Pittsburgh (6,214)—Charles F Young.
East Stroudsburg (6,099)—Elmer E Kuntz.
Ebensburg (3,063)—J. C. Williams.
Edgewood (P O., Pittsburgh) (4,821)—R. C. McElfish.
Edwardsville (P. O., Kingston) (8,847)—V. E. Lewis.
Elizabeth (2,939)—B. H Byers.
Elizabethtown (3,940)—T. H. Ebersole
Ellwood City (12,323)—Vaugh R. DeLong.
Emaus (6,419)—H. J. Yeager.
Emporium (2,929)—Chester F. Schroyer
Emsworth (2,709)—Robert M Boggs.
Ephrata (4,088)—C H Hartzler.
Erie (115,967)—John C. Diehl, R. S. Scobell, B. M.
Etna (7,493)—William M. Stewart.
Exeter (P. O., Pittston) (5,724)—John B. Campbell.
Farrell (14,359)—W. W. Irwin.
Ferndale (2,742)—Raymond Foellner.
Ford City (6,127)—Q G. Vincent.
Forest City (5,209)—Jules J Kerl.
Forest Hills (4,549)—Dale W. Houk.
Forty Fort (6,224)—F. A Berkenstock.
Fountain Hill (P. O., Bethlehem) (4,568)—John S. Stettler.
Frackville (8,034)—W. R. Trautman.
Franklin (10,254)—Charles E. Carter.
Freedom (3,227)—C. D. McDonald.
Freeland (7,008)—N. P. Luckenbill.
Freeport (2,772)—H. E. Reisgen.
Gallitzin (3,458)—R. H. Biter.
Gettysburg (5,584)—L. C. Keefauver.
Gilberton (4,227)—C. A. Burke.
Girardville (4,891)—Herbert S. Rausch.
Glassport (8,390)—John S. Hart.
Glen Olden (4,482)—C. Evelyn Wunderlich.
Greencastle (2,557)—H. A. Grove.
Greensburg (16,508)—Thos S. March.
Greenville (8,628)—R. DeForest Welch.
Grove City (6,156)—H. M. B. Lehn.
Hamburg (3,637)—John N. Land.
Hanover (boro) (11,805)—F. M. Haiston.
Hanover (township) (P. O., Wilkes-Barre) (17,770)—Edward S. Williams.
Harrisburg (80,339)—M. H. Thomas; A. A. Polat, B. M.
Harrison (P. O., Natrona) (12,387)—M. G. Morris.
Hatboro (2,651)—Chester Barnes.
Haverford (P. O., Llanerch) (21,362)—J. Frank Carter
Hazelton (36,705)—A. D Thomas; D. T. Evans, B. M
Hellertown (3,851)—M. E. Illick.
Hollidaysburg (5,969)—Calvin V. Erdly.
Homestead (20,141)—Port Eckles.
Honesdale (5,490)—J. J. Koehler.
Hummelstown (3,036)—F. E. Stengle.
Huntingdon (7,558)—E. R. Barclay.
Indiana (9,569)—Norman Koontz.
Ingram (3,866)—M. A. Steiner.
Irwin (3,443)—Effie J. Fisher.
Jeannette (15,126)—E W. Long.
Jenkintown (4,797)—Earl E. Smull
Jermyn (3,519)—R. J. Truscott.

Jersey Shore (5,781)—Frank H. Painter.
Johnsonburg (4,737)—F. G. Pontzer.
Johnstown (66,993)—James Killius; Wilbert C. Wehn, B. M; Walter C Davis, R D.
Kane (6,232)—G. H Rickert.
Kennett Square (6,825)—W. E. Rupert.
Kingston (21,600)—J. R Merkel.
Kittanning (7,808)—Clyde W. Cranmer.
Kulpmont (6,120)—J. A Shovlin
Kutztown (2,841)—William D. Landis.
Lancaster (59,949)—H. E. Gress; John S. Graybill, jr., B. M.; Saron E. Munson, R. D
Lansdale (8,379)—Ralph R. Smith
Lansdowne (9,542)—Charles S. Miller.
Lansford (9,632)—E. M. Balsbaugh.
Larksville (P. O, Wilkes-Barre) (9,322)—Thomas F. Feeney.
Latrobe (10,644)—John G Hulton.
Lebanon (25,561)—R R. Abernethy.
Leechburg (4,489)—V. R Blauch.
Leetsdale (2,774)—H. H. Poole.
Lehighton (6,490)—Bert B. David.
Lemoyne (4,171)—F. E. Berkheimer.
Lewisburg (3,308)—Herbert E. Stover.
Lewistown (13,357)—Chas. Coxe.
Lititz (4,368)—M C. Demmy.
Lock Haven (9,668)—J. F. Puderbaugh.
Lower Merion (P O., Ardmore) (35,166)—S. E. Downs.
Luzerne (6,950)—Arthur E Booth.
Lykens (3,033)—C. R. Coyle.
McAdoo (5,239)—Sallie L. Ferry.
McDonald (3,281)—W. L. Moore.
McKeesport (54,632)—Joseph B. Richey; William T. Norton, B. M.
McKees Rocks (18,116)—T K. Johnston.
Mahanoy City (14,784)—Harry A. Oday.
Manheim (3,520)—H. C. Burgard
Marcus Hook (4,867)—Gordon E. Groff.
Masontown (3,873)—Lester A. Evans.
Mauch Chunk (3,206)—E. P. Heckert.
Mayfield (3,774)—Anna L. McCarthy.
Meadville (16,698)—Warren P. Norton.
Mechanicsburg (5,647)—R. L Van Scoten.
Media (5,372)—William H. Micheals
Meyersdale (3,065)—Charles F Saylor.
Middletown (6,085)—H. J. Wickey.
Midland (6,007)—Harry V. Herlinger.
Millersburg (2,909)—E. B Long
Millvale (8 166)—C. C. Williamson.
Milton (8,552)—Carl L. Millward.
Minersville (9,392)—C E. Roudabush.
Monaca (4,641)—David C Locke
Monessen (20,268)—Samuel Fausold.
Monongahela (8,675)—John H. Dorr.
Montoursville (2,710)—George C. Lyter.
Moosic (4,557)—A. C. Lutz.
Morrisville (5,368)—M. R Reiter
Mount Carmel (17,967)—Wilbur M. Yeingst
Mount Joy (2,716)—W. E. Nitrauer.
Mount Lebanon (13,403)—C. Herman Grose.
Mount Oliver (7,071)—Minnie Ubinger.
Mount Penn (P. O, Reading) (3,017)—Frank O. Hartman
Mount Pleasant (5 869)—John C. Haberlen
Mount Union (4,892)—C. C Smith.
Munhall (12,995)—Charles R. Stone.
Myerstown (2,593)—Henry J. Hollinger.
Nanticoke (26,043)—A. P Diffendafer.
Nanty-Glo (5 598)—Harry E. Hogue.
Narberth (4,669)—W. J. Drennen.
Nazareth (5,505)—F. A. Marcks.
New Brighton (9,950)—S. Warren Lyons.
New Castle (48,674)—Clyde C. Green; H. M Marquis, B M.
New Cumberland (4,283)—Charles W. Gemmill.
New Kensington (23,002)—E. T. Chapman.
New Philadelphia (P O., Silver Creek) (2,557)—Marie J Kenna.
Norristown (35,853)—H. O. Dietrich; H. R. Kratz, B. M.
Northampton (9,839)—G. A. Eichler.
North Bellevernon (P. O., Bellevernon) (3,072)—H. W. Hardy.
North Braddock (P. O., Braddock) (16,782)—F. DeWitt Zuerner.
North Catasauqua (2,700)—Joseph Kane.
North Charleroi (P. O., Charleroi) (2,879)—Andrew K. Shaffer.
North East (3,670)—E. C Davis.
Northumberland (4,483)—Claire E. Scholvin.
Norwood (3,878)—J Stockton Roddy, jr.
Oakmont (6,027)—W. Lee Gilmore.
Oil City (22,075)—R. A. Baum
Old Forge (12,661)—B. T. Harris
Olyphant (10,743)—John A. Dempsey.
Oxford (2,606)—J. W. McMullen.
Palmerton (7,678)—J. N. Roeder.
Palmyra (4,377)—R. E. Hartz.
Patton (2,988)—W. M Bosserman
Pen Argyl (4,310)—William E. Muth
Penbrook (P. O., Harrisburg) (3,567)—L. J. Fink.
Perkasie (3,463)—Lewis N. Snyder.
Philadelphia (1,950,961)—Edwin C. Broome; Edward Merchant, B. M.; Philip A. Boyer, R. D.
Philipsburg (3,600)—H. O. Crain.
Phoenixville (12,029)—Martin L. Peters.
Pitcairn (6,317)—C. C. Pearsall.
Pittsburgh (669,817)—Ben G. Graham; C. M. McKee, B. M.; David R. Sumstine, R. D.
Pittston (18,246)—D. J. Cray.
Plains (16,044)—J. A. McCaa.
Plymouth (16,543)—H. S. Jones.
Polk (3,337)—Harold L. Sevvey
Portage (4,432)—William W. Spigelmyer.
Port Carbon (3,225)—H. R. Konrad.
Port Vue (P. O., McKeesport) (3,510)—C. H. Petted
Pottstown (19,430)—H. Herman Fritz.
Pottsville (24,300)—L. A. Bu Dahn
Prospect Park (P. O., Moores) (4,623)—Owen E Batt.
Punxutawney (9,266)—F. S. Jackson
Quakertown (4,883)—Joseph S. Neidig.
Rankin (7,956)—Frank J. Good
Reading (111,171)—Amanda E. Stout; Oscar B Heim, B. M.; Thomas H. Ford, R D
Red Lion (4,757)—Albert G W. Schlegel.
Renovo (3,947)—J. A Bowser.
Reynoldsville (3,480)—C. G. Johnson.
Ridgway (6,313)—W. M. Peirce.
Ridley Park (3,356)—J. Layton Moore.
Roaring Spring (2,724)—Wesley E. Romberger.
Rochester (7,726)—Denton M. Albright.
Royersford (3,719)—A. J. English.
St. Clair (7,296)—Charles R. Birch.
St. Marys (7,433)—J. J. Lynch.
Sayre (7,902)—L. E. DeLaney.
Schuylkill Haven (6,514)—Paul S. Christman.
Scottdale (6,714)—S B. Bulick.
Scranton (143,433)—John H. Dyer; George E. Haak, B. M.
Selinsgrove (2,797)—Frank S. Attinger.
Sewickley (5,599)—L. H Conway.
Shamokin (20,274)—Paul E Witmeyer.
Sharon (25,908)—W. D. Gamble.
Sharon Hill (3,825)—C K. Wagner.
Sharpsburg (8,642)—J. J. Donovan.
Sharpsville (5,194)—Harry E. Pebly.
Shenandoah (21,782)—A. J. Ratchford.
Shillington (4,401)—Chas. J. Hemmig.
Shippensburg (4,345)—W. P. Harley.
Slatington (4,134)—J. W. Snyder.
Somerset (4,395)—William H. McIlhattan.
Souderton (3,857)—E. M. Crouthamel.
South Brownsville (5,314)—William O. Duck.
South Connellsville (2,516)—J. M. Snader.
South Fork (3,227)—Clyde E. Bounds.
South Greensburg (P. O., Greensburg) (2,520)—Wilbur Van Bremen.
Southwest Greensburg (P. O., Greensburg) (3,105)—Charles E Marsh.
South Williamsport (P. O., Williamsport) (6,058)—A. B. Elder.

Spangler (2,761)—T J. Sullivan
Spring City (2,963)—Andrew M. Dixon
Springdale (4,781)—Loyal S Marshall.
State College (4,450)—Jo Hays.
Steelton (13,291)—Charles S. Davis.
Stowe (P. O., McKees Rocks) (13,368)—Gale F Stroup
Stroudsburg (5,961)—Robert Brown.
Sugar Notch (2,768)—C B. Lewis
Summit Hill (5,567)—E. T. McCready.
Sunbury (15,626)—John E. Shambach
Susquehanna (3,203)—E. Guy Greenawalt
Swarthmore (3,405)—Frank R Morey.
Swissvale (16,029)—C C. Kelso.
Swoyerville (P. O, Kingston) (9,133)—Joseph H Finn.
Tamaqua (12,936)—F. G. Horner.
Tarentum (9,551)—A. D. Endsley.
Taylor (10,428)—William S. Robinson.
Throop (8,027)—John J. O'Hara.
Titusville (8,055)—G. A. Stetson.
Towanda (4,104)—Hobson C. Wagner.
Trafford (4,187)—H E. Seville.
Turtle Creek (10,690)—W A. Rodgers.
Tyrone (9,042)—W. W. Eisenhart.
Union City (3,788)—John C. Jenkins.
Uniontown (19,544)—Milton D. Proctor.
Upland (2,500)—Nellie E. Pretty.
Upper Darby (46,626)—William C. Sampson.
Vandergrift (11,479)—John R. Kurtz.
Verona (4,376)—S. H Jones.
Warren (14,863)—P. W. M. Pressel.
Washington (24,545)—Meyers B. Horner.
Waynesboro (10,167)—D. J. Keener.
Waynesburg (4,915)—N. G. Parke.
Weatherly (2,531)—Ray V. Laudenslager.
Wellsboro (3,643)—Rock L. Butler.
Wesleyville (2,854)—W. J. McQuiston.
West Chester (12,325)—Walter L. Philips.
West Conshohocken (2,579)—Alvin S. Richards
West Hazleton (7,810)—E. S. Teter
West Homestead (P. O., Homestead) (3,552)—B. Y. Wilkinson.
Westmont (P. O., Johnstown) (3,388)—E. Preston Sharp.
West Newton (2,953)—Claude Mitchell.
West Pittston (P. O., Pittston) (7,940)—R. J. W. Templin.
West Reading (P. O., Reading) (4,908)—H. P. Holtzman.
West View (6,028)—H. N. Hennon.
West Wyoming (P. O., Pittston) (2,769)—Walter E. Roberts.
West York (P. O., York) (5,381)—A. H. Martin.
Wilkes-Barre (86,626)—H. H. Zeiser; Floyd S. Siegfried, B. M.
Wilkinsburg (29,639)—William C. Graham.
Williamsport (45,729)—A. M. Weaver; H. A. Sterner, B. M.
Williamstown (2,958)—Le Roy J. Kline.
Wilmerding (6,291)—Chas. W. Shaffer.
Wilson (8,265). (*See* Clairton.)
Windber (9,205)—John W. Hedge.
Winton (8,508)—J. L. McCloskey.
Wyoming (4,648)—John E. Platt.
Wyomissing (3,111)—J. L. Appenzellar.
Yeadon (P. O., Philadelphia) (5,430)—Charles E. Hershey.
York (55,254)—Arthur W. Ferguson; David N. Crider, B. M.; Minerva F. Desing, R. D.
Youngwood (2,783)—D. C. Andrews.

RHODE ISLAND

Barrington (5,162)—Charles H. Keyes.
Bristol (11,953)—E. S. Mapes.
Burrillville (P. O., Pascoag) (7,677)—Joseph C. Sweeney.
Central Falls (25,898)—James E. Martin.
Cranston (42,911)—John K. Fenner; Alfred E. Grant, R. D.
Cumberland (P. O., Valley Falls) (10,304)—Emma M. Caufield.
East Greenwich (3,666)—Albert A. Thornton.
East Providence (29,995)—J. R D. Oldham.
Johnston (P. O, Providence) (9,357)—Thomas H. De Coudres.
Lincoln (P. O., Lonsdale) (10,421)—John L Smith.
Newport (27,612)—Harold T. Lowe.
North Providence (P. O., Providence) (11,104)—James L. McGuire.
Pawtucket (77,149)—William A. Newell.
Providence (252,981)—A. J. Stoddard; Richard D Allen, R. D.
Warren (7,974)—Leroy G. Staples
Warwick (P. O., Apponaug) (23,196)—Warren A. Sherman.
Westerly (10,997)—Willard H. Bacon.
West Warwick (17,696)—John F Deering.
Woonsocket (49,376)—James F. Rockett.

SOUTH CAROLINA

Abbeville (4,414)—C. H. Tinsley
Aiken (6,033)—W. Jay McGarity.
Anderson (14,383)—E. C. McCants.
Batesburg (2,839)—W. F. Scott.
Beaufort (2,776)—L. K. Hagood
Bennettsville (3,667)—Richard Hallam
Camden (5,183)—J. G. Richards, jr.
Charleston (62,265)—A. B. Rhett; George C. Rogers, B M.
Cheraw (3,573)—J. K. McCown
Chester (5,528)—M. E. Brockman.
Clinton (5,643)—J. Harvey Witherspoon.
Clover (3,111)—Pat H. Hobson
Columbia (51,581)—A Cline Flora
Conway (3,011)—C. B. Seaborn.
Darlington (5,556)—J C. Daniel.
Dillon (2,731)—W. H. McNairy.
Easley (4,886)—W. M. Scott
Florence (14,774)—John W. Moore
Gaffney (6,827)—W. E Sawyer.
Georgetown (5,082)—William C. Bynum.
Greenville (29,154)—J. L. Mann
Greenwood (11,020)—W. E. Black
Hartsville (5,067)—J. H. Thornwell.
Honea Path (2,740)—L. L. Wright.
Lancaster (3,545)—E. M. McCown.
Laurens (5,143)—C. K Wright
Marion (4,921)—T. C. Easterling.
Mullins (3,158)—L. B. McCormick.
Newberry (7,298)—O. B. Cannon.
Orangeburg (8,776)—A. J. Thackston.
Rock Hill (11,322)—R. C. Burts.
Spartanburg (28,723)—Frank Evans.
Summerville (2,579)—James H. Spann.
Sumter (11,780)—S H. Edmunds.
Union (7,419)—T. C. Jolly, jr.
Walterboro (2,592)—W. H. Ward.
Whitmire (2,763)—R. C Lake.
Woodruff (3,175)—E. S. Bennett.
York (2,827)—E. A. Montgomery.

SOUTH DAKOTA

Aberdeen (16,465)—C. J. Dalthorp.
Brookings (4,378)—J. E. Martin.
Deadwood (2,559)—H. S. Berger.
Hot Springs (2,908)—Harry R. Woodward.
Huron (10,946)—Andrew J. Lang.
Lead (5,783)—R. V. Hunkins.
Madison (4,289)—R. L. Hunt.
Mitchell (10,942)—John C. Lindsey.
Mobridge (3,464)—H. S. Freeman.
Pierre (3,659)—R. E. Rawlins.
Rapid City (10,404)—E. B. Bergquist.
Redfield (2,664)—S. Van Voorhis.
Sioux Falls (33,362)—A. A. McDonald; B. S. Van Slyke, R. M.
Vermillion (2,850)—H. W. Hartman.
Watertown (10,214)—H. Mackenzie.
Yankton (6,072)—C. A. Beaver.

TENNESSEE

Alcoa (5,255)—V. F. Goddard.
Athens (5,385)—J. C. Ridenour.

Bristol (12,005)—R. B Rubins
Brownsville (3,204)—C. J. Huckaba
Chattanooga (119,798)—W. T. Robinson; G. A. Morrow, B. M.
Clarksville (9,242)—C. H. Moore
Cleveland (9,136)—R. T. Allen.
Columbia (7,882)—R L. Harris.
Cookeville (3,738)—S L. Gipson
Covington (3,397)—A. H. Grantham
Dickson (2,902)—J H Hutchinson.
Dyersburg (8,733)—C M. Walker
Elizabethton (8,093)—L J. Harrod.
Erwin (3,623)—Frank Gentry
Etowah (4,209)—J H Jarvis.
Fayetteville (3,822)—George C. Simmons.
Franklin (3,377)—Daly Thompson.
Gallatin (3,050)—W. Lee Harris.
Greeneville (5,544)—S. T. Gass.
Harriman (4,588)—C. R. Wallace.
Humboldt (4,613)—R. E. Bright.
Jackson (22,172)—C. B. Ijams
Johnson City (25,080)—C. E. Rogers.
Kingsport (11,914)—Ross N. Robinson
Knoxville (105,802)—Harry H. Clark; E. L. Adcock, B. M.
La Follette (2,637)—Pat W Kerr.
Lawrenceburg (3,102)—Virgil G. Holt.
Lebanon (4,656)—Clayton L James
Lenoir City (4,470)—Claude M. Mitchell.
Lewisburg (3,112)—R. E. Lee.
Loudon (2,578)—Earl McCall.
McMinnville (3,914)—A. J. Smith.
Martin (3,300)—Eph P. Smith.
Maryville (4,958)—R O Smith.
Memphis (253,143)—R L Jones; G W. Garner, B M.; Kenneth W. Warden, R D.
Milan (3,155)—W R. Reed
Morristown (7,305)—Carl T. Vance
Murfreesboro (7,993)—J. C Mitchell
Nashville (153,866)—H F Srygley; H S Van Deren, B. M
Newport (2,989)—E. L. Radcliffe.
Paris (8,164)—H L. Smith.
Pulaski (3,367)—Richard C. Austin.
Rockwood (3,898)—T. R. Eutsler.
Shelbyville (5,010)—Troy G. Young.
Springfield (5,577)—Wilbur S. Young.
Trenton (2,892)—W P Flatt
Tullahoma (4,023)—Robert N. Chenault.
Union City (5,865)—James T Webb

TEXAS

Abilene (23,175)—R. D. Green
Alamo Heights (P. O, San Antonio) (3,874)—J F Howard
Alice (4,239)—John P. Manning
Alpine (3,495)—D. M Major.
Amarillo (43,132)—William A. McIntosh; George M Waddill, B. M.
Arlington (3,661)—J. A Kooken.
Athens (4,342)—S. R LeMay.
Austin (53,120)—A. N McCullum
Ballinger (4,187)—H. C. Lyon.
Bay City (4,070)—E O. Hutcheson.
Beaumont (57,732):
City district, M E. Moore; Mrs Alice S. Leake, B. M.; Clara Mallory, R. D.
French district, A. B. C. Dean; South Park district, C. W. Bingman.
Beeville (4,806)—W E Maddera.
Belton (3,779)—E. D. Johnston
Big Spring (13,735)—W. C Blankenship
Bonham (5,655)—H A. Glass.
Borger (6,532)—B. C Shulkey.
Bowie (3,131)—Dan L Martin.
Brady (3,983)—D. A. Newton.
Breckenridge (7,569)—N. S. Holland
Brenham (5,974)—M. B. Holleman
Brownsville (22,021)—G. W. Gotke.
Brownwood (12,789)—E. J Woodward.
Bryan (7,814)—Harry L Durham.
Burkburnett (3,281)—Butler Westerfield.
Cameron (4,565)—T. A. Fisher.
Canyon (2,821)—Irby B. Carruth.
Center (2,510)—F. L. Moffett.
Childress (7,163)—A. W. Adams.
Cisco (6,027)—R. N. Chick
Clarendon (2,756)—H. T. Burton.
Clarksville (2,952)—R. M. White
Cleburne (11,539)—Emmett Brown.
Coleman (6,078)—C. H Hufford
Colorado (4,671)—John E. Watson.
Commerce (4,267)—A L. Day
Corpus Christi (27,741)—Mary Carroll.
Corsicana (15,202)—W H. Norwood
Cotulla (3,175)—E J. Bailey.
Crockett (4,441)—I J. Deck
Crystal City (6,609)—Sterling H. Fly
Cuero (4,672)—S. M Melton.
Dalhart (4,601)—H. A. Finch
Dallas (260,475)—N. R. Crozier; C. M. Moore, B M; Julius Dorsey, R D
Del Rio (11,693)—Roy M. Andrews.
Denison (13,850)—F B Hughes.
Denton (9,587)—W. T. Doggett.
Donna (4,103)—George V. Bear.
Eagle Pass (5,059)—B H Miller.
Eastland (4,648)—P. B. Bittle.
Edinburg (4,821)—R. P. Ward.
Electra (6,712)—B M. Dinsmore.
El Paso (102,421)—A. H Hughey; R. A Hanley, B. M., W. A. Stigler, R. D
Ennis (7,069)—Newton W. McCann.
Floydada (2,637)—W. E. Patty.
Fort Stockton (2,695)—J F. Reeves
Fort Worth (163,447)—W. M Green; Ed. P. Williams, B. M.
Freeport (3,162)—O. A. Fleming.
Gainesville (8,915)—H. O. McCain.
Galveston (52,938)—E. G. Littlejohn; Eugene Jackson, B M.
Gatesville (2,601)—H. T. Johnson.
Georgetown (3,583)—Raymond L. Hiler
Gonzales (3,859)—E. W. Kee.
Goose Creek (5,208)—W. R. Smith
Graham (4,981)—I T. Gilmer
Greenville (12,407)—Joe L Bergin.
Harlingen (12,124)—J. P. Buck
Haskell (2,632)—C. B Breedlove
Hearne (2,956)—Edward Robbins.
Henderson (2,932)—C. O Pollard.
Highland Park (P. O, Dallas) (including University Park, 12,622)—H E Gable.
Hillsboro (7,823)—Loy W Hartsfield.
Houston (292,352)—E. E. Oberholtzer; H L. Mills, B. M, W W Kemmerer, R. D
Huntsville (5,028)—Charles N. Shaver
Jacksonville (6,748)—Larue Cox.
Jasper (3,393)—J F. Parnell.
Kenedy (2,610)—R. W. Cherry.
Kerrville (4,546)—Raymond A. Franklin.
Kingsville (6,815)—J. D Bramlette.
Lamesa (3,528)—V. Z. Rogers
Lampasas (2,709)—Charles Wachendorfer.
Laredo (32,618)—William P. Galligan.
Littlefield (3,218).
Lockhart (4,367)—W. Z Bates
Longview (5,036)—H L. Foster.
Lubbock (20,520)—M. H. Duncan.
Lufkin (7,311)—I. A Coston.
Luling (5,970)—Roland A. Box.
McAllen (9,074)—John H. Gregory.
McCamey (3,446)—C. H. Compton.
McKinney (7,307)—Jack R. Ryan.
Marfa (3,909)—J. E Gregg.
Marlin (5,338)—H. J McIlhany.
Marshall (16,203)—E. C. Deering.
Mart (2,853)—J. J. Youngblood.
Memphis (4,257)—H. A. Jackson
Mercedes (6,608)—Ernest H. Poteet.
Mexia (6,579)—R. M. Hawkins.
Midland (5,484)—W. W. Lackey.
Mineola (3,304)—C E. Nesbitt.
Mineral Wells (5,986)—R. H. Brannan.
Mission (5,120)—Sid L Hardin.
Mount Pleasant (3,541)—P. E. Wallace
Nacogdoches (5,687)—Rufus E Price.
Navasota (5,128)—L. G. Andrews.
New Braunfels (6,242)—E. A. Sahm.
Olney (4,138)—Joe R. Humphrey.
Orange (7,913)—E. B. Stover.
Paducah (2,802)—C. E Jackson.
Palestine (11,445)—Bonner Frizzell.

Pampa (10,470)—R. B Fisher.
Paris (15,649)—A. H Chamness.
Pearsall (2,536)—George P. Barron
Pecos (3,304)—G. E Walker.
Pelly (3,452). (*See* Goose Creek.)
Perryton (2,824)—W. B Irvin
Pharr (5,858)—J. Lee Stambaugh.
Pittsburg (2,640)—W S Fleming.
Plainview (8,834)—Chas. E Davis.
Port Arthur (50,902)—G M Sims, L. B Abbey, B. M.; Vilda Barker, R. D.
Quanah (4,464)—E A. Sanders.
Ranger (6,208)—R. F. Holloway.
Robstown (4,183)—Porter S. Garner.
Rusk (3,859)—A. S. Moore.
San Angelo (25,308) Felix E. Smith
San Antonio (231,542)—J. C Cochran; Paul H. Schalz, B. M.
San Benito (10,753)—Thos. J. Yoe.
San Marcos (5,134)—L. J Berry.
Seguin (5,225)—Joe F. Saegert.
Seymour (2,626)—J. F. Kemp.
Shamrock (3,780)—W. C. Perkins.
Sherman (15,713)—L. T. Cook.
Slaton (3,876)—A. R. Ellis.
Smithville (3,206)—C. C. Comer.
Snyder (3,008)—C. Wedgeworth.
South San Antonio (2,708)—B. Z. Hughes.
Stamford (4,095)—L. W. Johnson.
Stephenville (3,944)—J. E. Burnett.
Sulphur Springs (5,417)—W. L. Willis.
Sweetwater (10,848)—B. H. McLain.
Taylor (7,463)—R. H. Brister.
Teague (3,509)—L Notley.
Temple (15,345)—L. C. Procter
Terrell (8,795)—J E. Langwith.
Texarkana (16,602)—H. W. Stillwell.
Texas City (3,534)—Levi Fry.
Tyler (17,113)—J. M. Hodges
Uvalde (5,286)—Guy D Dean.
Vernon (9,137)—W. T. Lofland.
Victoria (7,421)—V. L. Griffin.
Waco (52,848)—B. B. Cobb; E. H. Vaden, B. M.
Waxahachie (8,042)—G. B. Winn.
Weatherford (4,912)—H H. Chambers.
Wellington (3,570)—G. L. Farrar.
Weslaco (4,879)—E. E. Chamness.
Wharton (2,691)—Floyd G. Betts.
Wichita Falls (43,690)—H. D. Fillers; W. W. Brown, B. M.
Wink (3,963)—A. E. Lang.
Yoakum (5,656)—L. B. McGuffin.

UTAH

American Fork (3,047)—David Gourley.
Bingham Canyon (3,248)—D. C. Jensen,[a] Sandy.
Bountiful (2,571)—H. C. Burton.[a]
Brigham (5,093)—Chas. H. Skidmore.[a]
Cedar City (3,615)—N J. Barlow.[a]
Eureka (3,041)—T. E. Bartlett.[a]
Helper (2,707)—W. H. Wardell.
Lehi (2,826)—D. R. Mitchell.
Logan (9,979)—L. A. Petersen.
Murray (5,172)—E. Allen Bateman.
Nephi (2,573)—Owen L. Barnett.[a]
Ogden (40,272)—W. Karl Hopkins; Viola M Clancy, B. M.
Park City (4,281)—Howard V. Alston.
Payson (3,045). (*See* Spanish Fork.)
Price (4,084)—W. W. Christensen.
Provo (14,766)—H. A. Dixon.
Richfield (3,067)—A. J. Ashman.[a]
Salt Lake City (140,267)—L. John Nuttal, jr.; George King, B. M.; J. T. Worlton, R. D.
Spanish Fork (3,727)} Melvin Wilson,
Springville (3,748)} Spanish Fork.
Tooele (5,135)—P. M Nielsen.[a]

VERMONT

Barre (11,307)—Carroll H. White.
Bellows Falls (Rockingham town, 5,302)—Francis M. Malcolm.
Bennington (7,390)—Donald W. McClelland
Brattleboro (town, 9,816)—Florence M Wellman.
Burlington (24,789)—Lyman C. Hunt.
Montpelier (7,837)—W. A. Kincaid
Newport (5,094)—E. A Hamilton.
Proctor (town, 2,596)—Clarence L. Joy.
Rutland (17,315)—William W Fairchild.
St Albans (8,020)—J. S McCann.
St. Johnsbury (town, 9,696)—S. C. Harding
Springfield (town, 6,955)—Ernest G Ham.
Windsor (town, 4,359)—Edward K Boak.
Winooski (5,308)—George R. Stackpole

VIRGINIA

Abingdon (2,877)—W. J. Edmondsen.[a]
Alexandria (24,149)—R. C Bowton.
Appalachia (3,595)—J. J. Kelly, jr.,[a] Wise.
Bedford (3,713)—J. A. G. Shipley.[a]
Big Stone Gap (3,908)—J. J. Kelly, jr.,[a] Wise
Bluefield (3,906)—A. S. Greever,[a] Tazewell.
Bristol (8,840)—Roy B. Bowers.
Buena Vista (4,002)—E. W. Miller.
Cape Charles (2,527)—George J. Oliver.[a]
Charlottesville (15,245)—James G. Johnson
Clifton Forge (6,839)—Herman Blankinship.
Covington (6,538)—J. G. Jeter.[a]
Danville (22,247)—G L. H Johnson.
Farmville (3,133)—T. J McIlwaine.[a]
Franklin (2,930)—F. F. Jenkins.[a]
Fredericksburg (6,819)—G H. Brown.
Galax (2,544)—Wythe F. Wampler.
Hampton (6,382)—Robert M. Newton.
Harrisonburg (7,232)—W H. Keiser.
Hopewell (11,327)—R. W. Copeland.[a]
Lexington (3,752)—Harrington Waddell.
Lynchburg (40,661)—Omer Carmichael; A. L. Burger, B M.
Marion (4,156)—B E. Copenhaver.[a]
Martinsville (7,705)—B. Clifford Good.
Newport News (34,417)—Joseph H. Saunders; W. L. Tabb, B. M.
Norfolk (129,710)—C. W. Mason.
Norton (3,077)—J. I. Burton.
Petersburg (28,564)—Henry G. Ellis.
Phoebus (2,956)—Herbert L. Spain[a] (acting).
Portsmouth (45,704)—Harry A. Hunt.
Pulaski (7,168)—E. L. Darst.[a]
Radford (6,227)—W. K. Barnett.
Richmond (182,929)—Albert H. Hill; Charles P. Walford, B. M.; Clyde Busby, R. D.
Roanoke (60,206)—D. E. McQuilkin; John S. McDonald, B. M.
Salem (4,833)—Roland E. Cook.[a]
Saltville (2,964)—Raymond M. Buchanan.
South Boston (4,841)—C. H. Friend.
South Norfolk (7,857)—R. H. Pride.
Staunton (11,990)—L F. Shelburne.
Suffolk (10,271)—John E. Martin.
Vinton (3,610)—Roland E. Cook.[a]
Waynesboro (6,226)—R. C. Jennings.
Williamsburg (3,778)—Rawls Byrd.
Winchester (10,855)—Garland R. Quarles[a] (acting).
Wytheville (3,327)—John H. Crowgey.[a]

WASHINGTON

Aberdeen (21,723)—C. J. Powell.
Anacortes (6,564)—G. W. Greene.
Auburn (3,906)—Elmer O. Eidal.
Bellingham (30,823)—D. E. Weidman; Will D. Pratt, B. M.
Bremerton (10,170)—Tilman Peterson.
Camas (4,230)—Frederick M. Lash.
Centralia (8,058)—John W. Goddard.
Chehalis (4,907)—R. E. Bennett.
Clarkston (2,870)—Thos. W. Nevitt.

[a] District superintendent.

[a] Division superintendent.

Cle Elum (2,508)—J. V Helm.
Colfax (2,782)—H. A Ellis.
Dayton (2,528)—Carl A. Nelson.
Ellensburg (4,621)—G. L. Putnam.
Everett (30,567)—R E. Cooke; Gilbert D Reeves, B. M.
Hoquiam (12,766)—H. C Crumpacker.
Kelso (6,260)—C. H. Lillie.
Longview (10,652)—E. J. McNamara.
Mount Vernon (3,690)—Glenn W. Caulkins
Olympia (11,733)—Leland P. Brown.
Omak (2,547)—Victor Morgan.
Pasco (3,496)—C L. Booth
Port Angeles (10,188)—H. G. Hanbloom.
Port Townsend (3,979)—W. H. Carder.
Pullman (3,322)—Charles A. McGlade.
Puyallup (7,094)—P B Hanawalt.
Raymond (3,828)—Forrest E. Beck.
Renton (4,062)—E. W. Campbell.
Seattle (365,583)—Worth McClure.
Sedro-Woolley (2,719)—C. Paine Shangle.
Shelton (3,091)—H. Enzo Loop.
Snohomish (2,688)—P. A. Wright.
Spokane (115,514)—Orville G. Pratt; Robert A. Wilson, B. M
Tacoma (106,817)—Elmer L. Breckner; Carl G. Cattey, B. M.; Jennie M. Reed, R. D.
Toppenish (2,774)—Ernest L. Muzzall
Vancouver (15,766)—DeGaris Reeves.
Walla Walla (15,976)—W. M. Kern.
Wenatchee (11,627)—John W. Goddard.
Yakima (22,101)—A. C. Davis.

WEST VIRGINIA

Beckley (9,357)—H. E. Carmichael
Benwood (3,950)—H. C. McKinley.
Bluefield (19,339)—Edwin C. Wade.
Buckhannon (4,374)—W. R. Grose.
Charleston (60,408)—Fred L. Teal.
Chester (3,701)—A. L. Rabenstein.
Clarksburg (28,866)—City district, J. A Jackson; Coal district, M P. Boyles
Dunbar (4,189)—A. H Toothman.
Elkins (7,345)—Frank E. Arnett
Fairmont (23,159)—H E. Odgers
Follansbee (4,841)—C. D Jacobs.
Grafton (7,737)—E. G. Kuhn.
Hinton (6,654)—E. W Taylor.
Hollidays Cove (4,480)—G A. Beck
Huntington (75,572)—Harold A. Rice; H G Proctor, B. M.
Kenova (3,680)—Roy R Banner.
Keyser (6,248)—J. C. Sanders.
Logan (4,396)—E. V. Parsons.
McMechen (3,710). (*See* Benwood.)
Mannington (3,261)—D. C Tabler.
Martinsburg (14,857)—L. W Burns.
Montgomery (2,906)—Otway Gunnoe.
Morgantown (16,186)—R. B. Marston.
Moundsville (14,411)—Louis R. Potts.
New Martinsville (2,814)—J H Garby.
Parkersburg (29,623)—H W Piggott.
Point Pleasant (3,301)—Peter H Steenbergen.
Princeton (6,955)—F. Ray Power.
Richwood (5,720)—D E Dean.
St Albans (3,254)—L. K. Lovenstein.
Salem (2,943)—C. A Tesch
Shinnston (2,802)—Clyde R. McCarty.
Sistersville (3,072)—J V. Roberts.
South Charleston (5,904)—Robert L Bryan.
Welch (5,376)—Roy B Shront.
Wellsburg (6,398)—C L. McMahan.
Weston (8,646)—John R. Hall.
Wheeling (61,659): City district, D. B Kraybill; Triadelphia district, S S. Jacob, jr; C. A. Danford, B. M.; Bettie Tracy, R. D
Williamson (9,410)—F. R Hanifan.

WISCONSIN

Antigo (8,610)—Ralph E. Balliette
Appleton (25,267)—Ben J. Rohan.
Ashland (10,622)—I. O. Hubbard.
Baraboo (5,545)—A. C. Kingsford.
Beaver Dam (9,867)—A. H. Luedke.
Beloit (23,611)—D. F. R. Rice.
Berlin (4,106)—C. D Lamberton.
Burlington (4,114)—Fred L. Witter.
Chippewa Falls (9,539)—Robert F. Lohrie.
Clintonville (3,572)—F. D Wartinbee.
Columbus (2,514)—Harry E. Merritt.
Cudahy (10,631)—J. R. Brandsmark (acting).
Delavan (3,301)—E. G. Lange.
De Pere (5,521)—T. J. McGlynn.
Eau Claire (26,287)—Paul G. W. Keller.
Edgerton (2,906)—Roland A. Klaus
Fond du Lac (26,449)—L. P Goodrich.
Fort Atkinson (5,793)—Frank C Bray.
Green Bay (37,415)—Henry F. Sutton
Hartford (3,754)—R. E. Brasure.
Hudson (2,725)—E. P. Rock.
Hurley (3,264)—J. E. Murphy.
Janesville (21,628)—L. R. Creutz.
Jefferson (2,639)—R. S. Smith.
Kaukauna (6,581)—J. F. Cavanaugh
Kenosha (50,262)—G. F. Loomis; E. C. Glerum, B. M.; Mae Kilcullen, R. D
La Crosse (39,614)—G. M. Wiley; George Howe, B. M.
Ladysmith (3,493)—M. Lewis.
Lake Geneva (3,073)—C. R. Hodge.
Little Chute (2,833)—Agnes Egan.
Madison (57,899)—R. W. Bardwell; Fred W. Erickson, B. M.; Ethel Mabie, R. D.
Manitowoc (22,963)—Hugh S. Bonar.
Marinette (13,734)—C. E. Hulten.
Marshfield (8,778)—R. F. Lewis.
Mayville (2,521)—O. E. Buth.
Menasha (9,062)—J. E. Kitowski.
Menomonie (5,595)—Will G. Ballentine.
Merrill (8,458)—George F. Brooks.
Milwaukee (578,249)—Milton C. Potter; Frank M Harbach, B. M.; Walter Rilling, R. D
Monroe (5,015)—E O. Evans
Neenah (9,151)—C. F. Hedges
New London (4,661)—R. J. McMahon
Oconomowoc (4,190)—E P Rosenthal.
Oconto (5,030)—L W. Fulton.
Oshkosh (40,108)—Charles C. Bishop; Edwin G Beardmore, B. M.
Park Falls (3,036)—William R. Bruce.
Platteville (4,047)—Frank V. Powell
Plymouth (3,882)—Walter B. Senty.
Portage (6,308)—A J. Henkel.
Port Washington (3,693)—W. R. Dunwiddie.
Prairie du Chien (3,943)—B. A. Kennedy.
Racine (67,542)—F. M. Longanecker, A. H Schafer, B. M.
Reedsburg (2,967)—Floyd Smith.
Rhinelander (8,019)—W. F Kruschke.
Rice Lake (5,177)—Everett C. Hirsch.
Richland Center (3,632)—W. F. Waterpool.
Ripon (3,984)—B J. Rock.
Shawano (4,188)—O. A. Reetz.
Sheboygan (39,251)—Charles E. Hulten.
Sheboygan Falls (2,934)—Edgar G. Wippermann.
Shorewood (P. O, Milwaukee) (13,479)—H. S. Hemenway.
South Milwaukee (10,706)—Henry E. Smith.
Sparta (4,949)—Nicholas Gunderson
Stevens Point (13,623)—P. M Vincent.
Stoughton (4,497)—William C. Hansen.
Sturgeon Bay (4,983)—J A. Van Natta.
Superior (36,113)—W. R. Davies; L. A. Nichols, B. M.
Tomah (3,354)—E J McKean.
Tomahawk (2,919)—Willard P. Boyle.
Two Rivers (10,083)—Fred G. Bishop.
Viroqua (2,792)—B. L. Greenfield.
Watertown (10,613)—R. A. Buell.
Waukesha (17,176)—G O. Banting.
Waupaca (3,131)—G. E. Watson.
Waupun (5,768)—H. C. Wegner.

Wausau (23,758)—S B. Tobey.
Wauwatosa (21,194)—William T. Darling
West Allis (34,671)—T. J. Jones; Martin Erickson, B. M , H. B Nash, R. D.
West Bend (4,760)—D. E McLane.
West Milwaukee (P. O Milwaukee) (4,168) —Mathew Barkley.
Whitefish Bay (P O., Milwaukee) (5,362)— C. L Mulrine.
Whitewater (3,165)—A R Page.
Wisconsin Rapids (8,726)—Julius Winden

WYOMING

Casper (16,619)—R S. Hicks.
Cheyenne (17,361)—A S Jessup.
Evanston (3,075)—Franklin E. Shaw.
Green River (2,589)—Raymond H McIntosh
Laramie (8,609)—A. A. Slade.
Rawlins (4,868)—Robert B Lee.
Rock Springs (8,440)—E M Thompson.
Sheridan (8,536)—J. J Early.

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[Archdiocese or diocese, supervising officer, and address]

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Cincinnati, Ohio—Rev. Carl J. Ryan, superintendent of schools, 28 Calhoun Street.
Dubuque, Iowa—Rev. John M. Wolfe, diocesan superintendent of schools, corner Eleventh and Bluff Streets.
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New Orleans, La.—Rev. Thomas E. Stritch, superintendent of parochial schools, 4133 Banks Street.
New York, N. Y.—Rev. William R. Kelly, executive secretary of school board for the archdiocese, 23 East Fifty-first Street.
Philadelphia, Pa.—Rt. Rev. Msgr. John J. Bonner, superintendent of parochial schools, Nineteenth and Wood Streets.
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San Francisco, Calif.—Rev. James H. Long, diocesan superintendent of schools, 50 Oak Street.

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Altoona, Pa.—Rev. Francis McNelis, diocesan superintendent of schools, 511 Twentieth Street.
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Boise, Idaho—Rev. J. P. O'Toole, diocesan director of schools, 412 State Street.
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Buffalo, N Y.—Rev. John W. Peel, superintendent of parochial schools, 793 Elk Street.
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Charleston, S. C.—Rev. Joseph L. O'Brien, diocesan superintendent of schools, 114 Broad Street.
Cleveland, Ohio—Rev. John R. Hagan, diocesan superintendent of schools, 605 Guarantee Title Building.
Columbus, Ohio—Rev. John J. Murphy, diocesan superintendent of schools, 1651 East Main Street.
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Corpus Christi, Tex.—Rt. Rev. Msgr. J. J. Lannon, diocesan superintendent of schools, St. Patrick's Cathedral.
Covington, Ky.—Rev. Joseph H. Whalen, secretary of the diocesan school board, Williamstown, Ky.
Crookston, Minn.—Rev. Victor Miller, diocesan superintendent of schools, St. Joseph's Church, Ada, Minn.
Dallas, Tex.—Rev. Thomas S. Zachry, diocesan superintendent of schools, 2215 Ross Avenue.
Davenport, Iowa—Rev. P. J. O'Reilly, diocesan superintendent of schools, St. Patrick's Rectory, Iowa City, Iowa.
Denver, Colo.—Rev. William O'Ryan, president of the school board, Tenth Street and Colfax Avenue.
Des Moines, Iowa—Very Rev. J. J. Boylan, diocesan superintendent of schools, Des Moines Catholic College, Tenth and College Avenues.
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Fall River, Mass.—Rev. Edward J. Gorman, superintendent of diocesan schools, 162 Walnut Street.
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Grand Island, Nebr.—Rev. Bernard Galvin, diocesan superintendent of schools, St. Michael's Church, Spalding, Nebr
Great Falls, Mont.—Rev J A Rooney, diocesan superintendent of schools, Carroll College, Helena, Mont
Green Bay, Wis —Rev. E. J. Westenberger, superintendent of schools, 128 South Monroe Avenue.
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Hartford, Conn —Rev Austin Munich, diocesan supervisor of schools, St Thomas Seminary, Bloomfield, Conn.
Helena, Mont —Rev J A. Rooney, diocesan superintendent of schools, Carroll College
Kansas City, Mo.—Very Rev. James J. Keegan, president of the school board, 934 Norton Avenue.
Lafayette, La.—Very Rev Anthony F. Canon Isenberg, diocesan superintendent of schools, The Cathedral.
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Little Rock, Ark —Rev. John J Healy, diocesan superintendent of schools, Little Rock College.
Los Angeles and San Diego, Calif.—Rev. Martin McNicholas, diocesan superintendent of schools, 130 East Second Street, Los Angeles, Calif.
Louisville, Ky —Rev. George A. Saffin, diocesan superintendent of schools, 443 South Fifth Street.
Marquette, Mich —Rev. D. Joseph Breault, diocesan superintendent of schools, St. George's Rectory, Bark River, Mich
Mobile, Ala.—Rev. L. J Carroll, superintendent of parochial schools, Bishop Toolen High School, 400 Government Street.
Monterey and Fresno, Calif —Rev. Daniel J Keenan, diocesan superintendent of schools, 660 West Street, Hollister, Calif.
Nashville, Tenn.—Rev Albert A. Siener, diocesan superintendent of schools, 2001 West End Avenue.
Natchez, Miss —Rt. Rev Msgr. J. M. Prendergast, president of the school board, Vicksburg, Miss.
Newark, N. J.—Very Rev. Msgr. William F. Lawlor, diocesan superintendent of schools, 33 Mulberry Street.
Ogdensburg, N Y —Rt. Rev Msgr R. F Pierce, president of school board, St Patrick's Rectory, Port Henry, N. Y.
Oklahoma City and Tulsa, Okla —Rev. F A. Driscoll, chairman, diocesan school board, 1530 Rockford Avenue, Tulsa, Okla
Omaha, Nebr.—Rev. Joseph H. Ostdiek, diocesan superintendent of schools, 2507 Cass Street
Peoria, Ill.—Rev John A. O'Brien, diocesan superintendent of schools, 604 East Armory Street, Champaign, Ill.
Pittsburgh, Pa.—Rev Paul E Campbell, diocesan superintendent of schools, 5325 Penn Avenue.
Portland, Me —Rev. Daniel J Feeney, diocesan superintendent of schools, 307 Congress Street
Providence, R. I —Rev. Thomas V. Cassidy, diocesan visitor of parochial schools, 20 Regent Avenue
Richmond, Va.—Rev Francis J Byrne, diocesan superintendent of schools, 811 Floyd Avenue
Rochester, N. Y —Rev. John M. Duffy, diocesan superintendent of schools, 50 Chestnut Street
Rockford, Ill.—Rev. William J Donovan, diocesan superintendent of schools, 95 East Wilson Street, Batavia, Ill.
Sacramento, Calif.—Rev. Stephen J Keating, diocesan superintendent of schools, 1017 Eleventh Street.
St Cloud, Minn —Rev. T. Leo Keaveny, diocesan superintendent of schools, Cathedral Rectory, 316 Seventh Avenue north.
Salt Lake City, Utah—Rev. Joseph S Keefe, diocesan superintendent of schools, 650 South Eleventh East Street.
Scranton, Pa.—Rev. J. J Featherstone, diocesan superintendent of schools, 315 Wyoming Avenue.
Sioux Falls, S. Dak.—Very Rev W. S. O'Meara, diocesan superintendent of schools, Watertown, S Dak.
Springfield, Ill.—Very Rev. Msgr. Edward J. Cahill, diocesan superintendent of schools, 410 South State Street, Litchfield, Ill.
Springfield, Mass.—Rt. Rev. Msgr. John F. Conlin, diocesan school visitor, Chicopee, Mass.
Superior, Wis.—Rt. Rev. Msgr Charles J. Weber, diocesan superintendent of schools, St. Mary's Hospital.
Syracuse, N. Y.—Rev. David C. Gildea, diocesan superintendent of schools, 257 East Onondaga Street.
Toledo, Ohio—Very Rev. Msgr. Francis J. Macelwane, diocesan superintendent of Catholic Schools, 58 Mettler Street.
Trenton, N. J.—Rev Michael A. Dalton, diocesan superintendent of schools, St. Michael's Orphanage, Hopewell, N. J
Wheeling, W. Va.—Rev John J. O'Brien, superintendent of diocesan schools, 1481 University Avenue, Morgantown, W. Va.
Wichita, Kans.—Rev. Leon A. McNeill, diocesan superintendent of schools, 307 East Central Avenue.
Wilmington, Del.—Rev. William Temple, diocesan superintendent of schools, 809 South Broome Street.

letin 1933 No. 1

EDUCATIONAL DIRECTORY
1933

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PART III

COLLEGES AND UNIVERSITIES

Including all institutions of higher education

NITED STATES DEPARTMENT OF THE INTERIOR - *Ray Lyman Wilbur*, Secretary
FFICE OF EDUCATION - - - - - - - *William John Cooper*, Commissioner

IITED STATES GOVERNMENT PRINTING OFFICE - - - - - - - - - WASHINGTON, 1933
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Number of institutions of higher education

Division and State	Colleges and universities			Independent professional and technical schools					Teachers colleges	Normal schools	Negro colleges	Junior colleges	Grand total institutions
	Men	Women	Coeducational	Theology	Law	Technical	Music	Other					
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States	103	124	375	91	36	19	15	43	154	90	[1] 82	354	1,486
Geographic divisions.													
New England	17	9	12	8	2	4	1	4	15	24	0	10	106
Middle Atlantic	30	34	38	26	4	8	2	10	21	28	2	10	213
East North Central	8	17	92	23	8	4	8	4	29	6	1	39	239
West North Central	12	9	70	12	6	-----	2	10	27	8	2	89	247
South Atlantic	22	31	46	6	4	2	-----	5	17	7	41	46	227
East South Central	2	11	31	5	2	-----	1	1	14	3	17	40	127
West South Central	5	7	35	3	3	-----	-----	2	16	1	19	58	149
Mountain	2	1	19	1	1	-----	1	3	8	4	-----	17	57
Pacific	5	5	28	7	6	1	-----	4	7	8	-----	45	116
Outlying parts	-----	-----	4	-----	-----	-----	-----	-----	-----	1	-----	-----	5
New England:													
Maine	1	-----	3	1	-----	-----	-----	0	1	6	-----	-----	12
New Hampshire	2	-----	1	-----	-----	-----	-----	0	2	1	-----	1	7
Vermont	2	1	2	-----	-----	-----	-----	0	-----	2	-----	-----	7
Massachusetts	8	6	3	5	2	4	1	1	10	8	-----	7	55
Rhode Island	1	-----	2	-----	-----	-----	-----	1	1	-----	-----	-----	5
Connecticut	3	2	1	2	-----	-----	-----	2	1	7	-----	2	20
Middle Atlantic:													
New York	13	17	13	11	2	4	-----	4	5	19	-----	5	93
New Jersey	4	3	2	4	1	2	-----	0	3	4	-----	2	25
Pennsylvania	13	14	23	11	1	2	2	6	13	5	2	3	95
East North Central:													
Ohio	4	7	29	6	2	1	2	1	3	-----	1	6	62
Indiana	2	2	16	1	2	1	1	1	4	-----	-----	3	33
Illinois	1	4	24	10	3	1	3	1	7	6	-----	18	78
Michigan	-----	2	14	2	1	1	1	1	5	-----	-----	9	36
Wisconsin	1	2	9	4	-----	-----	1	-----	10	-----	-----	3	30
West North Central.													
Minnesota	3	4	8	4	2	-----	1	0	6	2	-----	9	39
Iowa	4	1	18	1	-----	-----	-----	2	1	-----	-----	28	55
Missouri	3	3	9	4	3	-----	1	7	7	1	2	24	64
North Dakota	-----	-----	3	-----	-----	-----	-----	-----	5	-----	-----	2	10
South Dakota	-----	-----	7	-----	-----	-----	-----	1	1	3	-----	4	16
Nebraska	1	-----	11	1	1	-----	-----	-----	4	2	-----	5	25
Kansas	1	1	14	2	-----	-----	-----	-----	3	-----	-----	17	38
South Atlantic:													
Delaware	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	1	1	3
Maryland	5	5	3	2	-----	-----	-----	1	-----	3	4	3	26
District of Columbia	2	2	4	-----	3	-----	-----	-----	1	2	2	3	19
Virginia	5	4	5	2	-----	1	-----	2	4	1	7	7	38
West Virginia	-----	-----	7	-----	-----	-----	-----	-----	5	-----	3	5	20
North Carolina	3	6	9	-----	-----	-----	-----	-----	4	1	11	16	50
South Carolina	4	7	5	1	-----	-----	-----	1	-----	-----	2	1	21
Georgia	2	6	7	1	1	1	-----	1	3	-----	9	8	39
Florida	1	1	5	-----	-----	-----	-----	-----	-----	-----	2	2	11
East South Central:													
Kentucky	-----	2	8	2	1	-----	-----	1	4	1	2	16	37
Tennessee	1	1	15	3	1	-----	1	-----	4	1	7	9	43
Alabama	1	4	4	-----	-----	-----	-----	-----	4	1	4	2	20
Mississippi	-----	4	4	-----	-----	-----	-----	-----	2	-----	4	13	27
West South Central:													
Arkansas	1	-----	6	1	1	-----	-----	-----	2	-----	2	11	24
Louisiana	1	-----	6	-----	-----	-----	-----	-----	1	1	4	2	15
Oklahoma	1	2	7	-----	-----	-----	-----	-----	6	-----	1	10	27
Texas	2	5	16	2	2	-----	-----	2	7	-----	12	35	83
Mountain:													
Montana	1	-----	3	-----	-----	-----	-----	1	1	1	-----	1	8
Idaho	-----	-----	4	-----	-----	-----	-----	-----	-----	2	-----	2	8
Wyoming	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	1
Colorado	1	1	4	1	1	-----	-----	1	3	1	-----	5	18
New Mexico	-----	-----	2	-----	-----	-----	-----	1	2	-----	-----	1	6
Arizona	-----	-----	1	-----	-----	-----	-----	-----	2	-----	-----	2	4
Utah	-----	-----	3	-----	-----	-----	1	-----	-----	-----	-----	6	10
Nevada	-----	-----	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	1
Pacific:													
Washington	1	-----	8	-----	-----	-----	-----	-----	-----	4	-----	5	18
Oregon	-----	-----	8	1	1	-----	-----	1	-----	3	-----	2	16
California	4	5	12	6	5	1	-----	3	7	1	-----	38	82

[1] Classified as 41 colleges and universities, 4 independent professional schools, 11 teachers colleges, 13 normal schools, and 13 junior colleges.

PART III

COLLEGES AND UNIVERSITIES *

(Including all institutions of higher education)

Arrangement of the 1933 directory is by *States*. Each institution, comprising in some instances one or a group of professional schools, is listed ONLY ONCE, under the State in which it is located.

Under each State, institutions are classified as follows:

1. Universities and colleges.
2. Independent professional and technological schools (not connected with a university).
3. Teachers colleges.
4. Normal schools
5. Negro institutions.
6. Junior colleges.

The PRESIDENT'S name is listed after that of the institution. Names of DEANS OR DIRECTORS of professional schools maintained by universities are also listed.

The abbreviations in the parentheses following the name of an institution indicate three facts:

1. The association, if any, by which the institution is accredited.
2. The control, support, or affiliation of an institution—State, city, county, denomination, etc.
3. Whether the UNDERGRADUATE WORK is coeducational, exclusively for men, or exclusively for women.

The symbol preceding the name of a professional school indicates that the school is accredited by its professional association. The asterisk (*) means that the institution is fully accredited; the dagger (†) that it is accredited as Class B; the double dagger (‡) that it is provisionally accredited.

KEY TO ABBREVIATIONS AND SYMBOLS

Accrediting:

A—Accredited by Association of American Universities.
S—Accredited by Association of Colleges and Secondary Schools of the Southern States.
M—Accredited by Middle States Association of Colleges and Secondary Schools.
N—Accredited by North Central Association of Colleges and Secondary Schools.
W—Accredited by Northwest Association of Secondary and Higher Schools.
T—Accredited by American Association of Teachers Colleges.

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* The Educational Directory is released in four parts as rapidly as the data become available: Part I, Principal State and County School Officers; Part II, Principal City School Officers and Catholic Parochial School Superintendents; Part III, Colleges and Universities, Including All Institutions of Higher Education; Part IV, Educational Associations, Boards and Foundations, Research Directors, and Educational Periodicals. Parts can be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C.

Accrediting—Continued.

J—Four-year colleges accredited by regional associations as junior colleges.

*—Accredited by respective professional associations, including—

American Association of Colleges of Pharmacy
American Association of Collegiate Schools of Business
American Association of Schools and Departments of Journalism.
American Bar Association, Council on Legal Education and Admissions to the Bar
American Library Association
American Medical Association.
American Osteopathic Association
Association of Collegiate Schools of Architecture.
Dental Educational Council of America.
National Association of Schools of Music

†—Accredited by respective associations as Class B.

‡—Provisionally accredited, or admitted on probation.

Support or control or affiliation:

St.—State.
C.—City.
Ter.—Territorial.
Dist.—District
Co —County.
Natn'l —National.
Twp.—Township
P.—Private.

Denominational affiliation:

Ad.—Adventist.
A. M A —American Missionary Association.
A. M. E.—African Methodist Episcopal.
Ad. Chris.—Adventist Christian.
Bapt.—Baptist.
Breth —Brethren
Chris —Christian.
Chris. Ref.—Christian Reformed.
Ch. of God.—Church of God.
Ch. of Christ.—Church of Christ.
Ch. of N. Jeru.—Church of New Jerusalem.
Cong.—Congregational
Disc.—Disciples.
Evan —Evangelical.
Evan Luth.—Evangelical Lutheran.
F. Bapt.—Free Baptist.
F. Meth.—Free Methodist.
Fr.—Friends.
Jewish.
K. of C.—Knights of Columbus.

Support or control or affiliations—Con.

L. D. S —Latter Day Saints.
Luth.—Lutheran.
Menon.—Mennonite.
M E.—Methodist Episcopal
M. E So.—Methodist Episcopal Church South.
M. P —Methodist Protestant.
Morav —Moravian.
Naz.—Nazarene.
No. Bapt.—Northern Baptist.
Pilg. Hol.—Pilgrim Holiness.
P. E.—Protestant Episcopal.
Presb.—Presbyterian.
Ref.—Reformed.
R. C —Roman Catholic.
S. D. Ad.—Seventh Day Adventist.
S. D. Bapt.—Seventh Day Baptist.
Swed'b.—Swedenborgian.
Swed. Evan.—Swedish Evangelical.
U. Breth.—United Brethren.
U. Luth.—United Lutheran.
U. Presb.—United Presbyterian.
Unit.—Unitarian.
Undenom. — Undenominational.
Wes. Meth.—Wesleyan Methodist.
Y. M. C. A.—Young Men's Christian Association.

Undergraduate student body:

Coed.—Coeducational.
Men.
Wo.—Women.

Institutions included in this part of the directory

A. Universities, colleges, and teachers colleges:
   1. Accredited by the following agencies—
      (a) Association of American Universities.
      (b) Association of Colleges and Secondary Schools of the Southern States
      (c) Middle States Association of Colleges and Secondary Schools.
      (d) North Central Association of Colleges and Secondary Schools.
      (e) Northwest Association of Secondary and Higher Schools
      (f) American Association of Teachers Colleges.
      (g) State universities and State departments of education.
      NOTE.—The United States Office of Education does not accredit or approve any educational institutions
   2. All State-supported institutions.
   3. Four-year institutions which are not accredited by any agency but which enroll 100 or more resident college students in regular session and graduate at least 10 students annually.

B. Independent professional and technological schools:
   1. Accredited by professional associations or approved by State universities or State departments of education.
   2. Not accredited by any agency but which enroll 25 or more resident students of college grade in regular session and graduate at least 5 students annually.

C. Junior colleges and normal schools:
   1. Accredited by the agencies listed under A–1 (above).
   2. Which—
      (a) Require high-school graduation for entrance;
      (b) Offer two years of work of college grade;
      (c) Enroll 50 or more resident students of college grade in regular session.

The Office of Education has on file information on other institutions not included in this directory.

ALABAMA

UNIVERSITIES AND COLLEGES

Alabama College, Montevallo (S., St., wo.).
Oliver C. Carmichael.
Arts and sciences—T. H. Napier.
Education—H. W. James.
Music—H. D. LeBaron.
Home economics—Margaret Edwards.
Summer school—T. H. Napier
Alabama Polytechnic Institute, Auburn (S., St., coed.).
Dean John J. Wilmore, chairman of administrative committee in charge pending election of a president.
Science and literature—J. W. Scott.
Graduate—George Petrie.
*Pharmacy—L. S. Blake.
Education—Zebulon Judd.
Agriculture—M. J. Funchess.
Engineering—John J. Wilmore.
Textile engineering—E. W. Camp.
*Architecture and applied art—F. C. Biggin.
Home economics—Louise P. Glanton.
Veterinary medicine—C. A. Cary.
Chemistry—C. L. Hare.
Summer school—Zebulon Judd.
Athens College for Young Women, Athens (M. E. So.).
E. R. Naylor.
Summer school—W. M. Barnard.
Birmingham-Southern College, Birmingham (A., S., M. E. So., coed.).
Guy H. Snavely.
Howard College, Birmingham (A., S., Bapt., coed.).
T. V. Neal.
Summer school—William E. Bohannon.
Judson College, Marion (S., Bapt., wo.).
L. C. Cleverdon.
Spring Hill College, Spring Hill (S., R. C., men).
John Druhan.
Arts and sciences—Edward Cummings.
Summer school—Edward Cummings.
University of Alabama, University (A., S., St., coed.).
George H. Denny.
Arts and sciences—Charles H. Barnwell
Graduate—Albert B. Moore.
*Law—Albert J. Farrah
*Medicine—Stuart Graves.
Education—James J. Doster.
Engineering—George J. Davis.
*Commerce and business—Lee Bidgood.
Home economics—Agnes E. Harris.
Mines—J. R. Cudworth
Summer school—John R. McLure.
Woman's College of Alabama, Montgomery (S., M. E. So.).
Walter D. Agnew.
Arts and sciences—L. E. Williams.
‡Music—O. J. Borchers.

San Francisco Theological Seminary, San Anselmo (Presb., coed)
William H. Oxtoby.
Southwestern University School of Law, Los Angeles (P, coed).
Rollin L McNitt.

TEACHERS COLLEGES

Broadoaks School of Education, Whittier. (See Whittier College)
Humboldt State Teachers College, Arcata (St, coed.).
Arthur S. Gist.[1]
State Teachers College, Chico (St, coed).
Aymer J Hamilton[1]
State Teachers College, Fresno (T, St., coed.).
Frank W. Thomas
Summer school—W. B Givens
State Teachers College, San Diego (W., T, St., coed)
Edward L Hardy.
State Teachers College, San Francisco (St, coed).
Alexander C. Roberts[1]
State Teachers College, San Jose (St., coed).
T. W. MacQuarrie.
State Teachers College, Santa Barbara (St, coed.)
Clarence L Phelps

NORMAL SCHOOLS

Miss Fulmer's School, Los Angeles (P., wo.)
Grace Fulmer.

JUNIOR COLLEGES

California Polytechnic School, San Luis Obispo (St., men)
Ben R. Crandall
Central Junior College, El Centro (C., coed).
J. L House
Chaffey Junior College, Ontario (St., coed.)
Gardiner W. Spring.
Citrus Junior College, Azusa (St, coed).
F. S Hayden.
College of Notre Dame, Belmont (R. C, wo)
Sister Julia[1]
Compton District Junior College, Compton (St & dist, coed.).
O Scott Thompson.
Cumnock College, Los Angeles (P., coed).
A. A. Macurda and M O. Drisko
Holmby College, Los Angeles (P., wo).
S Vance and Frederica de Laguna.
Junior College, Bakersfield (St., coed.).
Grace V. Bird.
Junior College, Brawley (St, coed.).
Percy E. Palmer.[1]
Junior College, Fullerton (St, coed.).
Louis E Plummer.
Junior College, Glendale (St., coed.).
Charles A. Nelson.
Junior College, Hollister (St, coed.).
James P. Davis.
Junior College, Long Beach (St & C., coed).
John L. Loundsbury.
Junior College, Los Angeles (St, coed.).
William H Snyder.
Junior College, Modesto (St., coed.).
D. O. Baker.
Junior College, Pasadena (Dist., coed.).
John W. Harbeson.
Junior College, Pomona (St, coed.).
H. P. Reynolds.
Junior College, Porterville (St., coed.).
B. H. Grisemer.
Junior College, Reedley (St., coed)
J. T. McRuer.
Junior College, Riverside (St, coed.).
A. G. Paul.
Junior College, Sacramento (St. & C., coed.).
J. B. Lillard.
Junior College, Salinas (St. & dist., coed.)
Melrowe Martin.
Junior College, San Bernardino (St, & dist coed.)
John B. Griffing.
Junior College, San Mateo (St. & C., coed.).
Charles S Morris.
Junior College, Santa Ana (St & C, coed.).
D K Hammond[1]
Junior College, Santa Maria (St., coed.).
A A Bowlay, jr.
Junior College, Santa Monica (C., coed.).
Ralph H. Bush.
Junior College, Santa Rosa (St. & dist, coed.)
Floyd P Bailey
Junior College, Taft (Dist., coed)
W T. Walton.
Junior College, Ventura (St, coed).
D R. Henry
Junior College, Visalia (St., coed).
I. D Steele
Lassen Union Junior College, Susanville (St., coed.).
Robert M Fulton
Los Angeles Pacific College, Los Angeles (F. Meth, coed).
Byron S Lamson.
Menlo School and Junior College, (Ltd.), Menlo Park (P., men)
Lowry S Howard
Southern California Junior College, Arlington (S D Ad., coed.).
E E Cossentine
Williams Institute, Berkeley (P., coed.)
Cora L. Williams
Yuba County Junior College, Marysville (St, C., & Co., coed.). Pedro Osuna.

COLORADO

UNIVERSITIES AND COLLEGES

Colorado Agricultural College, Fort Collins (N., St., coed)
Charles A. Lory
Science—L. A. Moorhouse.
Agriculture—Alvin Kezer.
Engineering—L. D. Crain.
Music—Alexander Emslie.
Veterinary medicine—George H Glover
Home economics—Inga M. K. Allison
Summer school—George T Avery
Colorado College, Colorado Springs (A., N, P., coed.)
Charles C Mierow.
Arts and sciences—Charlie B. Hershey.
Music—E D. Hale
Loretto Heights College, Loretto (N, R C., wo.).
Sister Mary Edmond.
Regis College, Denver (J., R. C., men)
Joseph A Herbers.
University of Colorado, Boulder (A., N., St., coed.).
George Norlin.
Arts and sciences—Jacob Van Ek.
Graduate—Oliver C. Lester.
*Law—Robert L. Stearns, acting.
*Medicine—Maurice H. Rees.
Nursing—Louise Kieninger.
*Pharmacy—Homer Washburn
Education—Harry M Barrett.
Engineering—Herbert S Evans.
*Music—Rowland W. Dunham.
Business administration—Elmore Petersen.
Summer school—Milo G. Derham.
University of Denver, Denver (A, N., M. E., coed)
Frederick M. Hunter, chancellor.
Liberal arts—Rolland J. Walters.
Graduate—D. Shaw Duncan.
*Law—Roger H. Wolcott.
Engineering—Wilber D. Engle.
Art—Cyril Kay-Scott.
*Commerce—George A. Warfield
Library science—Malcolm G. Wyer.
Summer school—Wilber D. Engle.
City College—Rolland J. Walters

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Colorado School of Mines, Golden (A., N., St., men).
Melville F. Coolbaugh.
Summer school—J. R. Morgan.
Iliff School of Theology, Denver (M. E., coed).
Westminster Law School, Denver (P., coed.).
Hamlet J. Barry.[1]

[1] From directory for 1932.

TEACHERS COLLEGES

Adams State Teachers College, Alamosa (St , coed).
Ira Richardson.
Colorado State Teachers College, Greeley (N , T., St., coed)
George W. Frasier.
Graduate—F. C. Jean.
Summer school—George W. Frasier.
Western State College of Colorado, Gunnison (N , T., St , coed).
C. C. Casey

NORMAL SCHOOLS

Colorado Vocational School, Denver (P., coed).
Rolland M Shreves
General training school

JUNIOR COLLEGES

Colorado Woman's College, Denver (N., P).
S J Vaughn [1]
Denver Junior College, Denver (Y. M. C. A., coed.).
Norman A. Sandberg
Fort Lewis School of the Colorado Agricultural College, Hesperus (St , coed.).
G F. Snyder, dean.
Grand Junction State Junior College, Grand Junction (St., coed.).
O G. Houston
Junior College, Trinidad (St., coed.).
Russell R. Brown.

CONNECTICUT

UNIVERSITIES AND COLLEGES

Albertus Magnus College, New Haven (R. C., wo).
Sister M. Isabel.
Connecticut Agricultural College, Storrs (St., coed.).
Charles C. McCracken.
Arts and sciences—Howard D. Newton.
Education—Charles B. Gentry.
Agriculture—George C. White.
Engineering—Walter L. Edel.
Home economics—Mildred P. French.
Connecticut College, New London (A , P., wo.).
Katherine Blunt.
Trinity College, Hartford (A., P., men).
Remsen B. Ogilby.
Wesleyan University, Middletown (A., P., men).
James L McConaughy.
Yale University, New Haven (A., P., men).
James R. Angell.
Arts and sciences—Clarence W. Mendell.
Graduate—Edgar S. Furniss.
*Law—Charles E. Clark.
*Medicine—Milton C. Winternitz.
Nursing—Annie W. Goodrich.
Engineering—Charles H. Warren.
Divinity—Luther A. Weigle.
*Art—Everett V. Meeks.
*Music—David S. Smith.
Forestry—Henry S. Graves

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Berkeley Divinity School, New Haven (P. E., men).
William P. Ladd.
Connecticut College of Pharmacy, New Haven (P , coed.).
Henry S. Johnson
Hartford Seminary Foundation, Hartford (Interdenom., coed.).
Rockwell H. Potter.
United States Coast Guard Academy, New London (Natn'l., men).
Captain Randolph Ridgely, superintendent.

TEACHERS COLLEGES

Arnold College for Hygiene and Physical Education, New Haven (P., coed.).
Will am H. Mandrey.

NORMAL SCHOOLS

Bridgeport Normal School, Bridgeport (C., coed.).
Margaret Kiely.
Culver-Smith Kindergarten Training School, Hartford (P , wo.).
M. Louise Culver and Louise Smith.
Fannie A. Smith Kindergarten Training School, Bridgeport (P., wo).
Fannie A. Smith.
State Normal School, Danbury (St , coed.).
Lothrop D Higgins.[1]
State Normal School, New Britain (St., coed.).
Herbert D Welte [1]
State Normal School, New Haven (St , coed).
Lester K Ade.
State Normal School, Willimantic (St., coed).
George H Shafer.

JUNIOR COLLEGES

Junior College of Connecticut, Bridgeport (P., coed.)
E Everett Cortright.
The Weylister, Milford (P., wo)
Mrs. Marian W. Skinner and Miss Louise H Scott.

DELAWARE

UNIVERSITIES AND COLLEGES

University of Delaware, Newark (A., M., St., coed.)
Walter Hullihen.
Arts and sciences:
Delaware College—George E. Dutton.
Women's College—Winifred J. Robinson.
Agriculture—Charles A. McCue.
Engineering—Robert L. Spencer.
Summer school—William A. Wilkinson.

NEGRO INSTITUTIONS

State College for Colored Students, Dover (St., coed.).
R. S. Grossley.[1]

JUNIOR COLLEGES

Beacom College, Wilmington (P., coed.).
W. H. Beacom.

DISTRICT OF COLUMBIA

UNIVERSITIES AND COLLEGES

American University, Washington (M., M. E., coed).
Bishop Edwin H Hughes, acting chancellor.
Arts and sciences—George B. Woods.
Graduate—Lucius C. Clark,
Summer school—
School of the Political Sciences—
Catholic Sisters College, Washington (R. C., wo.).
Patrick J. McCormick.
Catholic University of America, Washington (A., M., R. C., men).
James H. Ryan.
Arts and sciences—W. W. Weber.
Graduate—R. J. Deferrari.
*Law—John McD. Fox
Engineering—Hardee Chambliss.
Theology—John A. Ryan.
Summer school—R. J. Deferrari.
Gallaudet College, Washington (Natn'l. & P., coed.).
Percival Hall.
Georgetown University, Washington (A., M., R. C., men).
Coleman Nevils.
Arts and sciences—Vincent J. Hart.
Graduate—Vincent J. Hart.
*Law—Francis E. Lucey.
*Medicine—John L. Gipprich.
†Dentistry—John L. Gipprich.
Nursing—Sister Euphrasia.
Commerce (Foreign Service School)—Edmund A. Walsh.

From directory for 1932.

George Washington University, Washington (A., M., P., coed.).
Cloyd H. Marvin.
Arts and sciences—Alva C. Wilgus, chairman of executive committee
Graduate—President of the university, chairmen of the graduate council, Charles E. Hill, secretary
*Law—William C. Van Vleck.
*Medicine—Earl B. McKinley.
*Pharmacy—William P Briggs
Education—William C Ruediger
Engineering—John R Lapham.
Library science—Alfred F. Schmidt
Government—Warren R. West, chairman of executive committee.
Trinity College, Washington (A., M., R. C., wo.).
Sister Berchmans Julia.
Washington Missionary College, Takoma Park (S. D Ad , coed)
H. H. Hamilton.
Theology—B G Wilkinson.
Summer school—A. W. Werline.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Columbus University, Washington (K. of C , coed.).
William E Leahy
Law—John R. Fitzpatrick.
National University, Washington (P , coed).
Hayden Johnson, chancellor.
Law—Hayden Johnson.
Economics and government—Bernard Mayo
Washington College of Law, Washington (P., coed).
Grace H Riley.

TEACHERS COLLEGES

James Ormond Wilson Teachers College, Washington (C , coed.).
Edgar C Higbie.

NORMAL SCHOOLS

Marjorie Webster Schools, Inc , Washington (P., wo).
Marjorie F. Webster.
Physical education.
Washington School of Physical Education, Washington (P., wo.).
Pearl Hicks.

NEGRO INSTITUTIONS

Howard University, Washington (M , Natn'l. and P., coed.).
Mordecai W. Johnson.
Liberal arts—E. P. Davis.
Graduate—Edward P. Davis, chairman of graduate division
*Law—Charles H. Houston, acting.
*Medicine—Numa P. G. Adams.
†Dentistry—Russell A. Dixon.
*Pharmacy—Charles J. Fuhrmann, acting.
Education—D. O. W Holmes.
Engineering—L. K. Downing.
Theology—D. Butler Pratt.
Music—Lula V. Childers
Summer school—George M Lightfoot.
Miner Teachers College, Washington (C , coed.).
Eugene A. Clark.

JUNIOR COLLEGES

Arlington Hall School for Girls, Washington (P., wo).
W. E. Martin.
Holton Arms School and Junior College, Washington (P., wo.).
Jessie M. Holton.
Mount Vernon Seminary, Washington (P., wo.).
Jean B. Cole.

[1] From directory for 1932.

FLORIDA

UNIVERSITIES AND COLLEGES

Bob Jones College, College Point (P , coed.).
Robert R Jones.
Florida State College for Women, Tallahassee (A., S , St).
Edward Conradi.
Arts and sciences—William G Dodd.
Education—Nathaniel M Salley.
*Music—Ella Schoble Opperman
Home economics—Margaret R. Sandels
John B Stetson University, Deland (Bapt., coed.)
Lincoln Hulley.[1]
Rollins College, Winter Park (S , P., coed).
Hamilton Holt.[1]
Southern College, Lakeland (M E So., coed.).
Ludd M Spivey.
Arts and sciences—Carl S. Cox.
Summer school—J. C. Peel.
University of Florida, Gainesville (A., S , St., men).
John J. Tigert.
Arts and sciences—W. H. Wilson.
Graduate—J. N. Anderson.
*Law—H. R Trusler.
*Pharmacy—T R. Leigh.
Education—J W. Norman.
Agriculture—W. L. Floyd
Engineering—B. R. Van Leer.
Art—Rudolph Weaver.
*Commerce—W J. Matherly.
Journalism—W J. Matherly.
Summer school—J W. Norman.
University of Miami, Miami (P., coed.).
Bowman F. Ashe.
Liberal arts and education—Henry S. West.
Law—Russell A. Rasco
Music—Bertha Foster.
Commerce—John T. Holdsworth.
Summer school—Henry S. West.

NEGRO INSTITUTIONS

Bethune-Cookman College, Daytona Beach (†S., P., wo.).
Mary McL Bethune.
Junior college.
Florida Agricultural and Mechanical College for Negroes, Tallahassee (†S., St , coed.).
J. R. E. Lee.
Arts and sciences—R. O'Hara Lanier.
Nursing—L. H. B. Foote.
Agriculture—B. L. Perry.
Mechanic arts—W. T. Reed.
Home economics—Ethel M. Griggs
Summer school—R. O'Hara Lanier.

JUNIOR COLLEGES

Junior College, St. Petersburg (A , C. & P , coed.).
George M. Lynch.
Palmer College and Academy, DeFuniak Springs (Presb., coed.).
P W DuBose.

GEORGIA

UNIVERSITIES AND COLLEGES

Agnes Scott College, Decatur (A , S., P., wo).
James R. McCain.
Berry College, Mount Berry (P., coed.)
Gardner L. Green
Arts and sciences—Samuel Henry Cook.
Bessie Tift College, Forsyth (Bapt , wo).
Aquila Chamlee
Brenau College, Gainesville (†S., P., coed.).
H J Pearce, sr.
Emory University, Emory University (A , S., M E., men).
Harvey W. Cox.
Arts and sciences—Goodrich C White
Graduate—Goodrich C. White.
*Law—Charles J. Hilkey.
*Medicine—Russell H. Oppenheimer.
Nursing—Carrie M. Spurgeon.

Emory University—Continued.
Harvey W. Cox—Continued.
Theology—Franklin N Parker.
Commerce—Edgar H Johnson
*Library science—Clara E. Howard.
Summer school—Ralph E. Wagner.
Emory Junior College, Valdosta—Harvey W. Cox
Georgia State College for Men, Tifton (St.).
Frank G Branch
Summer school—J C. Simmons
Georgia State College for Women, Milledgeville (S., T , St)
Jasper L Beeson
Arts and sciences—W T Wynan.
Education—Edwin H Scott.
Summer school—Edwin H. Scott
LaGrange College, LaGrange (M. E., So., wo.).
W. E. Thompson
Arts and sciences—E. A. Bailey.
Mercer University, Macon (S , Bapt , coed.).
Spright Dowell
Arts and sciences—John B Clark.
Graduate—John B. Clark
*Law—J. A. McClain, jr.
Education—Peyton Jacob
Theology—John G. Harrison
Commerce—C B Wray.
Summer school—Peyton Jacob
North Georgia College, Dahlonega (St , coed).
John W West.
Summer school.
Oglethorpe University, Oglethorpe (P., coed.).
Thornwell Jacobs
Arts and sciences—G. F. Nicolassen.
Summer school—Mark Burrows
Piedmont College, Demorest (P , coed).
Henry C. Newell
Arts and sciences—Jonathan C. Rogers.
Shorter College, Rome (A , S., Bapt., wo.).
W. D. Furry.
University of Georgia, Athens (A., S., St., coed.).
Steadman V. Sanford [2]
Arts and sciences—L. L. Hendren
Graduate—R. P. Stephens.
*Law—H. N. Edmunds.
*Pharmacy—R C. Wilson
Education—Jere M Pound, president.
Agriculture—A. M. Soule, president.
*Commerce—R. P. Brooks.
Journalism—John E. Drewry.
Summer school—J. S. Stewart
Wesleyan College, Macon (A., S , M. E. So., wo.)
Dice R. Anderson.
Music and art—Joseph Maertz.

INDEPENDENT PROFESSIONAL SCHOOLS

Atlanta Law School, Atlanta (P., coed.).
Hamilton Douglas.[1]
*Atlanta-Southern Dental College, Atlanta (P., coed.).
S. W. Foster.
Columbia Tehological Seminary, Decatur (Presb., men).
Milton Clark, acting.[1]
Georgia School of Technology, Atlanta (A., S., St., men).
Marion L. Brittain.
Summer school—A. B. Morton.

TEACHERS COLLEGES

Bowdon State Normal and Industrial College, Bowdon (St., coed.).
George W. Camp.
Georgia State Woman's College, Valdosta (S., T., St.).
R. H. Powell.[1]
South Georgia Teachers College, Collegeboro (T., St., coed.).
Guy H. Wells.

NEGRO INSTITUTIONS

Atlanta University, Atlanta (P., coed.).
John Hope.
Clark University, Atlanta (†S., M. E , coed).
M. S Davage
Arts and sciences—James P Brawley
Gammon Theological Seminary (M E , coed)
John R. Van Pelt, acting
Georgia Normal and Agricultural College, Albany (St., coed).
J. W. Holley
Georgia State Industrial College, Savannah (St., coed).
B. F Hubert.[1]
Normal school
Morehouse College, Atlanta (†S., Bapt , men).
Samuel H Archer
Theology—Charles D Hubert
Summer school—John Phillip Whittaker.
Morris Brown University, Atlanta (A. M. E , coed.).
William A Fountain, jr.
Arts and sciences—Edward C. Mitchell
Theology—David R Fobbs.
Paine College, Augusta (†S , M E So., coed.).
Edmund C. Peters
Spelman College, Atlanta (†S., Bapt , wo.)
Florence M. Read.

JUNIOR COLLEGES

Andrew College, Cuthbert (S , M. E , So , wo.).
S C Olliff.
Burke County Junior College, Waynesboro (C., coed)
W T. Knox.
Emory Junior College, Valdosta (See Emory University)
Junior College of Augusta, Augusta (S , co., coed.).
J. L. Skinner
Lucy Cobb Institute, Athens (P., wo.).
James Brooks [1]
Reinhardt College, Waleska (P , coed.).
W. M. Bratton.[1]
South Georgia State College, Douglas (St , coed.).
J. M. Thrash
Young L. G. Harris College, Young Harris (P., coed.).
T. Jack Lance [1]

HAWAII

UNIVERSITIES AND COLLEGES

University of Hawaii, Honolulu (A., Ter., coed.).
David L. Crawford.
Arts and sciences—William H. George.
Education—B. O Wist.
Engineering—Arthur R. Keller.
Graduate School of Tropical Agriculture—R. N. Chapman.
Summer school—T. M. Livesay.

IDAHO

UNIVERSITIES AND COLLEGES

College of Idaho, Caldwell (W., Presb., coed.).
William J. Boone.
Summer school—Orma J Smith.
Gooding College, Wesleyan (M. E., coed).
Charles W. Tenney.
Arts and sciences—M. Gladys Hayden.
Summer school—M. Gladys Hayden.
Northwest Nazarene College, Nampa (W., Naz., coed.).
R. E. Gilmore, acting.
University of Idaho, Moscow (A W., St., coed).
Mervin G Neale.
Letters and science—J. A. Kostulek.
Graduate—C. W Hungerford.
*Law—W E. Masterson.
Education—J. F. Messenger.
Agriculture—E. J. Iddings.
Engineering—I. C. Crawford.
Business administration—Ralph H. Farmer.
Mines—John W. Finch.
Forestry—F. G. Miller.
Summer school—J. F Messenger.
Southern Branch (junior college), Pocatello (W., coed.)—John R. Dyer.
Summer school.

[1] From directory for 1932.
[2] The chief administrative officer of the University System of Georgia, which includes all of the State higher education institutions and a number of schools of secondary grade, is chancellor Charles M. Snelling, Atlanta, Ga.

NORMAL SCHOOLS

Albion State Normal School, Albion (W., St., coed.).
C E Bocock
Summer School
Lewiston State Normal School, Lewiston (W., St., coed.)
John E. Turner.
Summer school

JUNIOR COLLEGES

Ricks College, Rexburg
Hyrum Manwaring[1]
Southern Branch, University of Idaho. (See University of Idaho)

ILLINOIS

UNIVERSITIES AND COLLEGES

Augustana College and Theological Seminary, Rock Island (N., Luth., coed.).
G. A Andreen.
Arts and sciences—Arthur Wald.
Theology—Conrad Bergendoff.
Music—Sven Lekberg.
Summer school—Arthur Wald.
Aurora College, Aurora (Adv. Chris., coed.).
Orrin R Jenks
Arts and sciences—Stanley H. Perry.
Bradley Polytechnic Institute, Peoria (A., N., P., coed.)
Frederic R Hamilton
Summer school—Albert F. Siepert.
Carthage College, Carthage (A., N., U. Luth., coed.).
Jacob Diehl
DePaul University, Chicago (N., R. C., coed.).
Francis V Corcoran
Arts and sciences, uptown division, E. L. Gaffney; downtown division, Howard E. Egan
Graduate—A. P Schorsch
*Law—William F. Clarke
‡Music—Arthur C Becker.
Commerce—J. A. Losty
Summer school
Elmhurst College, Elmhurst (J., Evan., coed.).
Timothy Lehmann
Arts and sciences—T. W. Mueller.
Eureka College, Eureka (A., N., Disc., coed.).
Clyde L. Lyon.
Arts and sciences—S. G. Harrod.
Greenville College, Greenville (F Meth., coed.).
Leslie R. Marston.
Music—Lucy J. King.
Summer school—E. Harold Munn.
Illinois College, Jacksonville (A., N., Presb., coed.)
John G Ames, acting.
Illinois Wesleyan University, Bloomington (A., N., M E., coed.).
Harry W. McPherson.
Arts and sciences—William Wallis
*Music—Arthur E Westbrook.
James Millikan University, Decatur (N., Presb., coed.).
Jesse H. White.
Art—George Raab
Music—Winifred S Minturn.
Commerce—Jay L. O'Hara.
Knox College, Galesburg (A., N., P., coed.)
Albert Britt.
Music—William F. Bentley.
Lake Forest College, Lake Forest (A., N., Presb., coed.)
Herbert McC. Moore.
Arts and sciences—William E McPheeters.
Lewis Institute, Chicago (N., P., coed.)
George N Carman.
Summer school—George N. Carman.
Loyola University, Chicago (N., R. C., coed.).
Robert M. Kelley.
Arts and sciences (for men only)—Thomas A. Egan.
Graduate—Samuel K. Wilson.
*Law—John V. McCormick.
*Medicine—Louis D. Moorhead.
*Dentistry (for men only)—William H. G. Logan.
Loyola University, Chicago—Continued.
Robert M Kelley—Continued
Commerce—Henry T. Chamberlain.
Summer school—Thomas A. Egan.
Social work—Thomas A Egan, regent.
MacMurray College for Women, Jacksonville (A., N., M. E.).
Clarence P. McClelland
Arts and sciences—Roma Hawkins.
*Music—Henry W Pearson
McKendree College, Lebanon (N., M E., coed.).
Cameron Harmon.
Summer school—Claude E Vick
Monmouth College, Monmouth (A. N., U. Presb., coed.)
Thomas H. McMichael
Arts and sciences—J. S Cleland.
Summer school—M M. Maynard
North Central College, Naperville (A., N., Evan., coed.).
Edward E Rall
Northwestern University, Evanston (A., N., P., coed.).
Walter D Scott
Arts and sciences—Addison Hibbard.
Graduate—Elton J. Moulton.
*Law—Leon Green.
*Medicine—Irving S Cutter.
*Dentistry—Arthur D Black.
Education—John E Stout
Engineering—William C. Bauer
*Music—Carl M. Beecher.
*Commerce—Ralph E. Heilman
*Journalism—Harry F. Harrington.
Summer school—Ernest H. Hahne.
Speech—Ralph B. Dennis
Rockford College, Rockford (A., N., P., wo.).
William A Maddox.
Rosary College, River Forest (A., N., R. C., wo.).
Sister Mary Ruth
Summer school—Sister M. Fidelis.
St. Francis Xavier College for Women, Chicago (R. C.).
Mother Mary Sophia Mitchell
Arts and sciences—Sister Irma.
Summer school—Sister Irma
St. Procopius College, Lisle (R. C., men).
Valentine Kohlbeck.[1]
St. Viator College, Bourbonnais (R. C., coed.).
John W. R Maguire
Arts and sciences—R. J. French.
Shurtleff College, Alton (Bapt., coed.).
George M. Potter.
Summer school—George M. Potter.
University of Chicago, Chicago (A., N., P., coed.).
Robert M. Hutchins.
Arts and sciences (about two years)—Chauncey S Boucher.
Advanced work:
Division of humanities—Gordon J. Laing.
Division of biological sciences—Frank R. Lillie.
Division of physical sciences—Henry G. Gale.
Division of social sciences—Beardsley Ruml.
*Law—Harry A. Bigelow.
*Medicine—Frank R. Lillie.
*Rush Medical College—Ernest E. Irons.
Education—Charles H. Judd.
Theology—Shailer Mathews.
*Commerce—William H. Spencer.
Library science—Louis R. Wilson
Social service administration—Edith Abbott.
Summer school—Emery T Filbey.
University of Illinois, Urbana (A., N., St., coed.).
Harry W. Chase.
Arts and sciences—Arthur H. Daniels, acting.
Graduate—Arthur H. Daniels
*Law—Albert J. Harno.
*Medicine—David J. Davis.
*Dentistry—Frederick B. Noyes.
*Pharmacy—William B. Day.
Education—Thomas E. Benner.
Agriculture—Herbert W. Mumford
Engineering—Milo S. Ketchum.
*Fine and applied arts—Rexford Newcomb.
*Commerce—Charles M Thompson.

[1] From directory for 1932.

University of Illinois, Urbana—Continued.
Harry W Chase—Continued
*Library science—Phineas L Windsor.
*Journalism—Lawrence W Murphy.
Summer school—Edward H Cameron
Wheaton College, Wheaton (A , N., P , coed).
James O. Bushwell, jr

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

*American Conservatory of Music, Chicago (P., coed)
Karleton Hackett
Armour Institute of Technology, Chicago (N., P., men).
H. M. Raymond.
Engineering—John C Penn
Summer school—John C Penn.
Bethany Biblical Seminary, Chicago (Breth , coed)
D. Webster Kurtz
*Chicago College of Osteopathy, Chicago (P , coed)
Harry L. Collins
Chicago-Kent College of Law, Chicago (P., coed.)
Webster H. Burke
Chicago Law School, Chicago (P , coed)
Amabel A. Anderson.
Chicago Lutheran Theological Seminary, Maywood (U. Luth., men).
L. Franklin Gruber.
*Chicago Musical College, Chicago (P , coed.)
Carl D. Kinsey.
Chicago Theological Seminary, Chicago (Cong , coed).
Albert W. Palmer.
*Columbia School of Music, Chicago (P., coed)
Arthur Kraft.
Concordia Theological Seminary, Springfield (Evan. Luth., men).
H A Klein.
Evangelical Theological Seminary, Naperville (coed.)
G. B. Kimmel
Garrett Biblical Institute, Evanston (M. E., coed.)
Horace G. Smith.
John Marshall Law School, Chicago.
Edward T. Lee.[1]
Meadville Theological School, Chicago (Unit , coed.).
Sydney B. Snow.
Norwegian-Danish Theological Seminary, Evanston (M. E., men).
T. O. Firing.
Presbyterian Theological Seminary, Chicago (men)
John T. Stone
St. Mary of the Lake Seminary, Mundelein (R. C., men).
J. B. Furay
Theology.

TEACHERS COLLEGES

Eastern Illinois State Teachers College, Charleston (N , T., St., coed).
Livingston C. Lord.
Illinois State Normal University, Normal (N., T , St., coed.).
H. A. Brown.
National College of Education, Evanston (P., wo.).
Edna D. Baker.
Northern Illinois State Teachers College, DeKalb (N., T., St., coed.).
Karl L Adams.
Pestalozzi Froebel Teachers College, Chicago P., wo.).
Bertha H. Hegner.
Southern Illinois State Normal University, Carbondale (N., T., St., coed.).
H. W. Shryock.
Western Illinois State Teachers College, Macomb (N., T., St., coed.).
W. P. Morgan.

NORMAL SCHOOLS

American College of Physical Education, Chicago (P , coed)
Charles O Carlstrom
Chicago Normal College, Chicago (N , C , coed)
Butler Laughlin.
Chicago Teachers College, Chicago (P , wo)
Mary L Moore.[1]
Concordia Teachers College, River Forest (Evan Luth , men)
W C Kohn
Kendall College of Physical Education, Chicago (P , wo.)
Virginia H. Kendall.
Peoria Kindergarten Training School, Peoria (C., wo)
Lucy B Way [1]

JUNIOR COLLEGES

Blackburn College, Carlinville (N , Presb , coed).
William M. Hudson
Broadview College and Theological Seminary, La Grange (S D. Ad , coed.).
Thomas W. Steen
Theology—M. H. Schuster
Central Y M. C A College, Chicago (N , men).
H. F Hancox.
Chicago Junior College, Chicago (P , coed)
Frederick H Wezeman.
Crane Junior College, Chicago (N., C., coed.).
J Leonard Hancock.
College of St Francis, Joliet (R. C., wo).
Mother M Thomasine
Ferry Hall, Lake Forest (P , wo).
Eloise R. Tremain.
Frances Shimer Junior College and Preparatory School, Mount Carroll (N., P., wo)
Floyd C. Wilcox.
Junior College, Joliet (N , Twp., coed.).
W. W. Haggard.
Lyons Township Junior College, La Grange (N., C., coed).[2]
La Salle-Peru-Oglesby Junior College, La Salle (N , Twp , coed.).
Fred G. Stevenson.
Lincoln College, Lincoln (N., Presb , coed).
A. Vanderhorst.[1]
Mallinckrodt College, Wilmette (R., C., wo.)
Mother Myra.[1]
Monticello Seminary, Godfrey (N., P., wo.).
Harriet R. Congdon.
Morton Junior College, Cicero (N., C., coed.).
Harry V. Church.[1]
North Park College, Chicago (N., Swed. Evan., coed.).
Algoth Ohlson.
Springfield Junior College, Springfield (R. C., coed.).
Augustine Confrey.
Thornton Junior College, Harvey (Twp., coed.)
William E. McVey.

INDIANA

UNIVERSITIES AND COLLEGES

Butler University, Indianapolis (N., Chris , coed.).
Walter S. Athearn.
Arts and sciences—James W. Putnam.
Education (T.)—William L. Richardson.
Theology—Frederick D. Kershner
Summer school—James W. Putnam.
DePauw University, Greencastle (A., N., M. E., coed).
G. Bromley Oxnam
Music—R. G. McCutchan.
Earlham College, Earlham (A., N., Fr., coed.).
William C. Dennis.
Evansville College, Evansville (N., M. E., coed.)
Earl E. Harper.
Franklin College of Indiana, Franklin (A., N , Bapt., coed.).
Robert H. Kent, acting.

[1] From directory for 1932.
[2] No report.

Goshen College, Goshen (Menon., coed).
Sanford C Yoder
Arts and sciences—Harold S Bender, acting.
Summer school—Silas Hertzler
Hanover College, Hanover (N., Presb , coed.).
Albert G. Parker, jr.
Huntington College, Huntington (U. Breth., coed).
Harold C. Mason
Indiana Central College, Indianapolis (U. Breth , coed)
Irby J Good
Indiana University, Bloomington (A., N., St., coed).
William L Bryan.
Arts and sciences—S E. Stout and D. A. Rothrock
Graduate—F Payne.
*Law—P. V McNutt.
*Medicine
*Dentistry.
Nursing—Josephine Hull.
Education—H. L. Smith.
Music—B W. Merrill.
*Commerce—W. A. Rawles
Bureau of Research—H. L Smith.
Summer school—H. L. Smith.
Manchester College, North Manchester (N., Breth , coed.).
Otho Winger
Arts and sciences—Carl W. Holl.
Marion College, Marion (Wes. Meth , coed.).
William F. McConn.
Arts and sciences—A. Jones.
Theology—J A. Huffman.
Music—Herman Baker.
Summer school—A. Jones.
Oakland City College, Oakland City (Bapt., coed.)
William P. Dearing.
Purdue University, Lafayette (A., N., St., coed.).
Edward C. Elliott
Sciences—Howard E Enders.
Graduate—Richard G. Dukes.
*Pharmacy—Charles B Jordon.
Agriculture—John H. Skinner
Engineering—Audrey A. Potter.
Home economics—Mary L. Matthews
Summer school—George C. Brandenburg
St. Mary's College, Notre Dame (N , R. C , wo).
Sister Irma.
Saint Mary-of-the-Woods College, Saint Mary-of-the-Woods (N., R. C., wo)
Mother Mary Raphael
Music—Sister Marion Cecile.
Summer school—Sister Francis Joseph.
Taylor University, Upland (P., coed.).
Robert L. Stuart.
University of Notre Dame, Notre Dame (A., N., R. C , men)
Charles L. O'Donnell.
Arts and sciences—Charles C Miltner.
*Law—Thomas F. Konop.
*Pharmacy—Robert L. Greene.
Engineering—Thomas A. Steiner.
Commerce—James E. McCarthy.
Science—Francis J. Wenninger.
Summer school—J. L Carrico.
Valparaiso University, Valparaiso (N., Luth., coed.).
O. C. Kreinheder
Arts and sciences—F. W. Kroencke.
*Law—J W. Morland.
*Pharmacy—F. V. Lofgren
Engineering—H. W. Moody.
Summer school—F. W. Kroencke.
Wabash College, Crawfordsville (A., N., P., men).
Louis B. Hopkins.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

*Arthur Jordan Conservatory of Music, Indianapolis (P., coed.).
Mrs. Henry Schurmann.
Benjamin Harrison Law School, Indianapolis (P , coed).
William R. Forney.
Indiana Law School, University of Indianapolis, Indianapolis (P., coed.).
Matthias L Haines.
*Indianapolis College of Pharmacy, Indianapolis (P., men).
Edward H. Niles.[1]
Rose Polytechnic Institute, Terre Haute (A., N , P., coed.).
Donald B Prentice
Engineering.
St. Meinrad Seminary, St. Meinrad (R. C , men).
Ignatius Esser.
Theology

TEACHERS COLLEGES

Ball State Teachers College, Muncie (N., T , St , coed.)
L A. Pittenger.
Summer school.
Central Normal College, Danville (P., coed.)
Waldo E. Wood.[1]
Indiana State Teachers College, Terre Haute (N , T., St , coed.).
L. N. Hines.
Normal College of the American Gymnastic Union, Indianapolis (P., coed.).
Emil Rath.

JUNIOR COLLEGES

Concordia College, Fort Wayne (Luth., men).
William C. Burhop.
St. Joseph's College, Collegeville (N., R. C., men).
Joseph B Kenkel
Vincennes University, Vincennes (P., coed.).
Walter A. Davis.[1]

IOWA

UNIVERSITIES AND COLLEGES

Buena Vista College, Storm Lake (Presb , coed.).
Henry Olson, acting.
Arts and sciences—A. C Nielsen
Central College, Pella (Ref., coed.).
John Wesselink.
Summer school—Herman Stuart.
Clarke College, Dubuque (N., R. C., wo.).
Sister Mary Patrice.
Coe College, Cedar Rapids (A., N., Presb., coed).
Harry M. Gage.
Columbia College of Dubuque, Dubuque (A., N., R. C., men).
Thomas Conry.
Arts and sciences—E. A. Fitzgerald.
Summer school—E. A. Fitzgerald
Cornell College, Mount Vernon (A., N., M. E., coed.).
Herbert J. Burgsthaler.
Music—Harold Baltz.
Summer school—George Anselm.
Drake University, Des Moines (A., N., P., coed.).
D. W. Morehouse.
Arts and sciences—Alfred J. Pearson.
*Law—Arthur A. Morrow.
Education—William F. Barr.
Theology—Jesse C. Caldwell.
Fine arts—Holmes Cowper.
Commerce—Lyden E. Hoffman.
Summer school—D. W. Morehouse.
Grinnell College, Grinnell (A., N., P , coed).
John S. Nollen.
Iowa State College of Agriculture and Mechanic Arts, Ames (A., N., St., coed.).
Raymond M. Hughes.
Industrial science—Charles E. Friley.
Graduate—R. E Buchanan.
Agriculture—
Engineering—T. R. Agg
Home economics—Genevieve Fisher
Veterinary medicine—C. H. Stange.
Summer school—J. E Foster.
Iowa Wesleyan College, Mount Pleasant (M. E., coed.).
James E Coons
Music—Guy E. McLean.
Summer school—Henry G. Leist.

[1] From directory for 1932.

John Fletcher College, University Park (P., coed.).
Joseph Owen
Luther College, Decorah (N., Luth , men)
O J H Preus
Morningside College, Sioux City (A , N., M. E., coed)
Robert E O'Brian.
Summer school—F. W Schneider
Parsons College, Fairfield (N , Presb , coed)
Clarence W. Greene
Penn College, Oskaloosa (Fr., coed)
Henry C. Bedford.
St. Ambrose College, Davenport (N., R. C., men).
Martin Cone
Arts and sciences—U. A. Hauber.
Simpson College, Indianola (A , N., M E., coed).
John L. Hillman.
Music—Herbert A Harvey.
Summer school—James H. Inman
State University of Iowa, Iowa City (A., N , St , coed.).
Walter A. Jessup.
Arts and sciences—George F. Kay.
Graduate—Carl E Seashore.
*Law—Eugene A. Gilmore
*Medicine—Henry S. Houghton.
*Dentistry—Alvin W. Bryan
Nursing—Blanche Corder.
*Pharmacy—Wilber J. Teeters.
Education—Paul C Packer.
Engineering—Clement C. Williams.
*Commerce—Chester A. Phillips.
Bureau research—Sidney L. Miller.
Summer school—Paul C. Packer.
Trinity College, Sioux City (R. C., men).
John A. Elbert.
Arts and sciences—Paul A. Sibbing.
University of Dubuque, Dubuque (N , Presb , coed).
Paul H. Buchholz.
Arts and sciences—L. B. Mull.
Theology—David I Berger.
Summer school—R. A. French.
Upper Iowa University, Fayette (P., coed).
Arthur E. Bennett.
Arts and sciences—William C. Mongold.
Music—Victor T Young.
Summer school—William C. Mongold.
Wartburg College, Clinton (Luth., coed.).
O. L. Proehl.
Summer school—G. J. Neumann.
Western Union College, Le Mars (Evan., coed).
D. O. Kime.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Des Moines College of Pharmacy, Des Moines (P., coed.).
Carl Weeks.
*Des Moines Still College of Osteopathy, Des Moines (P., coed.).
O. W. Johnson.
Wartburg Theological Seminary, Dubuque (Luth., men).
Emil H. Rausch.

TEACHERS COLLEGES

Iowa State Teachers College, Cedar Falls (N., T., St., coed.).
Orval R. Latham.

JUNIOR COLLEGES

Ellsworth Junior College, Iowa Falls (C., coed.).
Sheridan R. Jones.
Graceland College, Lamoni (N., L. D. S., coed.).
G. N. Briggs.
Grundy Junior College, Grundy Center—W. H. Rutgers.[1]
Junior College, Albia (Dist., coed.).
Myrta Harlow.
Junior College, Boone (Dist., coed.).
J. R. Thorngren.
Junior College, Burlington (C., coed.).
Ray H. Bracewell.
Junior College, Chariton (Dist., coed.).
F. A. Lunan.
Junior College, Clarinda (C., coed.).
Richard D Rowley
Junior College, Creston (Dist., coed).
V. L Sanders
Junior College, Eagle Grove (C., coed).
Bryan Boatman.
Junior College, Estherville (Dist., coed).
W A Cresap
Junior College, Fort Dodge (C., coed.)
Sigurd Jorgenson
Junior College, Maquoketa (C., coed.).
B. S Moyle, superintendent.
Junior College, Marshalltown (C., coed.).
B. R Miller
Junior College, Mason City (N., C., coed.).
James Rae
Mount Mercy Junior College, Cedar Rapids (N., R C , wo)[2]
Mount St Clare Junior College, Clinton (R. C., wo)
Mother M. Paul Carrico
Junior College, Red Oak (C., coed.).
J R. Inman.
Junior College, Sheldon (C., coed.).
F H. Chandler, superintendent.
Junior College, Tipton (C., coed.).
C. W. Cowan [1]
Junior College, Washington (C., coed.).
Harland W. Mead.
Junior College, Waukon (C , coed.).
B K. Orr.[1]
Junior College, Webster City (C., coed.)
Harry L. Rice.
Lenox College, Hopkinton (Presb., coed.).
E. V. Laughlin.
Northwestern Junior College, Orange City (Ref., coed.)
Jacob Heemstra
Ottumwa Heights College, Ottumwa (N., R. C , wo).
Mother M. Geraldine.
Waldorf Lutheran College, Forest City (Luth., coed).
Junald L Rendahl
Wartburg Normal College, Waverly (Luth., coed.).
August Engelbrecht

KANSAS

UNIVERSITIES AND COLLEGES

Baker University, Baldwin City (A., N., M. E., coed.).
Wallace B. Fleming.
Bethany College, Lindsborg (N., Luth., coed.).
Ernst F. Pihlblad.
Arts and sciences—Emil O. Deere.
Music—Oscar Lofgren.
Summer school—Emil O. Deere and Oscar Lofgren.
Bethel College, Newton (Menon., coed.).
Ed. G. Kaufman.
College of Emporia, Emporia (N., Presb., coed.).
John B. Kelly.
Music—Daniel A. Hirschler.
Friends University, Wichita (N., Fr., coed.).
W. O. Mendenhall.
Kansas State College of Agriculture and Applied Science, Manhattan (A., N., St., coed).
Francis D. Farrell.
Arts and sciences—Rodney W. Babcock.
Graduate—James E. Ackert.
Agriculture—Leland E. Call.
Engineering—Roy A. Seaton.
Home Economics—Margaret M. Justin.
Veterinary medicine—Ralph R. Dykstra.
Summer school—Edwin L. Holton.
Kansas Wesleyan University, Salina (M. E., coed.).
Larkin B. Bowers.
Arts and sciences—A. H. King.
Music—E. H. F. Weir.
Business—Perry E. Brown, principal.
Summer School—A. H. King.
Marymount College, Salina (N., R. C., wo.).
Mother Rose Waller.
Arts and Sciences—Sister Chrysostom Wynn.
Summer school—Sister Marie A. Martin.
McPherson College, McPherson (Breth., coed.).
V. P. Schwalm.

[1] From directory for 1932.
[2] No report.

Murray State Teachers College, Murray (S , T , St , coed)
Rainey T Wells
Western Kentucky State Teachers College, Bowling Green (S., T , St , coed).
H H Cherry.

NORMAL SCHOOLS

Louisville Normal School, Louisville (C , coed.)
Elizabeth G Breckinridge [1]

NEGRO INSTITUTIONS

Kentucky State Industrial College, Frankfort (†S , St , coed).
R B. Atwood.
Louisville Municipal College for Negroes (a branch of the University of Louisville, formerly Simmons University) (C , coed.)
Rufus E Clement, dean

JUNIOR COLLEGES

Bethel College, Russellville (Bapt , coed)
F. M. Masters
Bethel Woman's College, Hopkinsville (S , Bapt)
J. W Gaines.
Campbellsville Junior College, Campbellsville (Bapt., coed).
D. J. Wright.
Caney Junior College, Pippapass (P , coed.).
Alice S G Lloyd.[1]
Cumberland College, Williamsburg (S , Bapt , coed.).
James L Creech
Hamilton College, Lexington (P., wo)
Julia F Allen [1]
Lees College, Jackson (Presb , coed.).
J. O Van Meter [1]
Lindsey Wilson Junior College, Columbia (M. E. So., coed.).
Aaron P White.
Mount St Joseph Junior College, Saint Joseph (R. C., wo)
Sister Eulalia Blandford.
Nazareth Junior College, Nazareth (S , P., wo.).
Sister Mary Ignatius
Pikeville Junior College, Pikeville (S., Presb , coed).
James F. Record.
Summer school—Frank McClelland.
St Catharine Junior College, St. Catharine (R. C., wo.).
Sister Mary Rose.
St. Mary's College, St. Mary (P., men).
Peter J Ellert.
Sacred Heart Junior College and Normal School, Louisville (R. C , wo.).
Sister M Dolorosa.
Sue Bennett College, London (M E. So , coed.).
Kenneth C. East
Villa Madonna College, Covington (R. C., wo.).
M. Leick.[1]

LOUISIANA

UNIVERSITIES AND COLLEGES

Centenary College, Shreveport (S., M. E. So., coed.).
W. Angie Smith, acting.
Arts and sciences—John A. Hardin.
H. Sophie Newcomb Memorial College, New Orleans. (See Tulane University.)
Louisiana College, Pineville (S., Bapt., coed.).
Claybrook Cottingham.
Arts and sciences—H. M. Weathersby.
Summer school—Claybrook Cottingham.
Louisiana Polytechnic Institute, Ruston (S , St , coed).
George W. Bond.
Engineering—Frank Bogard.
Summer school—George W. Bond.
Louisiana State University, Baton Rouge (A., S., St., coed.).
James M. Smith.
Arts and sciences—Fred. C. Frey.
Graduate—Charles W. Pipkin.
*Law—Robert L. Tullis.
Louisiana State University, Baton Rouge—Con.
James M Smith—Continued.
Medicine—Arthur Vidrine.
Education—Clarence A Ives.
Agriculture—Jordan G Lee, jr.
Engineering—Leo. J Lassalle.
*Music—Henry W Stopher.
*Commerce—J B. Trant.
Library science—J A. McMillen.
*Journalism—Marvin G Osborn
Pure and applied science—Charles E Coates
Summer school—Clarence A. Ives.
Loyola University, New Orleans (S., R. C., men).
John W. Hynes
Arts and sciences—James A Greeley
Graduate—James A Greeley
*Law—Paul Hebert
*Dentistry—C. Victor Vignes.
*Pharmacy—John J Grasser.
Summer school—James A Greeley.
Southwestern Louisiana Institute, Lafayette (S , St., coed).
Edwin L. Stephens
Arts and sciences—Harry L Griffin
Education (T.)—Washington S Dearmont
Summer school—Washington S Dearmont
Tulane University of Louisiana, New Orleans (A , S , P., coed)
A. B. Dinwiddie.
Arts and sciences (men)—Edward A. Bechtel
H. Sophie Newcomb Memorial College (women)—Pierce Butler
Art—Lota L Troy, acting director.
Music—Leon H Maxwell.
Graduate—John H. McBryde.
*Law—Rufus C Harris.
*Medicine—Charles C. Bass.
*Pharmacy—John F. Simon
Engineering—Douglas S Anderson
*Commerce—Morton A. Bechtel
Summer school—Edward A. Bechtel
Graduate medicine—Henry Daspit
Social work—Garrett P. Wyckoff.

TEACHERS COLLEGES

Louisiana State Normal College, Natchitoches (S. T , St., coed.).
William W. Tison.

NORMAL SCHOOLS

New Orleans Normal School, New Orleans (C., coed.).
Georgine L. McCoy.[1]

NEGRO INSTITUTIONS

New Orleans University, New Orleans (M E. So., coed.).
Otto E. Kriege.
Arts and sciences—R. B. Hayes.
Education—W. J. Hawkins
Southern University and Agricultural and Mechanical College, Scotlandville (St., coed.).
J. S. Clark.
Summer school—William D. Thomas.
Straight College, New Orleans (Cong., coed.).
Charles B. Austin.
Xavier University, New Orleans.[2]

JUNIOR COLLEGES

Dodd College, Shreveport (Bapt., wo.).
M. E. Dodd.
Southeastern Louisiana College, Hammond (St., coed.).
L. A. Sims.
Summer school—L. A. Sims.

MAINE

UNIVERSITIES AND COLLEGES

Bates College, Lewiston (P., coed.).
Clifton D. Gray.[1]
Bowdoin College, Brunswick (A., P., men).
Kenneth C. M. Sills.
Colby College, Waterville (A., P., coed.).
Franklin W. Johnson.

[1] From directory for 1932.
[2] No report.

University of Maine, Orono (A., St, coed.).
Harold S. Boardman.
Arts and science—James Mullenburg.
Graduate—George D. Chase.
Education—Olin S. Lutes.
Agriculture—Leon S Merrill.
Engineering—Paul Cloke.
Summer school—Roy M Peterson.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Bangor Theological Seminary, Bangor (Cong., coed)
Warren J. Moulton.

TEACHERS COLLEGES

State Normal School, Farmington (St, coed.)
Wilbert G. Mallett.

NORMAL SCHOOLS

Aroostook State Normal School, Presque Isle (St., coed.).
San Lorenzo Merriman.
Dingley Normal Training School, Lewiston (C., wo.).
Adelaide V. Finch.
Eastern State Normal School, Castine (St, coed).
William D. Hall
Madawaska Training School, Fort Kent (St., coed.).
Richard F. Crocker.[1]
Washington State Normal School, Machias (St, coed.)
Philip H. Kimball.
Western State Normal School, Gorham (St., coed.).
Walter E Russell.

MARYLAND

UNIVERSITIES AND COLLEGES

College of Notre Dame of Maryland, Baltimore (M, R C., wo)
Sister M Ethelbert.
Goucher College, Baltimore (A, M, S, P., wo.).
David A. Robertson
Hood College, Frederick (M., Ref, wo).
Joseph H. Apple.
Johns Hopkins University, Baltimore (A., M., S., P., men).
Joseph S Ames.
Arts and sciences—Edward W. Berry.
Graduate—(Independent graduate departments).
*Medicine—Alan M. Chesney.
Education (coed.)—Florence E. Bamberger, chairman of executive committee.
Engineering—John B. Whitehead.
Business economics—William O. Weyforth, secretary of committee.
Institute of law—Leon C. Marshall, acting.
International relations—John van A. MacMurray.
Hygiene and public health—Wade H. Frost.
Summer school—Robert B. Roulston.
Loyola College, Baltimore (M., R. C., men).
H. J. Wiesel.
Arts and sciences—Thomas I. O'Malley.
Maryland College for Women, Lutherville (P.).
George A. Steele.[1]
Mount St. Mary's College, Emmitsburg (M., R. C., men).
B. J Bradley.
Theology—P. J. Gallagher.
St. John's College, Annapolis (M., P., men).
Douglas H. Gordon.
St. Joseph's College, Emmitsburg (M., R. C, wo.).
Sister Paula Dunn.
Arts and sciences—Sister Isabelle McSweeny.
St. Mary's Seminary and University, Roland Park, Baltimore (R. C, men).
John F. Fenlon.
Arts and sciences—Joseph Bruneau.
Theology—Michael F. Dinneen.
University of Maryland, College Park and Baltimore (A, M, St, coed).
Raymond A. Pearson
Arts and sciences—T. H. Taliaferro
Graduate—C. O Appleman.
*Law—Roger Howell.
*Medicine—J M. H. Rowland.
*Dentistry—J. Ben Robinson.
Nursing—Annie Crighton.
*Pharmacy—Andrew G DuMez.
Education—W. S Small.
Agriculture—H. J Patterson.
Engineering—A. N. Johnson.
Home economics—M. Marie Mount.
Summer school—W S. Small.
Washington College, Chestertown (M St., coed.).
Paul E. Titsworth.
Western Maryland College, Westminster (M, M. P., coed.)
Albert N Ward
Arts and sciences—Samuel B. Schofield
Education—Alvey M. Isanogle.
Religious education—Lawrence C. Little.
Summer school—Alvey M Isanogle

INDEPENDENT THEOLOGICAL AND TECHNOLOGICAL SCHOOLS

United States Naval Academy, Annapolis (A., Nat'l., men).
Rear Admiral Thomas C. Hart, superintendent.
Westminster Theological Seminary, Westminster (M. P., coed).
Fred G. Holloway.
Woodstock College, Woodstock (R. C, men).
Vincent A. McCormick.
Theology.

NORMAL SCHOOLS

Maryland State Normal School, Salisbury (St, coed.).
William J. Holloway.[1]
Maryland State Normal School, Towson (T., St., coed.)
Lida L. Tall.
State Normal School, Frostburg (St, coed.).
John L. Dunkle.

NEGRO INSTITUTIONS

Coppin Normal School, Baltimore (C., coed).
Miles W. Connor.
Maryland Normal School, Bowie (St., coed.).
Leonidas S. James.
Morgan College, Baltimore (M., M. E., coed.).
John O. Spencer.
Summer school—Francis M. Wood.
Princess Anne Academy, Princess Anne (St. & P., coed.).
T. H. Kiah.[1]

JUNIOR COLLEGES

Blue Ridge College, New Windsor (Breth., coed).
Edward C. Bixler.
National Park Seminary, Forest Glen (P, wo.).
James E. Ament.
St. Charles College, Catonsville (R. C., men).
Eugene I. Harrigan.[1]

MASSACHUSETTS

Amherst College, Amherst (A, P., men).
Stanley King
Boston College, Chestnut Hill (A., R. C., men).
Louis J. Gallagher.
Arts and sciences—Patrick J. McHugh.
Graduate—John F Doherty.
Law—John B Creeden.
Education (normal)—John E. Lyons.
Theology—James T. McCormick.
Philosophy and science—James T. McCormick

[1] From directory for 1932.

Boston University, Boston (A , P , coed)
Daniel L. Marsh
Arts and sciences—William M Warren.
Graduate—Arthur W. Weysse.
*Law—Homer Albers.
*Medicine—Alexander S Begg
Education—Arthur H. Wilde
Theology—Albert C. Knudson.
Music—John P. Marshall
*Business administration—Everett W. Lord
Practical arts and letters—T. Lawrence Davis
Religious education and social service—Henry H. Meyer
Summer school—Alexander H Rice
Clarke University, Worcester (A., P , men).
Wallace W. Atwood.
Arts and sciences—Homer P Little.
Graduate—Wallace W. Atwood.
Summer school—Douglas C Ridgley.
College of the Holy Cross, Worcester (A., R C., men)
John M Fox.
Arts and sciences—Francis J. Dolan.
Emmanuel College, Boston (R. C., wo).
Sister Julie
Arts and sciences—Sister Helen Madeleine.
Harvard University, Cambridge (A , P , men).
Abbott L. Lowell (Resigned).
Arts and sciences (Harvard College)—A. Chester Hanford.
Graduate—George H. Chase.
*Law—Roscoe Pound.
*Medicine—David L. Edsall
*Dentistry—Leroy M. S Miner.
Education—Henry W. Holmes
Engineering—Harry E. Clifford.
Theology—Willard L. Sperry
*Business—Wallace B. Donham.
Landscape architecture—Bremer W. Pond.
*Architecture—George H. Edgell.
City planning—Henry V. Hubbard.
Summer school—Newton Henry Black.
International Young Men's Christian Association College, Springfield (men).
Laurence L. Doggett
Arts and sciences—F N. Seerley.
Summer school—George B. Affleck.
Massachusetts State College, Amherst (A., St., coed).
Hugh P. Baker.
Summer school—R. H. Verbeck.
Mount Holyoke College, South Hadley (A., P., wo.).
Mary E. Woolley.
Northeastern University, Boston (Y. M. C. A., men).
Frank P. Speare.
Arts and sciences—James W. Lees.
Law—Everett A. Churchill.
Engineering—Carl S. Ell.
Business—Carl S. Ell
Radcliffe College, Cambridge (A., P., wo.).
Ada L. Comstock
Smith College, Northampton (A., P., wo.).
William A. Neilson.
Tufts College, Medford (A., P., coed.).
John A. Cousens.
Arts and sciences (men)—Frank G. Wren.
Jackson College (women)—Edith L. Bush.
Graduate—Herbert V. Neal.
*Medicine—A. Warren Stearns.
*Dentistry—William Rice.
Wellesley College, Wellesley (A., P., wo.).
Ellen F. Pendleton.
Wheaton College, Norton (A., P., wo.).
J. Edgar Park.
Williams College, Williamstown (A , P., men).
Harry A. Garfield.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Andover-Newton Theological School, Newton Centre (Bapt.-Cong., coed.).
Everett C. Herrick.
Gordon College of Theology and Missions, Boston (P., coed.).
Nathan R. Wood.
Episcopal Theological School, Cambridge (men)
Henry B. Washburn [1]
Lowell Textile Institute, Lowell (St , coed.).
Charles H. Eames
*Massachusetts College of Pharmacy, Boston (P , coed)
William H Glover.
Massachusetts Institute of Technology, Cambridge (A , P., coed).
Karl T Compton
Science—Samuel C Prescott
Graduate—Harry M. Goodwin
*Architecture—William Emerson
Engineering—Vannevar Bush.
New Church Theological School, Cambridge (Swed'b , men).
William L Worcester
*New England Conservatory of Music, Boston (P., coed.).
Edwin P Brown
Portia Law School, Boston (P , wo)
Arthur W. MacLean
St John's Boston Ecclesiastical Seminary, Brighton (R C., men)
Charles A Finn
Simmons College, Boston (A., P , wo).
Henry Lefavour.
Household economics—Alice F Blood
Secretarial studies—Edward H. Eldridge.
General science—Kenneth L. Mark
*Library science—June R Donnelly.
Store service education—Lucinda W Price
Landscape architecture—Anne Baker.
Suffolk Law School, Boston (P., men)
Gleason L. Archer.[1]
Worcester Polytechnic Institute, Worcester (A., P., men).
Ralph Earle.

TEACHERS COLLEGES

State Teachers College, Bridgewater (St , coed.)
Arthur C. Boyden.
State Teachers College, Fitchburg (St., coed.).
Charles M Herlihy.
State Teachers College, Framingham (St., coed.).
Francis A. Bagnall
State Teachers College, Hyannis (St , wo.).
Herbert H. Howes
State Teachers College, Lowell (St., coed).
Clarence M. Weed.
State Teachers College, North Adams (St., coed.)
Albert G. Eldridge.
State Teachers College, Salem (St., coed.).
J. Asbury Pitman
State Teachers College, Westfield (St., wo.).
Charles Russell.
State Teachers College, Worcester (St., wo.).
William B. Aspinwall
Teachers College of the City of Boston, Boston (C., wo.).
William H. J. Kennedy.

NORMAL SCHOOLS

Bouvé-Boston School of Physical Education, Boston (P., wo.).
Marjorie Bouvé.
Lesley Normal School, Cambridge (P., coed).
Edith L. Wolfard.
Nursery Training School of Boston, Boston (P., wo.).
Mrs. James Garfield.
Perry Kindergarten Normal School, Boston (P., wo.).
Harriet H. Jones.
Posse-Nissen School of Physical Education, Boston (P., wo).
Harry Nissen.
Springfield Normal Kindergarten-Primary Training School, Springfield (P., wo)
Hattie Twichell.[1]
Training School for Teachers of Mechanic Arts, South Boston (C., men).
Josef Sandberg.
Wheelock School, Boston (P., wo).
Lucy Wheelock.
Kindergarten-primary.

[1] From directory for 1932.

JUNIOR COLLEGES

Atlantic Union College, South Lancaster (S D Ad , coed)
Otto M John
Bradford Junior College, Bradford (P., wo).
Katharine M Denworth
Lasell Junior College, Auburndale (P., wo).
Guy M Winslow
Mount Ida School for Girls, Newton (P , wo)
Abigail F Jewett
Nichols Junior College, Dudley (P , wo.)
James L Conrad
Pine Manor Junior College, Wellesley (P , wo).
Marie W Potter.
Worcester Y M. C A. Institute (a branch of Northeastern University at Boston), Worcester (men).
W A Lotz.

MICHIGAN

UNIVERSITIES AND COLLEGES

Adrian College, Adrian (N , P , coed)
Harlan L Freeman.
Summer school—H K Fox.
Albion College, Albion (A , N , M. E , coed.).
John L Seaton.
Arts and sciences—William W Whitehouse
Alma College, Alma (N., Presb., coed)
Harry M Crooks.[1]
Battle Creek College, Battle Creek (N , P , coed).
Emil Leffler
Arts and sciences—David D Henry
Home economics—Margaret Ritchie.
Nursing—Mary Staines Foy
Calvin College and Seminary, Grand Rapids (N , Chris Ref , coed)
R B Kuiper
Colleges of the City of Detroit, Detroit (N , C., coed)
Arts and sciences—Wilford L Coffey
Law—Allan Campbell
*Medicine—W. H MacCraken.
*Pharmacy—Roland T. Lakey
Education—Waldo E Lessenger
Emmanuel Missionary College, Berrien Springs (J , S. D Ad., coed)
L. H Wood
Theology—W W Prescott.
Hillsdale College, Hillsdale (N , Bapt , coed.)
Clark L Herron, acting.
Music—Eleanor Kelly
Hope College, Holland (N , Ref., coed).
Wynand Wichers.
Kalamazoo College, Kalamazoo (A., N., Bapt , coed).
Allan Hoben
Marygrove College, Detroit (N , R C., wo.).
George H. Derry
Michigan State College of Agriculture and Applied Science, East Lansing (A , N , St , coed)
Robert S Shaw
Arts—Edward H. Ryder.
Sciences—Ralph C Huston
Graduate—Ernst A. Bessey.
Agriculture—Joseph F Cox
Engineering—Henry B Dirks.
Business administration—Edward H. Ryder.
Home economics—Marie Dye.
Summer school—Albert H. Nelson.
Nazareth College, Nazareth (R C , wo.)
Mother M. Agatha Ganley.
Arts and sciences—Sister M Celestine
Summer school—Sister M. Celestine
Olivet College, Olivet (Cong , coed)
James King.
University of Detroit, Detroit (N., R. C., coed.)
Albert H Poetker.
Arts and sciences—Joseph C. Flynn
Law—Daniel J McKenna.
Dentistry—William E Cummer
Engineering—Clement J. Freund.
Commerce—Carl H Seehoffer
University of Michigan, Ann Arbor (A , N., St , coed.).
Alexander G. Ruthven.
Arts and sciences—John R. Effinger.
Graduate—G Carl Huber.
*Law—Henry M. Bates
University of Michigan, Ann Arbor—Continued
Alexander G. Ruthven—Continued
*Medicine—Frederick G. Novy, chairman executive committee.
*Dentistry—Marcus L Ward.
Nursing—Marian Durell
*Pharmacy—Edward H. Kraus.
Education—James B Edmonson
Engineering—Herbert C Sadler
*Music—Charles A. Sink, president.
*Business administration—Clare E Griffin
Forestry and conservation—Samuel T. Dana.
*Architecture—Emil Lorch
Summer school—Edward H. Kraus

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Detroit College of Law, Detroit (P , men)
Charles B. Van Dusen.
*Detroit Institute of Technology, College of Pharmacy, Detroit (P , men).
Esten P Stout [1]
*Detroit Institute of Musical Art, Detroit (P , coed.).
E. B Manville
Michigan College of Mining and Technology, Houghton (N , St , coed.).
William O Hotchkiss.
Suomi College and Theological Seminary, Hancock (Luth., coed)
John Wargelin.
Western Theological Seminary, Holland (Ref , men)
S C Nettings.

TEACHERS COLLEGES

Central State Teachers College, Mount Pleasant (N., T , St., coed).
E. C. Warriner.
Detroit Teachers College, Detroit (T., C. & Co , coed.).
W. E. Lessenger.
Michigan State Normal College, Ypsilanti (N , T , St , coed.).
Charles McKenny.
Northern State Teachers College, Marquette (N., T., St., coed.).
J. M. Munson
Western State Teachers College, Kalamazoo (N., T., St., coed.).
Dwight B. Waldo.

JUNIOR COLLEGES

Ferris Institute, Big Rapids (P., coed.).
Grover C Baker, registrar
Junior College, Bay City (N., C., coed.).
George E Butterfield.
Junior College, Flint (N., C., coed.).
W. S. Shattuck.
Junior College, Grand Rapids (N , C., coed.)
Arthur Andrews.
Junior College, Highland Park (N., C., coed.)
George I. Altenburg.
Junior College, Jackson (C., coed.).
Frank J. Dove., acting dean.
Junior College, Muskegon (N , C., coed.).
A G. Umbreit.
Junior College, Port Huron (N., C., coed.).
John H McKenzie.
Spring Arbor Seminary and Junior College, Spring Arbor (F. Meth., coed).
Merlin G. Smith.

MINNESOTA

UNIVERSITIES AND COLLEGES

Augsburg College, Minneapolis (Luth., coed)
George Sverdrup.
Carleton College, Northfield (A , N., P , coed.)
Donald J. Cowling.
College of St Benedict, St. Joseph (R. C., wo)
Mother Louise Walz.
College of St. Catherine, St. Paul (A , N , R. C., wo).
Sister Antonia.
Nursing—Cecile Moriarity.
*Library science—Sister Marie Cecilia

[1] From directory for 1932.

College of St Scholastica, Duluth (N , R C , wo.)
Mother M. Agnes Somers
Arts and sciences—Sister M Alice Lamb.
College of St Teresa, Winona (A , N., R. C., wo.)
Sister Mary Aloysius Molloy
Nursing—Sister M Domitalla.
Summer school—Sister Mary Aloysius Molloy
College of St Thomas, St Paul (N , R. C , men)
Matthew Schumacher
Arts and sciences—Joseph Schabert
Concordia College, Moorhead (N., Luth., coed).
J. N Brown
Gustavus Adolphus College, St. Peter (N , Luth , coed).
O J Johnson.
Hamline University, St Paul (A., N., M E , coed.)
Henry L. Osborn, acting.
Macalester College, St. Paul (A., N , Presb., coed)
John C Acheson.
Music—C. A. Jensen.
St. John's University, Collegeville (R. C , men).
Alcuin Deutsch
Arts and sciences—Mark Braun.
Theology—Ulric Beste.
St Mary's College, Winona (R. C., men).
J. H. Peschges.
Arts and sciences—J. W. Haun.
St. Olaf College, Northfield (A , N., Luth., coed.).
L W. Boe.
Music—F. Melius Christiansen
University of Minnesota, Minneapolis (A., N , St , coed.).
Lotus D. Coffman.
Arts and sciences—J. B Johnston.
Graduate—Guy S Ford
*Law—Everett Fraser.
*Medicine—R E Scammon.
*Dentistry—W. F. Lasby.
Nursing—Katherine J. Densford.
*Pharmacy—F J Wulling
Education—M. E. Haggerty.
Agriculture—W. C. Coffey
Engineering } O. M. Leland.
*Architecture }
*Commerce—R A. Stevenson.
Mines—W. R. Appleby.
Summer school—T. A. H. Teeter.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Bethel Institute, St. Paul (Bapt., coed.).
G. Arvid Hagstrom.
Theology—K. J Karlson, dean.
Luther Theological Seminary, St. Paul (Luth , men).
Taddeus Franke Gullixson.
Minnesota College of Law, Minneapolis (P , coed.).
Lars O. Rue.
St. Paul College of Law, St. Paul (P., coed.).
Oscar Hallam.
St. Paul Seminary, St. Paul (R. C., men).
Humphrey Moynihan.
Theology
Seabury Divinity School, Faribault (P E , men).
Frederick F Kramer.[1]
*MacPhail School of Music, Minneapolis (P., coed)
William MacPhail.

TEACHERS COLLEGES

State Teachers College, Bemidji (T , St., coed).
Manfred W. Deputy.
State Teachers College, Duluth (T , st., coed.).
E. W. Bohannon.
State Teachers College, Mankato (N., St , coed.).
Frank D McElroy.
State Teachers College, Moorhead (N., T., St., coed.).
R. B. MacLean.
State Teachers College, St. Cloud (N., T., St. coed.).
George A. Selke.
State Teachers College, Winona (N., T., St., coed).
Guy E. Maxwell.

NORMAL SCHOOLS

Dr Martin Luther College, New Ulm (Luth , coed.).
E. R Bliefernicht
Miss Wood's Kindergarten-Primary Training School, Minneapolis (P , wo).
Stella L Wood [1]

JUNIOR COLLEGES

Concordia College, St. Paul (Luth , men)
Martin Graebner
Itasca Junior College, Coleraine (N , St., coed.).
Carl C Guise.
Junior College, Duluth (N , C., coed).
R. D. Chadwick
Junior College, Ely (C , coed).
J. H Santo
Junior College, Eveleth (N., C., coed)
O H Gibson [1]
Junior College, Hibbing (N , St , coed)
H A Drescher
Junior College, Rochester (N., C , coed)
R. W. Goddard
Junior College, Virginia (N , C., coed).
Floyd B Moe.
St Paul-Luther College, St Paul (Luth., coed.).
W. F. Schmidt.

MISSISSIPPI

Belhaven College, Jackson (Presb , wo.).
G. T. Gillespie
Arts and sciences—Frances P. Mills
Art—Bessie C Lemly.
Music—Mary Wharton.
Blue Mountain College, Blue Mountain (S , Bapt., wo.).
Lawrence T. Lowrey
Millsaps College, Jackson (A., S., M. E. So , coed.).
D. M. Key.
Summer school—G L Harrell
Mississippi College, Clinton (S., Bapt., coed.).
D. M Nelson
Mississippi State College, State College (St., coed.).
Hugh Critz
Agriculture—J. R Ricks
Engineering—L L. Patterson
Commerce—J V. Bowen.
Science—W. F. Hand
Mississippi State College for Women, Columbus (St.)
B. L Parkinson.
Mississippi Woman's College, Hattiesburg (S., Bapt.).
William E. Holcomb.
Arts and sciences—L Q. Campbell.
Summer school—L. Q. Campbell.
University of Mississippi, University (St., coed.)
Alfred Hume.
Arts and sciences—Alfred W. Milden
Graduate—Alexander L. Bondurant.
*Law—Thomas C. Kimbrough.
Medicine—Phillip L. Mull.
*Pharmacy—Elmer L. Hammond.
Education—Oliver A Shaw
Engineering—Alfred Hume, acting.
Commerce—James W. Bell.
Summer school—Christopher Longest.

TEACHERS COLLEGES

Delta State Teachers College, Cleveland (S., T St , coed.).
William M Kethley.
State Teachers College, Hattiesburg (S., T., St., coed).
Claude Bennett

NEGRO INSTITUTIONS

Alcorn Agricultural and Mechanical College, Alcorn (St., coed.).
L. J. Rowan.[1]
Jackson College, Jackson (Bapt , coed.).
B. Baldwin Dansby.[1]

[1] From directory for 1932.

Rust College, Holly Springs (M. E. So , coed.).
L. M. McCoy.
Tougaloo College, Tougaloo, (Cong , coed).
William T. Holmes.

JUNIOR COLLEGES

All Saints' Junior College, Vicksburg (P. E , wo.).
Theodore D Bratton.
Clarke Memorial College, Newton (P., coed).
S L. Stringer.
East Central Junior College, Decatur (St. & co , coed)
R. C Pugh
Grenada College, Grenada (M E. So., wo.).
D M Key
Gulf Park College, Gulfport (S , P., wo.).
Richard G Cox.
Harrison-Stone-Jackson Junior College, Perkinston (S , St , coed.)
C. J. Darby
Hinds Junior College, Raymond (S., C., coed.).
G. J. Caln.[1]
Hillman College, Clinton (P., wo.).
M P L. Berry
Jones County Junior College, Ellisville (Co., coed)
M. P. Bush.[1]
Mississippi Synodical College, Holly Springs (Presb , wo)
R F. Cooper [1]
Pearl River Junior College, Poplarville (S , St., & co , coed.).
J. F. Stuart
Sunflower County Junior College, Moorhead (S , Co , coed.)
Paul M West [1]
Whitworth College, Brookhaven (S., M E. So , wo.).
G. F. Winfield.

MISSOURI

UNIVERSITIES AND COLLEGES

Central College, Fayette (A , N., M. E. So., coed).
Robert H. Ruff
Culver-Stockton College, Canton (N., Disc., coed.).
John H. Wood.
Drury College, Springfield (A , N , Cong , coed).
T. W. Nadal
Music—T S Skinner.
Lindenwood College for Women, St Charles (N., P., wo.)
John L. Roemer.
Arts and sciences—Alice E. Gipson.
Maryville College of the Sacred Heart, St. Louis (R. C , wo).
Mother Mary Gilmore.
Arts and sciences—Mother Mary T O'Loane
Missouri Valley College, Marshall (N., Presb., coed)
George H. Mack.
Arts and sciences—Clarence L. Miller.
Music—Claude L. Fichthorn.
Park College, Parkville (A , N., Presb., coed.).
Frederick W Hawley.
Arts and sciences—Walter F Sanders
Rockhurst College, Kansas City (R C., men).
William P Manion
Arts and sciences—Daniel H. Conway.
St Louis University, St. Louis (A., N., R C., men).
Robert S Johnston.
Arts and sciences—Thomas M. Knapp.
Graduate—James B. Macelwane.
*Law—Alphonse G Eberle.
*Medicine—Alphonse M. Schwitalla.
*Dentistry—James P. Harper
Nursing—Alphonse M Schwitalla, acting.
Education—Francis M. Crowley
Theology (St Marys College, St. Marys, Kans.)—Aloysius C Kemper.
Commerce—Joseph L. Davis.
Sociology—Joseph Husslein.
Philosophy and science—J Joseph Horst.
Summer school—Francis M. Crowley.
Tarkio College, Tarkio (N., U Presb., coed.).
Robert H. Montgomery
Arts and sciences—John R. Jenison
Music—Harold V. Avery
Summer school—John R. Jenison
University of Missouri, Columbia (A , N , St., coed).
Walter Williams.
Arts and sciences—Frederick M Tisdel
Graduate—William J. Robbins.
*Law—James L. Parks.
*Medicine—Edgar Allen.
Nursing—Pearl B Flowers.
Education—T W H Irion.
Agriculture—F. B. Mumford.
Engineering—Elmer J. McCaustland
Fine arts—James T. Quarles.
Music—James T. Quarles.
*Commerce—Frederick A Middlebush.
*Journalism—Walter Williams
Summer school—T W H Irion.
Mines and metallurgy, Rolla—Charles H. Fulton, director
Washington University, St. Louis (A , N , P., coed.)
George R Throop
Liberal arts—Frederick W Shipley.
Graduate—Otto Heller
*Law—Wiley B. Rutledge, jr.
*Medicine—W. McKim Marriott
*Dentistry—Jesse D White, acting
Nursing—Ruth Ingram.
Engineering—Alexander S. Langsdorf.
Art—Edmund H. Wuerpel.
*Business and public administration—Isidor Loeb
Botany—George T Moore.
*Architecture—Alexander S. Langsdorf.
University college—Frank M. Debatin.
Summer school—Isidor Loeb
Webster College, Webster Groves (N., R. C , wo)
G. F. Donovan.
Westminster College, Fulton (A., N , Presb., men).
M. E Melvin
Arts and sciences—G R. Sweazey.
William Jewell College, Liberty (A., N., Bapt, coed).
John F. Herget.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Benton College of Law, St. Louis (P., coed.).
George L. Corlis.[1]
City College of Law and Finance, St. Louis (P., coed.).
A. Ebersole.
Concordia Seminary, St. Louis (Evan., Luth., men).
Ludwig Fuerbringer.
Theology—John H C. Fritz.
Eden Theological Seminary, Webster Groves (Evan., men)
S. D. Press.
*Kansas City College of Osteopathy and Surgery, Kansas City (P., coed).
George J. Conley.
Kansas City College of Pharmacy, Kansas City (P., coed).
David V. Whitney.
Kansas City School of Law, Kansas City (P., coed.).
Sanford B. Ladd.
*Kansas City-Horner Conservatory, Kansas City (P., coed.).
Charles F. Horner.
Music—John Thompson
*Kansas City-Western Dental College, Kansas City (P., men).
R. J. Rinehart.
Kendrick Theological Seminary, St. Louis (R. C., men).
Charles L. Souvay.[1]
*Kirksville College of Osteopathy and Surgery, Kirksville (P., coed).
George M. Laughlin
*St. Louis College of Pharmacy, St. Louis (P., coed.).
Bernard H. Griesedieck.
*St. Louis Library School, St. Louis (P., coed.)
Arthur E. Bostwick.
St. Louis Roman Catholic Theological Seminary, Webster Groves (men).
William P. Barr.

[1] From directory for 1932.

School of Mines and Metallurgy of the University of Missouri, Rolla.
(See University of Missouri)

TEACHERS COLLEGES

Central Missouri State Teachers College, Warrensburg (N., T., St., coed).
E L Hendricks.
Harris Teachers College, St Louis (N, T., C, wo.).
J. Leslie Purdom
Northeast Missouri State Teachers College, Kirksville (N., T., St., coed.).
Eugene Fair.
Northwest Missouri State Teachers College, Maryville (N., T, St, coed)
Uel W. Lamkin.
Southeast Missouri State Teachers College, Cape Girardeau (N., T, St, coed).
Joseph A Serena.
Southwest Missouri State Teachers College, Springfield (N., T, St., coed.).
Roy Ellis.
Teachers College of Kansas City, Kansas City (N, T, C, coed.).
G. W. Diemer.

NORMAL SCHOOLS

Progressive Series Teachers College, St. Louis (P., coed).
Gottfried Galston.

NEGRO INSTITUTIONS

Stowe Teachers College, St. Louis (T., St. & C, wo.).
J. Leslie Purdom.
Lincoln University, Jefferson City (N., St., coed.).
Charles W Florence.

JUNIOR COLLEGES

Central Wesleyan College, Warrenton (M. E. coed.).
Ira N. Chiles.
Christian College, Columbia (N., Chris, wo.).
Edgar D. Lee.[1]
Conception College, Conception (R. C., men).
Patrick Cummins.
Cottey College, Nevada (P., wo.).
Mary R Prosser.[1]
Hannibal-LaGrange College, Hannibal (Bapt. coed).
Andrew F Morris.
Junior College, Flat River (N, C., coed.)
W. H. Lemmel.
Junior College, Jefferson City (C., coed.).
William F. Knox.
Junior College, Kansas City (N., C., coed.).
Edward M. Bainter.
Junior College, Moberly (C., coed.)
M. F. Beach.
Junior College, Monett (C, coed.).
M. L. Coleman.
Junior College, St. Joseph (N., C, coed.)
Calla E. Varner.
Junior College, Trenton (C., coed.).
W. H. McDonald
Kemper Military School, Boonville (N., P., men).
Col. T. A. Johnston.
Kidder Institute, Kidder (Cong., coed.).
G. W. Shaw.[1]
Missouri Christian College, Camden Point (Chris., wo.).
Gilbert H. Fern.[1]
Ozark Wesleyan College, Carthage (M. E., coed.).
Louis M. Potts.[1]
St. Mary's Institute, O'Fallon (R. C., wo.)
Mother M. Wilhelmine [1]
St. Teresa Junior College, Kansas City (R. C., wo.).
Mother Marietta.
Southwest Baptist College, Bolivar (coed.).
J. W. Jent.[1]
The Principia St. Louis (N., P., coed.).
Mary K. Morgan.
Stephens College, Columbia (N., Bapt., wo.).
James M. Wood.[1]
Wentworth Military Academy, Lexington (N., P., men).
S. Sellers, jr
William Woods College, Fulton (N., Disc., wo.).
E. R. Cockrell.[1]
Will Mayfield College, Marble Hill (P, coed.).
Ray E York.[1]

MONTANA

UNIVERSITIES AND COLLEGES

Carroll College, Helena (formerly Mount St. Charles College), (N., R C, men).
Norbert C Hoff
Intermountain Union College, Helena (J, Presb. & M E., coed)
Wendell S Brooks.
Montana State College,[4] Bozeman (A., N., St., coed.)
Alfred A Atkinson
Applied science—Deane B Swingle.
Agriculture—Frederick B. Linfield.
Engineering—William M Cobleigh.
Household and industrial arts—Gladys Branegan.
State University of Montana,[4] Missoula (A, N., St, coed).
C. H Clapp.
Arts and sciences
*Law—C. W. Leaphart.
*Pharmacy—C. E. F. Mollett
Education—Freeman Daughters.
Music—DeLoss Smith
Commerce—R. C Line
*Journalism—A. L Stone
Forestry—T. C. Spaulding
Summer school—C. H Clapp

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Montana School of Mines,[4] Butte (W, St., coed.).
Francis A. Thomson

TEACHERS COLLEGES

Montana State Normal College,[4] Dillon (N., W., T., St., coed.).
Sheldon E. Davis.

NORMAL SCHOOLS

Eastern Montana Normal School,[4] Billings (W., St., coed).
L. B. McMullen.

JUNIOR COLLEGES

Northern Montana College,[4] Havre (W, St., coed.)
G. H. V. Bogart

NEBRASKA

UNIVERSITIES AND COLLEGES

Cotner College, Lincoln (Disc., coed.).
Lewis C. Anderson.
Arts and sciences—Benjamin E. Ogden.
Creighton University, Omaha (N., R. C., men).
P. J. Mahan.
Arts and sciences—George A. Deglman.
Graduate—Thomas S. Bowdern.
*Law—L. J. TePoel.
*Medicine—John J. McInerny.
*Dentistry—A. H. Hipple.
Nursing—John J. McInerny.
*Pharmacy—Howard C. Newton.
Education—Thomas S. Bowdern
Commerce, finance and journalism (coed.)—Floyd E. Walsh.
Summer school—Thomas S. Bowdern.
Dana College, Blair (Evan. Luth, coed.).
Erland Nelson.
Doane College, Crete (A., N., Cong. & P. E., coed.).
Edwin B. Dean

[1] From directory for 1932.
[4] The chief administrative officer of the University of Montana, which includes all the State higher institutions, is the chancellor, Melvin A. Brannon, Helena, Mont

Hastings College, Hastings (N., Presb , coed.).
Calvin H French.
Summer school—F E. Weyer
Midland College, Fremont (U. Luth., coed.)
H F. Martin
Arts and sciences—D. W. Crouse.
Theology—J P Raun.
Municipal University of Omaha, Omaha (C., coed).
W E Sealock
Arts and sciences—Edgar A Holt.
Summer school—T Earl Sullenger
Nebraska Central College, Central City (Fr , coed)
O. W Carrell
Summer school—M. H Watson
Nebraska Wesleyan University, Lincoln (N., M. E , coed).
Elmer G Cutshall, chancellor
Liberal arts—Francis A Alabaster.
Education—Bertram E McProud.
Fine arts—Albert F. Sievers.
Union College, Lincoln (J., S D. Ad , coed).
M. L Andreasen.
University of Nebraska, Lincoln (A., N , St., coed.).
E A Burnett, chancellor
Arts and sciences—Charles H Oldfather.
Graduate—Fred W. Upson
*Law—Henry H Foster.
*Medicine—C W. M Poynter.
†Dentistry—George A Grubb
Nursing—Charlotte Burgess.
*Pharmacy—Rufus A Lyman.
Education—Frank E Henzlik.
Agriculture—W W. Burr
Engineering—O. J. Ferguson
Fine arts—F D Kirsch, jr , chairman of committee on administration.
*Music—Howard Kirkpatrick.
*Business administration—James E. LeRossignol
*Journalism—Gayle C Walker
Summer school—R D Moritz
York College, York (U Breth , coed)
J. R. Overmiller
Arts and sciences—Charles Bisset
Music—Charles H Amadon

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Presbyterian Theological Seminary, Omaha (men).
Larimore C Denise
University of Omaha School of Law, Omaha (P., coed.).
Arthur C Thompson.[1]

TEACHERS COLLEGES

Nebraska State Teachers College, Chadron (N., T., St , coed.)
Robert I Elliott
Nebraska State Teachers College, Kearney (N., T , St , coed).
George E. Martin.
Nebraska State Teachers College, Peru (N , T., St., coed.).
W. R. Pate.
Nebraska State Teachers College, Wayne (N , T , St., coed).
U. S Conn.

NORMAL SCHOOLS

Concordia Teachers College, Seward (Luth., coed.).
C F. Bommer.
Merici College, York (R. C., wo.)
Sister M. Xavier Gavigan.

JUNIOR COLLEGES

College of St Mary of the Creighton University, Omaha (R C., wo)
Sister M Leo Gallagher, director
Hebron College and Academy, Hebron (Luth., coed)
Walter H. Hellman.

[1] From directory for 1932.

Junior College, McCook (C , coed)
J C. Mitchell
Junior College, Scottsbluff (C., coed.).
Archer L Burnham
Luther College, Wahoo (Luth , coed).
A. T. Seashore.

NEVADA

UNIVERSITIES AND COLLEGES

University of Nevada, Reno (A , St , coed.)
Walter E Clark
Arts and sciences—Maxwell Adams
Education—John W Hall
Agriculture—Robert Stewart
Engineering—Frederick H Sibley
Summer school—John W Hall

NEW HAMPSHIRE

UNIVERSITIES AND COLLEGES

*Dartmouth College, Hanover (A., P., men).
Ernest M Hopkins.
Arts and sciences—Craven Laycock.
*Medicine—John P Bowler
Engineering—Raymond R. Marsden.
Business administration—William R. Gray.
St Anselm's College, Manchester (R C , men)
Bertrand Dolan
Arts and sciences—Placidus Schorn
University of New Hampshire, Durham (A., St , coed.)
Edward M. Lewis
Liberal arts—C Floyd Jackson
Graduate—H L Slobin
Agriculture—M. Gale Eastman, associate dean
Engineering—G. W Case
Summer school—J O. Wellman

TEACHERS COLLEGES

Keene Normal School, Keene (T , St , coed.).
Wallace E Mason.
Plymouth Normal School, Plymouth (T., St., coed.).
Ernest L. Silver.

NORMAL SCHOOLS

Concord Training School, Concord (C , wo.)
Alice J. Reed.

JUNIOR COLLEGES

Colby Junior College, New London (Bapt., wo).
H Leslie Sawyer

NEW JERSEY

UNIVERSITIES AND COLLEGES

College of St Elizabeth, Convent Station (A., M , R C , wo)
Sister Marie Jose Byrne, dean.
Summer school—Sister Marie Jose Byrne
Drew University, Madison (M E , men).
Arlo A. Brown
Liberal arts (men)—F G. Lanhard.
Religious education (coed)—J. V. Thompson
Theology (coed)—Arlo A Brown.
Georgian Court College, Lakewood (M , R. C., wo)
Mother Mary Cecelia Scully.
Arts and sciences—Mother Mary John Considine
Summer school—Sister Mary Felicitas.
New Jersey College for Women, New Brunswick. (See Rutgers University)
Princeton University, Princeton (A., M., P , men)
Edward D. Duffield, acting
Arts and sciences—L. P Eisenhart.
Graduate—Augustus Trowbridge.
Engineering—A. M. Greene.

Rutgers University, New Brunswick (A , M , St & P., men)
Robert C. Clothier.
Arts and sciences (men)—Walter T Marvin
New Jersey College for Women (A)—Mabel S Douglass
Graduate—Thurlow C Nelson
*Pharmacy—Ernest Little
Education—Clarence E Partch.
Agriculture—Jacob G Lipman
Engineering—Parker H Daggett.
Chemistry—Walter T. Read
*Library school (College for Women)
Summer school—Clarence E Partsch
St Joseph's College, Princeton (R C , wo).
Anthony W Kieffer.
St. Peter's College, Jersey City (R C , men)
Joseph S Dinneen
Arts and sciences—Robert I. Gannon
Seton Hall College, South Orange (R C , men.).
Thomas H McLaughlin.
Upsala College, East Orange (Luth., coed.).
Carl G. Erickson.
Music—Conrad Forsberg
Summer school—Frans Eriesson.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Bloomfield College and Theological Seminary, Bloomfield (Presb., men)
Joseph Hunter.
Immaculate Conception Seminary, Darlington (R. C., men)
Thomas H. McLaughlin
Theology.
Newark College of Engineering, Newark (St. & C., men).
Allan R. Cullimore.
Engineering—James A Bradley
New Brunswick Theological Seminary, New Brunswick (Ref., men).
William H S. Demarest
New Jersey Law School, Newark (P., coed.).
Richard D. Currier.[1]
Princeton Theological Seminary, Princeton (Presb., men).
J Ross Stevenson.
Stevens Institute of Technology, Hoboken (A., M., P., men).
Harvey N Davis
Summer school—Gustav G. Freygang.

TEACHERS COLLEGES

New Jersey State Teachers College, Upper Montclair (T , St coed.).
H. A. Sprague.
Panzer College of Physical Education and Hygiene, East Orange (P., coed).
Henry Panzer.
State Teachers College and State Normal School, Trenton (T , St., coed.).
R. L. West.

NORMAL SCHOOLS

New Jersey State Normal School, Glassboro (St., coed.).
J. J. Savitz [1]
New Jersey State Normal School, Jersey City (St. coed.).
W. Allen Messler
New Jersey State Normal School, Newark (T., St., coed.).
M. Ernest Townsend
New Jersey State Normal School, Paterson (St , coed.).
Roy L. Shaffer.

JUNIOR COLLEGES

Centenary Collegiate Institute, Hackettstown (M. E., wo.).
Robert J Trevorrow.
Le Master Institute, Asbury Park (P., coed.).
Walter P. Steinhauser.

[1] From directory for 1932.

NEW MEXICO

UNIVERSITIES AND COLLEGES

New Mexico College of Agriculture and Mechanic Arts, State College (N , St., coed)
H. L Kent
Arts and sciences—P M Baldwin.
Agriculture—H. M Gardner
Engineering—P. B. Fleming
Summer school—H M Gardner.
University of New Mexico, Albuquerque (N , St., coed)
James F. Zimmerman
Arts and sciences—G. P. Shannon
Graduate—B. F Haught.
Education—S P Nanninga
Engineering—M. E Farris
Summer school—S P Nanninga.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

New Mexico School of Mines, Socorro (St., coed.).
E. H. Wells.

TEACHERS COLLEGES

New Mexico State Normal University, Las Vegas (T , St., coed.).
Harry C. Gossard.
New Mexico State Teachers College, Silver City (N., T , St., coed).
A. O Bowden.

JUNIOR COLLEGES

New Mexico Military Institute, Roswell (St , men)
Col D C. Pearson, superintendent

NEW YORK

UNIVERSITIES AND COLLEGES

Adelphi College, Garden City (M., P., wo.).
Frank D Blodgett.
Alfred University, Alfred (A., M., St. & P., coed)
Boothe C Davis.
Engineering (ceramics)—E. M. Holmes.
Theology—Arthur E Main.
Summer school—Waldo A. Titsworth.
Barnard College. (See Columbia University).
Brooklyn College, Brooklyn (C., coed.).
William A. Boylan.
Summer school—Oscar W. Irvin
Canisius College, Buffalo (M., R. C., men).
Rudolph J. Eichhorn.
Summer school—Rudolph Eichhorn.
Colgate University, Hamilton (A., M., P., men).
George B. Cutten.
Arts and sciences—Clarence H. Thurber.
College of Mount St. Vincent, New York (M., R. C., wo.).
Sister Mary Angelica, dean
College of New Rochelle, New Rochelle (A , M , R. C., wo).
Mother M Ignatius, dean.
College of St. Rose, Albany (M , R. C., wo.).
Edmund F. Gibbons.
College of the City of New York, New York (A., M., C., men).
Frederick B Robinson.
Arts and sciences—Daniel W Redmond
Education (T)—Paul Klapper.
Engineering—Frederick Skene
Commerce—Justin H. Moore.
Summer school—Charles U Clark.
College of the Sacred Heart, New York (M., R. C., wo)
Grace C. Dammann
Arts and sciences—Ellen C. Green
Columbia University, New York (A., M., P., coed.).
Nicholas M. Butler.
Arts and sciences:
Columbia College (men)—Herbert E. Hawkes.
Barnard College (women)—Virginia C. Gildersleeve.
St Stephen's College, Annandale-on-Hudson (men)—Bernard I. Bell, warden
Seth Low Junior College, Brooklyn (men)—Edward J. Allen, director.

Columbia University, New York—Continued
Nicholas M Butler—Continued
Graduate faculties—Howard L. McBain
*Law—Young B Smith
*Medicine—Willard C Rappleye
†Dentistry—Alfred Owre.
Pharmacy—Henry V Arny
Education and practical arts—William F. Russell.
*Architecture—William A. Boring
Engineering—Joseph W Barker.
*Business—Roswell C. McCrea.
*Library service—Charles C. Williamson.
*Journalism—Carl W. Ackerman.
Summer school—John J. Coss
Cornell University, Ithaca (A , M., St. & P , coed.).
Livingston Farrand.
Arts and sciences—R. M Ogden.
Graduate—F K. Richtmyer.
Education—Julien E Butterworth.
*Law—Charles K Burdick
*Medicine—G. Canby Robinson.
Agriculture—C. E. Ladd.
Engineering—D. S. Kimball.
*Architecture—George Young, jr
Veterinary medicine—W A. Hagan.
Home economics—Flora Rose.
Summer school—R H Jordan, chairman.
D'Youville College, Buffalo (M., R. C , wo.).
Mother St Edward.
Arts and sciences—Sister M Imelda.
Elmira College, Elmira (A., M., P , wo).
Frederick Lent.
Fordham University, New York (A , M , R C , men).
Aloysius J. Hogan.
Arts and sciences—Charles J. Deane.
Graduate—Miles J. O'Mailia.
Law—Ignatius M. Wilkinson.
Pharmacy—James H. Kidder.
Education—Joseph A. Lennon.
Business—Thomas C Hughes
Sociology and social service—Matthew L. Fortier
Summer school—Miles J O'Mailia.
Good Counsel College, White Plains (M., R. C., wo.).
Mother M Aloysius.
Arts and sciences—Sister M. Edmund.
Hamilton College, Clinton (A , M., P., men).
Frederick C Ferry.
Hartwick College, Oneonta (Luth , coed.).
Charles W. Leitzell
Arts and sciences—LeRoy Weller, acting.
Hobart College, Geneva (A., M., P., coed.)
Murray Bartlett.
William Smith College (wo.).
Houghton College, Houghton (Wes Meth , coed.)
James S. Luckey.
Arts and sciences—W La Vay Fancher.
Theology—Frank H. Wright.
Music—Ella M. Hilpot.
Hunter College of the City of New York, New York (A , M , C , wo)
James M. Kieran
Summer school—A. Broderick
Keuka College, Keuka Park (Bapt , wo)
A. H Norton
Long Island University, Brooklyn (P., coed)
Tristram W Metcalfe, acting comptroller
Pharmacy—William C. Anderson.
Summer school—Hugo C. M. Wendel.
Manhattan College, New York (M., R C , men)
Brother Cornelius.
Arts and sciences—Brother Jasper.
Engineering—Brother A Leo
Commerce—James L Fitzgerald.
Marymount College, Tarrytown (M., R C , wo.).
Mother M Gerard
Nazareth College, Rochester (M , R C , wo.).
Sister Teresa Marie
Summer school—Sister Teresa Marie.
New York University, New York (A , M., P , coed.)
Elmer E. Brown, chancellor.
Arts and pure science (men)—Archibald L. Bouton.
Washington Square College (coed.)—Rufus D. Smith
Graduate—John Musser, executive secretary.

New York University, New York—Continued.
Elmer E Brown, chancellor—Continued.
*Law—Frank H. Sommer.
*Medicine—John Wyckoff.
*Dentistry—Allen T Newman
Education—John W Withers.
Engineering—Collins P. Bliss
Fine arts—E Raymond Bossange.
*Commerce—John T. Madden
Retailing—Norris A. Brisco
Business administration—A. Wellington Taylor.
Summer school—Milton E. Loomis.
Institute of education—Ned H Dearborn
Niagara University, Niagara University (M., R. C., men).
John J. O'Byrne
Arts and sciences—James L. Walsh.
Graduate—J. Daniel Lawler.
Theology—Cyril F. Meyer.
Commerce—John R. Wilkinson
Russell Sage College, Troy (M., P., wo.).
J. L. Meader.
St. Bonaventure College and Seminary, St. Bonaventure (R. C , men).
Thomas Plassman.
Arts and sciences—Valentine Long
Education—Cyprian Mensing.
Theology—Michael Harding.
Summer school—Gerald W. McMinn.
St. Francis College, Brooklyn (R. C., men)
Brother Columba.
Arts and sciences—James A Sullivan.
St John's College, Brooklyn (M., R. C., men).
Thomas F Ryan
Arts and sciences—Thomas F. Maher.
Graduate—Thomas F. Flynn.
Law—George W. Matheson.
Pharmacy—John L Dandreau.
Commerce—Joseph C Myer
St Joseph's College for Women, Brooklyn (M., R. C).
Thomas E. Molloy.
Arts and sciences—William T. Dillon.
St Lawrence University, Canton (A., M , P., coed).
Richard E. Sykes
Arts and sciences—Edwin L Hulett.
Law—William P Richardson.
Theology—John M. Atwood.
St Stephen's College, Annandale-on Hudson. (See Columbia University)
Skidmore College, Saratoga Springs (M., P , wo.).
Henry T. Moore.
Summer school—Victor L F Rebman.
Syracuse University, Syracuse (A., M., P., coed.).
Charles W. Flint, chancellor.
Arts and sciences—K C Leebrick.
Graduate—William L. Bray.
*Law—Paul S. Andrews.
*Medicine—Herman G. Weiskotten.
Nursing—
Teachers college—Harry S. Ganders.
Agriculture—R. L Nye
Engineering—L. C. Mitchell.
Art, *Music } Fine arts—Harold L. Butler.
*Commerce—C. L Raper
*Library science—Wharton Miller.
Home economics—Annie L. Macleod.
Speech—K C. Leebrick
Summer school—Ernest Reed.
Union University·
Union College, Schenectady (A., M., P., men).
Frank P Day.
*Law (Albany)—Harold J. Hinman.
*Medicine (Albany)—Thomas Ordway.
Pharmacy (Albany)—Warren L Bradt.
University of Buffalo, Buffalo (A , M , P., coed).
Samuel P Capen, chancellor.
Arts and sciences—Julian Park
Law—Carlos C Alden.
*Medicine—Edward W. Koch.
*Dentistry—Daniel H Squire.
Pharmacy—Willis G. Gregory.
Education—L. O. Cummings
*Business administration—Clarence S. Marsh.
Summer school—Clarence S. Marsh.

[1] From directory for 1932.

University of Rochester, Rochester (A , M , P.).
Rush Rhees.
Arts and sciences (men)—William E Weld.
College for Women—Helen D Bragdon.
*Medicine—George H. Whipple
Nursing—Clare Dennison.
*Music—Howard Hanson.
Summer school—Earl B. Taylor.
Vassar College, Poughkeepsie (A., M , P., wo.)
Henry N MacCracken.
Wagner Memorial Lutheran College, Staten Island (M., Luth , men)
Herman Brezing.
Arts and sciences—William Ludwig
Wells College, Aurora (A , M., P., wo.).
Kerr D Macmillan.
Yeshiva College, New York (Jewish, men)
Bernard Revel.[1]

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Auburn Theological Seminary, Auburn (Presb., coed.).
Harry L. Reed.
Summer school—Harry L. Reed.
Biblical Seminary in New York, New York (Undenom).
Wilbert W. White
Clarkson College of Technology, Potsdam (M , P , men).
John P. Brooks, acting
Colgate-Rochester Divinity School, Rochester (Bapt , coed).
Albert W. Beyan.
Cooper Union, New York (P., coed.).
R Fulton Cutting
Engineering—George F. Bateman.
De Lancey Divinity School, Buffalo (P. E., men).
G Sherman Burrows.
General Theological Seminary, New York (P E., men)
Hughell E. W. Fosbroke.
Holy Redeemer Seminary, Esopus (R. C , men).
Thomas Sanderson.
Jewish Theological Seminary of America, New York (men).
Cyrus Adler.
*Long Island College of Medicine, Brooklyn (P., coed.).
Frank L. Babbott, jr.
*New York Homeopathic Medical College and Flower Hospital, New York (P , coed.).
Claude A. Burrett
New York Law School, New York (P., men).
Jabish Holmes.
New York State College of Forestry at Syracuse University, Syracuse (St., men).
Hugh P. Baker.
Summer school—C. C. Delavan
Polytechnic Institute of Brooklyn, Brooklyn A., M., P , men).
Engineering—E. J. Streubel.
Summer school—E. J. Streubel
Rabbi Isaac Elchanan Theological Seminary, New York—Moses Soloveitchick.[1]
Rensselaer Polytechnic Institute, Troy (A., M , P., men).
Palmer C Ricketts.
St. Bernard's Seminary, Rochester (R. C., men).
J. F. Goggin, rector.
Theology
St. Joseph's Seminary, Yonkers (R. C , men).
James McIntyre.[1]
Theology.
Union Theological Seminary, New York (Undenom., coed.).
Henry S Coffin.
Summer school—Albert B. Curry, jr.
United States Military Academy, West Point (A , nat'l , men)
Maj. Gen. William D. Connor, superintendent.

[1] From directory for 1932.

TEACHERS COLLEGES

Ithaca College, Ithaca (P , coed)
Maurice E. Rogalin
Maxwell Teachers Training College, Brooklyn (C., coed)
Frederick L. Holtz
New York Teacher Training College, New York (C , coed.).
Hugo Newman.
New York State College for Teachers, Albany (A., T , St , coed)
A R. Brubacher
State Teachers College, Buffalo (T., St , coed)
Harry W Rockwell

NORMAL SCHOOLS

Child Education Foundation, Inc., New York (P , wo.).
Anna E. McLin.
City Normal School, Syracuse (C., wo).
William W. Wright.
Cooperative School for Student Teachers, New York (P , coed.).
Lucy S. Mitchell.
Flatbush Teachers Training School, Brooklyn (P., wo).
Dwight R. Little.[1]
Froebel League School, New York (P., wo).
Hugh Stuart.[1]
Harriette Melissa Mills Training School for Kindergarten and Primary Teachers, New York (P., wo)
James E. Lough.
Jamaica Teachers Training College, New York (C., coed.)
Maurice E. Rogalin.
Jenny Hunter Kindergarten Training School, New York (P., wo.)
Jenny Hunter [1]
Savage School for Physical Education, New York (P., coed)
Ella W. Savage.
State Normal School, Brockport (St., coed)
Alfred C. Thompson
State Normal School, Cortland (St., coed.).
H. D. DeGroat.
State Normal School, Fredonia (T., St., coed).
Leslie R. Gregory.
State Normal School, Geneseo (T., St., coed.).
Winfield A Holcomb.
State Normal and Training School, New Paltz (T., St., coed.).
Lawrence H. van den Berg.
State Normal and Training School, Oneonta (St., coed.)
Percy I. Bugbee.
State Normal School, Oswego (T., St , coed.)
James G. Riggs.
State Normal School, Plattsburg (St., coed.).
George R. Hawkins
State Normal School, Potsdam (St , coed.).
R. T. Congdon.
Teacher Training School of the Ethical Culture Schools, New York (P , wo).
Margaret P. Coveney.

JUNIOR COLLEGES

Collegiate School of the Packer Collegiate Institute, Brooklyn (P., wo.).
John H. Denbigh.
Sarah Lawrence College, Bronxville (P., wo.).
Constance Warren.
Seth Low Junior College, Brooklyn. (See Columbia University.)
The Knox School, Cooperstown (P , wo.).
Mrs. Russell Houghton.
The Mason Collegiate School, Tarrytown (P., wo.).
Mrs. C. E. Mason.

NORTH CAROLINA

UNIVERSITIES AND COLLEGES

Atlantic Christian College, Wilson (Disc., coed.)
H S Hilley
Catawba College, Salisbury (S , ref , coed.).
Howard R. Omwake
Chowan College, Murfreesboro (Bapt., coed)
W. B Edwards
Davidson College, Davidson (A , S , Presb , men).
Walter L. Lingle.
Arts and sciences—J M McConnell.
Summer school—F. K Fleagle.
Duke University, Durham (A , S., M. E. So., coed).
William P Few
Arts and sciences (men)—W. H. Wannamaker.
Woman's College—Alice M Baldwin.
Graduate—W H Glasson.
*Law—Justin Miller.
*Medicine—W. C Davison.
Nursing—Bessie Baker.
Theology—Elbert Russell
Summer school—Holland Holton.
Elon College, Elon College (Chris , coed.).
Leon E. Smith
Arts and sciences—A L. Hook
Flora Macdonald College, Red Springs (Presb , wo).
Henry G Bedinger
Music—Hugh Williamson.
Greensboro College, Greensboro (S , M E., So., wo.)
S. B Turrentine
Music—George K. Hibbets.
Guilford College, Guilford College (S , Fr , coed.).
Raymond Binford
Summer school—Clyde A. Milner.
High Point College, High Point (M. P., coed).
Gideon I. Humphreys
Summer school—C R Hinshaw.
Lenoir Rhyne College, Hickory (S., Luth., coed).
H. B. Schaeffer.
Summer school—G. R Patterson
Meredith College, Raleigh (A , S , Bapt , wo).
Charles E. Brewer
Arts and sciences—J G Boomhour.
North Carolina College for Women, Greensboro, (S., St)
Julius I Foust, vice president.[5]
North Carolina State College of Agriculture and Engineering, Raleigh (S , St., coed.).
Eugene C. Brooks, vice president.[5]
Science and business—B. F. Brown
Graduate—R. F Poole
Education—T. E. Browne
Agriculture—I. C. Schaub.
Engineering—W. C. Riddick.
Textile—Thomas Nelson.
Summer school—T. E. Browne.
Queens-Chicora College, Charlotte (Presb., wo.).
William H. Frazer.
Salem College, Winston-Salem (S., Morav , wo.).
Howard E Rondthaler
‡Music—Charles G. Vardell, jr
University of North Carolina, Chapel Hill (A , S., St., men).
Frank P. Graham.[5]
Arts and sciences—Allan W. Hobbs.
Graduate—William W Pierson, jr
*Law—Maurice T Van Hecke.
*Medicine—Isaac H Manning.
*Pharmacy—John G. Beard.
Education—Nathan W. Walker, acting.
Engineering—Herman G. Baity.
*Commerce—Dudley D. Carroll
Library science—Robert B Downs.
Applied science—James M Bell.
Summer school—Nathan W. Walker.
Wake Forest College, Wake Forest (S., Bapt., men).
Thurman D Kitchin
Arts and sciences—D B. Bryan
Law—N. Y. Gulley.
*Medicine—Thurman D. Kitchin
Summer school—D B Bryan

TEACHERS COLLEGES

Appalachian State Teachers College, Boone (St , coed.)
B B Dougherty
Asheville Normal and Teachers College, Asheville (Presb , wo)
John E Calfee
East Carolina Teachers College, Greenville (S., T , St., coed).
Robert H. Wright.
Western Carolina Teachers College, Cullowhee (T , St , coed.).
H T Hunter.

NORMAL SCHOOLS

Cherokee Indian Normal School, Pembroke (St , coed)
J. E Sawyer.

NEGRO INSTITUTIONS

Bennett College for Women, Greensboro (†S , M E.).
David D Jones.
Johnson C Smith University, Charlotte (†S., Presb., coed)
Henry L McCrorey.
Arts and sciences—T. E McKinney.
Summer school—M E Thomasson
Joseph Keasbey Brick Junior College, Bricks (†S., P., coed)
John C Wright
Livingstone College, Salisbury (†S., A M. E coed)
W. J. Trent.
Summer school—I H. Miller
Negro Agricultural and Technical College, Greensboro (†S , St , coed)
Ferdinand D Bluford.
Arts and sciences—W T Gibbs
Summer school—W T Gibbs.
North Carolina College for Negroes, Durham (S , St , coed).
James E. Shepard
Arts and sciences—A. Elder
St Augustine's College, Raleigh (P., coed)
Edgar H Goold
Junior college.
Shaw University, Raleigh (Bapt , coed)
William S Nelson
Arts and sciences—John L Lilley
Summer school—Nelson H. Harris.
State Normal School, Elizabeth City (St., coed).
J H Bias.
State Normal School, Fayetteville (St., coed).
E E Smith.
Summer school—J W Seabrook
Winston-Salem Teachers College, Winston-Salem (St , coed).
S. G Atkins.[1]

JUNIOR COLLEGES

Belmont Abbey Junior College, Belmont (R C., men)
Vincent Taylor.
Biltmore Junior College, Asheville (C., coed)
W H Jones, superintendent
Boiling Springs Junior College, Boiling Springs (Bapt , coed.).
J L. Jenkins.
Lees-McRae College, Banner Elk (Presb., coed.).
Edgar H Tufts
Campbell College, Buies Creek (Bapt , coed)
J A. Campbell.[1]
Davenport College, Lenoir (M. E., So , wo).
William A. Jenkins
Mars Hill College, Mars Hill (S., Bapt., coed.)
R L Moore
Mitchell College, Statesville (Presb , wo)
Mrs. W. B Ramsey [1]
Peace, a Junior College for Women, Raleigh (Presb).
William O Pressly
Pineland Junior College, Salemburg (P., wo)
Mr. and Mrs W. J. Jones.

[1] From directory for 1932
[5] The University of North Carolina consists of the university at Chapel Hill, the agricultural and engineering college at Raleigh, and the woman's college at Greensboro. The president of the combined institution is Frank P. Graham.

Presbyterian Junior College for Men, Maxton
R. G Matheson.
Rutherford College, Rutherford (M E , So , coed)

St. Genevieve of the Pines Junior College, Asheville (R C , wo).
Mother M L Lorin
St. Mary's School and Junior College, Raleigh (S , P E , wo)
Mrs Ernest Cruikshank.
Weaver College, Weaverville (M. E , So., coed.)
C H Trowbridge
Wingate College, Wingate (Bapt , coed)
Coy Muckle.[1]

NORTH DAKOTA

UNIVERSITIES AND COLLEGES

Jamestown College, Jamestown (N., Presb , coed.).
B. H Kroeze.
Arts and sciences—F. B. Taylor.
Summer session - William B Thomas.
North Dakota Agricultural College, State College (N., St., coed.)
John H Shepperd
Arts and sciences—Archibald Ellsworth Minard.
*Pharmacy—William F. Sudro.
Education—Arland D Weeks
Agriculture—Harlow L. Walster
Engineering—Robert Martinus Dolve.
Chemistry—Leo L. Carrick
Home economics Alba Bales
University of North Dakota, University (A., N., St., coed)
Thomas F Kane.
Arts and sciences—William G Bek.
Graduate—J V Breitwieser.
*Law—Olaf H. Thormodsgard, acting.
*Medicine—Hanley E. French
Education—J. V. Breitwieser
Engineering—L. C. Harrington.
*Commerce—Ezra T Towne.
Summer school—J V. Breitwieser.

TEACHERS COLLEGES

State Normal and Industrial School, Ellendale (N., T , St , coed).
R. M Black
State Teachers College, Dickinson (N., T., St , coed.)
Conrad L Kjerstad
State Teachers College, Mayville (N , T., St., coed)
C. C Swain
State Teachers College, Minot (N , T., St , coed.).
George A. McFarland.
State Teachers College, Valley City (N., T , St., coed).
C. E. Allen.

JUNIOR COLLEGES

North Dakota School of Forestry, Bottineau (St. coed.).
F E. Cobb.
North Dakota State School of Science, Wahpeton (St., coed.).
E F. Riley.

OHIO

UNIVERSITIES AND COLLEGES

Antioch College, Antioch (N , P , coed.).
Arthur E. Morgan.
Ashland College, Ashland (N., Breth., coed.).
Edwin E Jacobs.
Arts and sciences—E. Glenn Mason.
Theology—J. Allen Miller.
Summer school—Edwin E. Jacobs.
Baldwin-Wallace College, Berea (A., N., M. E., coed)
Albert B. Storms.
*Music—Albert Riemenschneider.
Bluffton College, Bluffton (Menon., coed.).
Samuel K Mosiman
Arts and sciences—N. E. Byers
Summer school—N E. Byers
Capital University, Columbus (N , Luth., coed).
Otto Mees
Arts and sciences—R. V. Smith.
Theology—R C. H Lenski.
Music—F C. Mayer
Summer school—William L Young
Cedarville College, Cedarville (P coed)
W R McChesney.
Theology—W R McChesney.
Summer school—A J Hostetter
College of Mount St Joseph, Mount St Joseph (R C , wo)
Mother Mary Regina.
Arts and sciences—Sister Mary Zoe.
College of the Sacred Heart, Cincinnati (R. C , wo.).
Frances Sullivan.
Arts and sciences—Virginia C. Dunn.
College of Wooster, Wooster (A., N., Presb., coed.).
Charles F Wishart
Defiance College, Defiance (Cong -Chris , coed.)
(Running under an administrative committee pending election of new president)
Arts and sciences—L Ward McReynolds.
Theology—George C. Enders
Denison University, Granville (A , N , Bapt , coed)
Avery A Shaw.
Music—Karl H Eschman
Findlay College, Findlay (Ch of God, coed)
Homer R Dunathan.
Arts and sciences—C A Morey
Heidelberg College, Tiffin (A., N , Ref , coed)
Charles E. Miller.
Hiram College, Hiram (A., N , P , coed)
Kenneth I Brown.
John Carroll University, Cleveland (N., R. C., men).
B J. Rodman
Arts and sciences—Albert C. Fox
Kenyon College, Gambier (A , N , P , men)
William F. Peirce
Theology—Charles E. Byrer
Lake Erie College, Painesville (A , N , P , wo.).
Vivian B. Small.
Marietta College, Marietta (A., N., Cong., coed)
Edward S. Parsons.
Miami University, Oxford (A., N., St , coed.)
A. H Upham.
Arts and sciences—Howard Robinson.
Education (N , T)—E. J. Ashbaugh.
Fine arts—Theodore Kratt.
Business—H. C. Dale.
Mount Union College, Alliance (A., N., M. E , coed.).
William H. McMaster.
Arts and sciences—J. B. Bowman.
Education—J. B. Bowman.
Music—Richard Oppenheim.
Summer school—J. B Bowman.
Muskingum College, New Concord (N., U. Breth., coed).
R. N Montgomery.
Arts and sciences—R. W. Ogan.
Education—J. G. Lowry.
Music—Milton F. Rehg.
Summer school—J. G. Lowry
Speech—C. R. Layton
Notre Dame College, South Euclid (N., R. C , wo).
Mother Mary Evarista.
Arts and sciences—Sister Mary Agnes.
Oberlin College, Oberlin (A , N., P., coed.).
Ernest H. Wilkins.
Arts and sciences—Charles N. Cole.
Theology—Thomas W. Graham.
*Music—Frank H. Shaw.
Summer school—Carl D. Burtt.
Ohio Northern University, Ada (M. E., coed.).
Robert Williams.
Arts and sciences—H. E. Huber.
Law—Claude W Pettit.
*Pharmacy—Rudolph H. Raabe.
Engineering—John A. Neely.

[1] From directory for 1932.

Ohio State University, Columbus (A., N., St., coed.).
George W. Rightmire.
Arts and sciences—Walter J. Shepard.
Graduate—William McPherson.
*Law—Herschel W. Arant
*Medicine—J. H. J. Upham
*Dentistry—H. M. Semans.
Nursing—Alpha L. Johnson, acting.
*Pharmacy—Clair A. Dye
Education—George F. Arps
Agriculture—John F. Cunningham
Engineering—E. A. Hitchcock.
*Commerce—Walter C. Weidler.
*Journalism—J. S. Myers.
Bureau of Research—W. W. Charters
Summer school—William McPherson
Social Administration—Charles C. Stillman

Ohio University, Athens (A., N., St., coed.).
Elmer B. Bryan
Arts and sciences—Edwin W. Chubb
Education (N., T.)—Thomas C. McCracken,
Music—Clarence C. Robinson
Commerce—Charles M. Copeland

Ohio Wesleyan University, Delaware (A., N., M. E., coed.)
Edmund D. Soper

Otterbein College, Westerville (A., N., U. Breth., coed.).
Walter G. Clippinger.
Art—Mrs. Delphine Dunn.
Music—Glenn G. Grabill

St. John's University, Toledo (R. C.).
Gerald A. Fitzgibbons.
Arts and sciences:
St. John's College (men)—Edward A. Maher
Mary Manse College (wo.)—Sister M. Aquinas
Education (coed.)—Francis Macelwane.

St. Mary's of the Springs College, East Columbus (R. C., wo.).
Sister Bernadina.
Arts and sciences—Sister Jane de Chantal.

University of Akron, Akron (A., N., C., coed.).
George F. Zook
Arts and sciences—Albert J. Spanton
Education—Albert J. Spanton, acting.
Engineering and commerce—Fred E. Ayer
Summer school—Howard R. Evans.

University of Cincinnati, Cincinnati (A., N., C., coed.)
Raymond Walters
Arts and sciences—William W. Hewett.
Graduate—L. T. More.
*Law—M. F. Ferson.
*Medicine—A. C. Bachmeyer.
Nursing—Catherine Buckley.
Education—L. A. Pechstein.
*Commerce and engineering—Herman Schneider.
Summer school—L. A. Pechstein.
Household administration—Elizabeth Dyer.
*Applied art—Herman Schneider.

University of Dayton, Dayton (R. C., men.)
Bernard P. O'Reilly.[1]

University of Toledo (N., C., coed.)
Arts and sciences—Andrew J. Townsend.
Law—Charles W. Racine.
Pharmacy—William M. Reed
Education—David W. Henry.
Business administration—Clair K. Searles.
Summer school—Lee W. MacKinnon.

Ursuline College, Cleveland (N., R. C., wo.).
Mother Mary Veronica
Arts and sciences—Sister Mary Gonzaga.
Summer school—Sister Mary Gonzaga.

Western College, Oxford (A., N., P., wo.).
Ralph K. Hickok.
Arts and sciences—Alice H. Byrne

Western Reserve University, Cleveland (A., N., P., coed.).
Robert E. Vinson.
Arts and sciences:
Adelbert College (men)—W. D. Trautman.
Flora Stone Mather College (wo.)—Helen M. Smith.

Western Reserve University, Cleveland—Contd.
Robert E. Vinson—Continued.
Graduate—Elbert J. Benton.
*Law—Walter T. Dunmore
*Medicine—Torald Sollmann.
*Dentistry—Frank M. Casto
Nursing—Marion G. Howell.
*Pharmacy—Edward Spease
Education (N., T.)—Charles W. Hunt
Applied social sciences—James E. Cutler
*Library science—Herbert S. Hirshberg.
Summer school—Charles W. Hunt.
Architecture—Francis R. Bacon
Cleveland College (downtown)—A. Caswell Ellis.

Wilmington College, Wilmington (Fr., coed.).
Walter L. Collins
Arts and sciences—H. H. Vannorsdall

Wittenberg College, Springfield (A., N., Luth., coed.).
Rees E. Tulloss.
Arts and sciences—C. G. Shatzer
Theology—H. L. Marmer
*Music—F. L. Bach.
Summer school—H. J. Arnold.

Xavier University, Cincinnati (R. C., men)
Hugo F. Sloctemyer
Arts and sciences—Edward Carrigan.
Graduate—Victor C. Stechschulte, acting.
Law—Denis J. Ryan
Education—William H. Fitzgerald.
Commerce—Alphonse Fisher
Summer school—William H. Fitzgerald.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Bonebrake Theological Seminary, Dayton (U. Breth., coed.)
J. H. Harris

Case School of Applied Science, Cleveland (A., N., P., men).
William E. Wickenden
Engineering—Theodore M. Focke.
Summer school—Theodore M. Focke

Central Theological Seminary of the Reformed Church in U. S., Dayton (coed.).
Henry J. Christman.

Cincinnati College of Pharmacy, Cincinnati (P., coed.)
Fred S. Kotte

*Cincinnati Conservatory of Music, Cincinnati (P., coed.)
Robert A. Taft

Cleveland Law School, Cleveland (P., coed.).
Willis Vickery.

*College of Music of Cincinnati, Cincinnati (P., coed.).
Sidney C. Durst.

Hebrew Union College, Cincinnati (Jewish, men).
Julien Morgenstern.
Theology.
Summer school.

Lane Theological Seminary, Cincinnati (Presb., men)
R. Ames Montgomery

Mount St. Mary of the West, Cincinnati (R. C., men).
George J. Rehring.
Theology.

St. Charles Seminary, Carthagena (R. C., men).
O. F. Knapke.
Theology.

Y. M. C. A. Night Law School, Cincinnati (Coed.).
C. DeWitt Norton.

TEACHERS COLLEGES

Bowling Green State College, Bowling Green (N., T., St., coed.).
H. B. Williams.

Kent State College, Kent (N., T., St., coed.)
James O. Engleman

Teachers College, Athenæum of Ohio, Cincinnati (T., R. C., coed.).
John P. McNicholas.

[1] From directory for 1932.

NEGRO INSTITUTIONS

Wilberforce University, Wilberforce (A. M. E., coed.).
R. R. Wright, jr.
Arts and sciences—F. A. McGinnis
Education—Howard D. Gregg, superintendent.
Theology—George F. Woodson.
Music—Charles S. Saulsbury
Summer school—F. A. McGinnis

JUNIOR COLLEGES

Columbus Y. M. C. A. Schools, Columbus (coed.)
Charles M. Roudebush.
Fenn College, Cleveland (Y. M. C. A., men).
C. V. Thomas.
Rio Grande College, Rio Grande (Bapt., coed.).
William A. Lewis
Urbana Junior College, Urbana (Swed'b., coed.).
Russell Eaton
Y. M. C. A. School of Commerce, Cincinnati (coed.).
C. DeWitt Norton.
Y. M. C. A. Schools, Dayton (coed.).
G. H. McConaughty.

OKLAHOMA

UNIVERSITIES AND COLLEGES

Bethany Peniel College, Bethany (Naz., coed.)
A. K. Bracken
Catholic College of Oklahoma for Women, Guthrie (R. C.)
Mother Mary Agnes Arvin.
Arts and sciences—Mother M. Agnes.
Education—Sister M. Gertrude.
Summer school—Sister M. Gertrude.
Oklahoma Agricultural and Mechanical College, Stillwater (N., St., coed.).
Henry G. Bennett.
Arts and sciences—C. H. McElroy.
Graduate—D. C. McIntosh
Education—Herbert Patterson.
Agriculture—C. P. Blackwell.
Engineering—Philip S. Donnell
Commerce—Raymond D. Thomas.
Home economics—Nora A. Talbot.
Summer school—Herbert Patterson.
Oklahoma Baptist University, Shawnee (Bapt., men).
W. C. Boone.
Arts and sciences—R. E. Crump.
Music—Paolo Conte.
Oklahoma City University, Oklahoma City (M. E., coed.).
Eugene M. Antrim.
Arts and sciences—Thomas A. Williams.
Fine arts—Clarence Burg.
Summer school—Clinton M. Allen.
Oklahoma College for Women, Chickasha (A., N., St.).
M. A. Nash.
Arts and sciences—Howard H. Taylor.
Panhandle Agricultural and Mechanical College, Goodwell (J., St., coed.).
Albert W. Fanning.
Arts and sciences—O. S. Willham.
Phillips University, Enid (N., Disc., coed.).
I. N. McCash.
Arts and sciences—A. F. Reiter.
Education—M. L. Perkins.
Theology—F. H. Marshall.
Music—C. D. Hahn.
University of Oklahoma, Norman (A., N., St., coed.).
William B. Bizzell.
Arts and sciences—Samuel W. Reaves.
Graduate—Homer L. Dodge.
*Law—Julien C. Monnet.
*Medicine—L. J. Moorman.
Nursing—Candice M. Lee.
*Pharmacy—D. B. R. Johnson.
Education—Ellsworth Collings.
Engineering—James H. Felgar.
Art—Oscar B. Jacobson.
*Music—Frederik Holmberg.
*Commerce—Arthur B. Adams.

University of Oklahoma—Continued.
William B. Bizzell—Continued
†Library science—Jesse L. Rader
*Journalism—Harold H. Herbert
Summer school—Ellsworth Collings.
University of Tulsa, Tulsa (N., P., coed.).
John D. Finlayson
Arts and sciences—R. L. Langenheim.
Fine arts—Albert Lukken
Summer school—John E. Fellows.

TEACHERS COLLEGES

Central State Teachers College, Edmond (N., T., St., coed.)
M. A. Beeson
East Central State Teachers College, Ada (N., T., St., coed.).
A. Lindscheid.
Northeastern State Teachers College, Tahlequah (N., T., St., coed.).
M. P. Hammond[1]
Northwestern State Teachers College, Alva (N., T., St., coed.).
W. W. Parker
Southeastern State Teachers College, Durant (N., T., St., coed.).
Eugene S. Briggs.
Southwestern State Teachers College, Weatherford (N. T., St., coed.)
C. W. Richards.

NEGRO INSTITUTIONS

Colored Agricultural and Normal University, Langston (St., coed.).
I. W. Young.
Arts and sciences—Benjamin F. Lee.
Education—J. E. Patterson.
Agriculture—W. E. Simms
Industrial Arts—L. Gude, director.
Summer school—Benjamin F. Lee

JUNIOR COLLEGES

Cameron State Agricultural College, Lawton (St., coed.)
Charles M. Conwill
Conners State Agricultural College, Warner (St., coed.)
H. C. King.
Eastern Oklahoma College, Wilburton (St., coed.).
E. E. Tourtellotte.
Junior College, Muskogee (C., coed.).
Bessie M. Huff.
Murray State School of Agriculture, Tishomingo (St., coed.).
Clive E. Murray.
Northeastern Oklahoma Junior College, Miami (N., St., coed.).
Lloyd B. Drake.[1]
Oklahoma Military Academy, Claremore (St., coed.).
Col. Walter E. Downs.
Oklahoma Presbyterian College, Durant (So. Presb., coed.).
Ebenezer Hotchkin.
Junior College, Okmulgee (C., coed.).
F. Lyman Tibbitts.
University Preparatory School and Junior College, Tonkawa (St., coed.).
R. R. Robinson.

OREGON

UNIVERSITIES AND COLLEGES

Albany College, Albany (W., Presb., coed.).
Thomas W. Bibb
Linfield College, McMinnville (W., Bapt., coed.).
Elam J. Anderson.
Music—Alice Clement.
Oregon Agricultural College, Corvallis (A., W., St., coed.).
William J. Kerr, chancellor.
*Pharmacy—A. Zielle.
Education—J. R. Jewell.
Agriculture—William A. Schoenfeld.
Engineering—H. S. Rogers
Commerce—H. V. Hoyt.

From directory for 1932.

Oregon Agricultural College—Continued.
William J. Kerr, chancellor—Continued.
Forestry—G W Seavy
Science—E L Packard.
Home economics—Ava B Milam.
Pacific College, Newberg (Fr, coed).
Levi T. Pennington
Pacific University, Forest Grove (W., P., coed)
John F Dobbs.
Reed College, Portland (A., W., P., coed.).
Norman E Coleman
University of Oregon, Eugene (A., W., St, coed).
William J Kerr, chancellor
Arts and letters—C. V Boyer
Graduate—George Rebec
*Law—R B. Dillehunt
Education—J R. Jewell.
*Music (School of Fine Arts)—Ellis F. Lawrence
*Commerce—H. V Hoyt.
*Journalism—Eric W Allen
Social science—James H Gilbert.
Willamette University, Salem (A., W., M. E, coed.)
Carl G Doney.
Arts and sciences—Frank M. Erickson
Law—Roy M. Lockenour.
Music—Cameron Marshall.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Eugene Bible University, Eugene (Disc., coed.)
S. Earl Childers
North Pacific College of Oregon, Portland (P., coed).
Herbert C Miller.
*Dentistry—Louis J. Fitz Patrick.
*Pharmacy—Antone O Mickelsen
Northwestern College of Law, Portland (P., coed.).
J. Hunt Hendrickson

NORMAL SCHOOLS

Eastern Oregon Normal School, La Grande (W, St., coed)
H E. Inlow
Oregon Normal School, Monmouth (W., St., coed.).
J. A. Churchill.
Southern Oregon Normal School, Ashland (W, St., coed).
Walter Redford

JUNIOR COLLEGES

Columbia University, Portland (R. C, men).
Louis M. Kelley.
Mount Angel College and Seminary, St. Benedict (W., R C, men).
Alcuin Heibel.

PENNSYLVANIA

UNIVERSITIES AND COLLEGES

Academy of the New Church, Bryn Athyn (Ch. of N Jeru., coed)
Nathaniel D Pendleton
Arts and sciences—Charles R. Pendleton.
Theology—Alfred Acton.
Albright College, Reading (M, Evan., coed).
J. Warren Klein, acting.
Theology—S. C. Breyfogel.
Summer school—Lewis E. Smith.
Allegheny College, Meadville (A, M., P, coed).
William P. Tolley
Beaver College, Jenkintown (Presb, wo.).
Walter B. Greenway.
Arts and sciences—Virgil Ryder.
Summer school—Virgil Ryder.
Bryn Mawr College, Bryn Mawr (A., M., P., wo.).
Marion E. Park.
Arts and sciences—Helen T. Manning.
Graduate—Eunice M. Schenck.
Bucknell University, Lewisburg (A., M., Bapt, coed.)
Homer P. Rainey.
Summer school—J. H. Eisenhauer.
Cedar Crest College for Women, Allentown (Ref.)
William F Curtis.
College Misericordia, Dallas (R. C., wo).
Sister Mary Loretta
Arts and sciences—Sister Mary Catharine.
Dickinson College, Carlisle (A, M, P, coed).
Karl T. Waugh
Dropsie College, Philadelphia (Jewish., coed.).
Cyrus Adler.
Graduate school.
Duquesne University of the Holy Ghost, Pittsburgh (R. C, coed).
J J Callahan.
Arts—M. J Brannigan
Science—J. P. O'Carroll.
Graduate—Stephen J Bryan.
Law—John E. Laughlin.
*Pharmacy—Hugh C. Muldoon.
Education—Raymond V. Kirk.
Theatre arts—Clinton E Lloyd.
Music—Joseph A. Rauterkus.
Commerce—Albert B Wright
Elizabethtown College, Elizabethtown (Breth., coed.)
R. W. Schlosser
Summer school—A C. Baugher.
Franklin and Marshall College, Lancaster (A., M., Ref, men).
Henry H. Apple.
Geneva College, Beaver Falls (M., Ref., coed).
M M Pearce
Summer school—J C. Twinem.
Gettysburg College, Gettysburg (A., M., Luth, men).
Henry W A Hanson
Grove City College, Grove City (M., P., coed).
Weir C Ketler.
Haverford College, Haverford (A., M., Fr., men)
William W Comfort
Immaculata College, Immaculata (M., R C, wo.).
Anthony J. Flynn.
Arts and sciences—Sister M Cosmas
Summer school—Sister Maria Alma
Juniata College, Huntingdon (M., Breth, coed).
Charles C. Ellis.
Lafayette College, Easton (A., M., Presb, men).
William M. Lewis.
La Salle College, Philadelphia (M., R C, men)
Brother F Anselm.
Arts and sciences—Brother C. Lucian
Lebanon Valley College, Annville (M, U. Breth., coed)
J. Raymond Engle, acting
Summer school—C. R. Gingrich, secretary
Lehigh University, Bethlehem (A, M., P., men).
Charles R Richards
Arts and sciences—P. M Palmer.
Business administration—Neil Carothers
Summer school—N M. Emery.
Marywood College, Scranton (M., R. C., wo).
Sister M. Immaculata.
Summer school—Sister M. Immaculata.
Mercyhurst College, Erie (M., R. C, wo.).
Sister M de Sales Preston
Moravian College and Theological Seminary, Bethlehem (M., Morav, men).
William N. Schwarze
Arts and sciences—Albert G. Rau.
Theology—W. Vivian Moses.
Moravian Seminary and College, Bethlehem (Morav, wo)
Edwin J Heath.
Mount St Joseph College, Chestnut Hill (M., R C., wo.).
Mother Mary James
Arts and sciences—Sister Maria Kosta
Muhlenberg College, Allentown (A., M., Luth., men)
John A W. Haas.
Arts and sciences—Robert C. Horn.
Summer school—Isaac M Wright.
Pennsylvania College for Women, Pittsburgh (M., P)
Cora H. Coolidge.
Arts and sciences—M. Hellen Marks

[1] From directory for 1932.

Pennsylvania State College, State College (A , M., St , coed)
Ralph D. Hetzel
Liberal arts—Charles W Stoddart
Graduate—Frank D Kern
Education—Will G Chambers
Agriculture—Ralph L. Watts.
Engineering—Robert L Sackett
Mineral industries—Edward Steidle
Chemistry and physics—Frank C. Whitmore
Summer school—Will G Chambers
Rosemont College, Rosemont (M , R. C , wo)
Mother Mary Ignatius
Arts and sciences—Mother Mary Cleophas
Summer school—Mother Mary Cleophas.
St Francis College, Loretto (R C., men)
Raphael Brehony
Arts and sciences—John P J Sullivan, rector
Graduate—John P M Doyle, rector
Education—Francis DeSales Dwerkotte.
Theology—Alfred I. M Dove
Summer school—John P. J. Sullivan
St Joseph's College, Philadelphia (M , R C , men).
William T. Tallon.
Arts and sciences—Thomas J. Higgins.
St Thomas College, Scranton (M., R. C , men).
Brother D. Edward.
St Vincent College, Latrobe (R C , men).
Alfred Koch
Arts and sciences—Bonaventure Roethmeier
Seton Hill College, Greensburg (M , R. C., wo).
James A. W. Reeves.
Summer school—Sister Jane Elizabeth Smith.
Susquehanna University, Selinsgrove (M., Luth , coed).
G Morris Smith.
Arts and sciences—George S. Dunkelberger.
Music—E Edwin Sheldon
Summer school—George F. Dunkelberger.
Swarthmore College, Swarthmore (A , M., Fr , coed)
Frank Aydelotte
Temple University, Philadelphia (M., P , coed)
Charles E Beury.
Arts and sciences—James H. Dunham
Law—Francis Chapman
*Medicine—William N. Parkinson.
†Dentistry—I. Norman Broomell.
Nursing—Margaret McMahon.
*Pharmacy—Frank H. Eby.
Education—George E. Walk.
Theology—William A. Freemantle.
Music—Thaddeus Rich.
Commerce—Milton F. Stauffer.
Chiropody—R. Ray Willoughby.
Oral Hygiene—Willard S. Broomell.
Summer school—Harry A. Cochran
Thiel College, Greenville (M., U Breth , coed.).
E. Clyde Xander.
Arts and sciences—Luther Malmberg.
University of Pennsylvania, Philadelphia (A , M , P., coed.).
Thomas S. Gates.
Arts and sciences—Paul H. Musser.
Graduate—H. Lamar Crosby.
*Law—Herbert F. Goodrich.
*Medicine—William Pepper.
*Dentistry—Charles R Turner.
Education—John H. Minnick.
Engineering (Towne Scientific School)—Robert H. Fernald.
Engineering (Moore School of Electrical Engineering)—Harold Pender
Fine arts—Warren P. Laird.
*Commerce—Emory R. Johnson
Veterinary medicine—George A. Dick.
Graduate school of medicine—George H Meeker.
Summer school—John Dolman.
University of Pittsburgh, Pittsburgh (A., M., P , coed.).
John G. Bowman.
Arts and sciences—L. P. Sieg.
Graduate—L. P. Sieg.
*Law—Alexander M. Thompson.

[1] From directory for 1932.

University of Pittsburgh, Pittsburgh—Continued.
John G. Bowman—Continued
*Medicine—Raleigh R. Huggins
*Dentistry—H. Edmund Friesell
*Pharmacy—C Leonard O'Connell.
Education—L P Sieg, acting
Engineering and mines—E A. Holbrook
*Business administration—A. H. Armbruster, assistant dean.
Summer school—F W Shockley.
Junior colleges:
Erie Center, Erie—W W. D. Sones
Johnstown Center, Johnstown.
Uniontown Center, Uniontown—Kendall S Tesh
Ursinus College, Collegeville (A , M , Ref., coed.).
George L. Omwake
Villa Maria College, Erie (R. C , wo)
Joseph J Wehrle
Villanova College, Villanova (M , R C , coed)
E. V. Stanford.
Arts—E. A. Mauch.
Graduate—J. C Bartley
Science—J. M. Dougherty
Engineering—Carl T. Humphrey.
Theology—Frank A. Diehl
Commerce and finance—J. C. Bartley.
Summer school—J. C. Bartley.
Washington and Jefferson College, Washington (A , M , Presb., men)
Ralph C. Hutchison.
Waynesburg College, Waynesburg (Presb , coed)
Paul R. Stewart.
Music—Nelle P Reinhart.
Summer school—Chauncy C Lively
Westminster College, New Wilmington (A., M , Presb , coed).
Robert F. Galbreath.
Music—Alan B Davis.
Wilson College, Chambersburg (A , M., Presb , wo)
Ethelbert D Warfield.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Augustinian Monastery of St. Thomas of Villanova, Villanova (R. C , men).[1]
Carnegie Institute of Technology, Pittsburgh (A., M., P., coed.).
Thomas S. Baker.
General studies—Roscoe M. Ihrig.
Margaret Morrison Carnegie College (womens college)—Charles Watkins, chairman of the faculty
Engineering—Webster N. Jones
Fine arts—Glendinning Keeble.
*Library science—Ralph Menn.
Summer school—Robert B. Leighou.
*Combs Conservatory of Music, Philadelphia (P , coed).
Gilbert R. Combs.
Crozer Theological Seminary, Chester (Bapt., men).
Milton G. Evans.
*Dickinson School of Law, Carlisle (P., men).
W. A. Valentine.
Divinity School of the Protestant Episcopal Church, Philadelphia (men).
George G. Bartlett [1]
Drexel Institute, Philadelphia (A., M., P., coed.).
Parke R. Kolbe.
Engineering———
Business administration—W. Ralph Wagenseller.
*Library science—Anne W. Howland.
Home economics—Grace Godfrey.
*Hahnemann Medical College and Hospital, Philadelphia (P., men).
W. A. Pearson.
*Jefferson Medical College, Philadelphia (P., men).
Ross V. Patterson
Lutheran Theological Seminary, Gettysburg (men)
John Aberly.
Lutheran Theological Seminary, Philadelphia (men).
Charles M. Jacobs.

[1] No report.

Pennsylvania Military College, Chester (P., men).
Frank K. Hyatt [1]
*Philadelphia College of Osteopathy, Philadelphia (P , coed)
Edgar O Holden
*Philadelphia College of Pharmacy and Science, Philadelphia (P., coed)
Wilmer Krusen
*Pittsburgh Musical Institute, Pittsburgh (P., coed).
Charles N Boyd, Dallmeyer Russell, and William H Oetling, directors
Pittsburgh-Xenia Theological Seminary, Pittsburgh (U Presb , men).
John McNaugher
Reformed Presbyterian Theological Seminary, Pittsburgh (men).
R J G. McKnight.
St Charles Borromeo Seminary (R C , men)
Edmond J Fitz Maurice [1]
Theology
St Vincent's Seminary, Philadelphia (R. C , men).
William Slattery [1]
Theology
Theological Seminary of the Reformed Church in the United States, Lancaster (men)
George W. Richards
Western Theological Seminary, Pittsburgh (Presb., men)
James A. Kelso
*Woman's Medical College of Pennsylvania, Philadelphia (P.).
Martha Tracy.

TEACHERS COLLEGES

State Teachers College, Bloomsburg (T., St , coed)
Francis B Haas.
State Teachers College, California (T , St , coed.)
Robert M Steele.
State Teachers College, Clarion (St., coed.).
G. C. L Riemer
State Teachers College, East Stroudsburg (T , St , coed.).
T. T Allen
State Teachers College, Edinboro (T , St , coed)
C. C Crawford.
State Teachers College, Indiana (T., St., coed).
C R Foster
State Teachers College, Kutztown (T , St , coed).
A. C Rothermel.
State Teachers College, Lock Haven (T , St , coed)
Dallas W. Armstrong
State Teachers College, Mansfield (T., St , coed)
William R Straughn.
State Teachers College, Millersville (T., St , coed.)
Landis Tanger.
State Teachers College, Shippensburg (T., St , coed.).
Albert L Rowland.
State Teachers College, Slippery Rock (T., St , coed.)
J. Linwood Eisenberg
State Teachers College, West Chester (T , St , coed.).
Norman W. Cameron [1]

NORMAL SCHOOLS

Henry Clay Frick Training School for Teachers, Pittsburgh (St and C., wo.).
Herbert L Spencer.
Ilman Training School for Kindergarten and Primary Teachers, Philadelphia (P , wo.)
Adelaide T. Ilman
Gratz College, Philadelphia (P., coed.).
Henry M. Speaker.[1]
Philadelphia Normal School, Philadelphia (C , coed.)
Florence A Doyle.
Teachers Training School, McKeesport (C., coed)
A. R. Kurtz

NEGRO INSTITUTIONS

Cheyney Training School for Teachers, Cheyney (St , coed.).
Leslie P. Hill.
Normal school.

Lincoln University, Lincoln University (M. P., men)
William H. Johnson

JUNIOR COLLEGES

Ogontz School, Ogontz School (P., wo.).
Abby A. Sutherland.
Penn Hall, School and Junior College, Chambersburg (P wo.)
F. S. Magill.
Williamsport Dickinson Seminary, Williamsport (M E., coed).
John W Long.

PHILIPPINE ISLANDS

UNIVERSITIES AND COLLEGES

University of the Philippines, Manila (Ter , coed.).
Rafael Palma.
Arts and sciences—Maximo M. Kalaw.
Law—Jorge Bocobo
Hygiene and public health—Fernando Calderon.
Medicine—Fernando Calderon
Nursing—Enriqueta Macaraig-Adriano.
Pharmacy—Mariano V. del Rosario
Education—Francisco Benitez.
Agriculture—Bienvenido M. Gonzales
Engineering—Edward R. Hyde.
Veterinary science—Gregorio San Agustin
Art—Fabian de la Rosa.
Music—Francisco Santiago.
Commerce—Conrado Benitez
Forestry—Arthur P Fischer.
Summer school—Leandro H. Fernandez.
Junior college, Cebu—Jose S. Reyes.
Junior college, Vigan—Agustin Alonzo

NORMAL SCHOOLS

Philippine Normal School, Manila (Ter., coed.).
R. K. Gilmore

PUERTO RICO

UNIVERSITIES AND COLLEGES

University of Puerto Rico, Rio Piedras (Ter., coed.).
Carlos E. Chardon, chancellor
Arts and sciences—Julio Garcia-Dfaz
Graduate—Julio Garcia-Dfaz.
Law—Rafael Martinez Alvarez
*Pharmacy—Lucas L. Velez.
Education—J. J. Osuna.
Agriculture—Carlos A. Figueroa.
Engineering—Carlos A. Figueroa
Business administration—J. B. Ortiz.
Summer school—J. J. Osuna.

RHODE ISLAND

UNIVERSITIES AND COLLEGES

Brown University, Providence (A , P., coed.).
Clarence A. Barbour.
Arts and sciences (men)—Samuel T. Arnold
Pembroke College (wo)—Margaret S Morriss.
Graduate—Roland G. D. Richardson.
Providence College, Providence (R. C., men).
Lorenzo C. McCarthy.
Arts and sciences—A. H. Chandler.
Summer school—A. H. Chandler
Rhode Island State College, Kingston (St., coed).
Raymond C. Bressler.
Arts and sciences—John Barlow.
Agriculture—George E. Adams.
Engineering—Royal L. Wales.
Home economics—Margaret Whittemore.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

*Rhode Island College of Pharmacy and Allied Sciences, Providence (P , coed.).
W. Henry Rivard.

[1] From directory for 1932.

TEACHERS COLLEGES

Rhode Island College of Education, Providence (St., coed.).
John L. Alger.

SOUTH CAROLINA

UNIVERSITIES AND COLLEGES

Clemson Agricultural College, Clemson College (S., St., men).
Enoch W. Sikes.
Arts and sciences—D. W. Daniel.
Agriculture—F. H. H. Calhoun.
Engineering—S. B. Earle.
Chemistry—R. N. Brackett.
Textile—H. H. Willis.
Coker College, Hartsville (S., Bapt., wo.).
Carlyle Campbell.
Columbia College, Columbia (M. E. So., wo.).
J. Caldwell Guilds.
Arts and sciences—D. D. Peele
Music—Fred H. Parker.
College of Charleston, Charleston (S., C., coed.).
Harrison Randolph.
Summer school—George D. Grice.
Converse College, Spartanburg (A., S., P., wo.).
Edward M. Gwathmey.
Erskine College, Due West (S., Presb., coed.).
Robert C. Grier.
Theology—Francis Y. Pressly.
Furman University, Greenville (A., S., Bapt., coed.).
W. J. McGlothlin.
Arts and sciences—R. M. Daniel.
Summer school—E. M. Highsmith.
Greenville Woman's College, Greenville (Bapt.).
H. W. Provence.
Lander College, Greenwood (M. E. So., wo.).
Richard H. Bennett.[1]
Limestone College, Gaffney (S., Bapt., wo.).
R. C. Granberry.
Arts and sciences—Rosa Paschae.
Summer school—Theron C. McGee.
Newberry College, Newberry (Luth., coed.).
James C. Kinard.
Presbyterian College of South Carolina, Clinton (S., men).
John McSween.
The Citadel, The Military College of South Carolina, Charleston (A., St., men).
Gen. C. P. Summerall.
Arts and sciences—O. J. Bond.
University of South Carolina, Columbia (A., S., St., coed.).
Leonard T. Baker.
Arts and sciences—F. W. Bradley.
Graduate—Reed Smith.
*Law—J. Nelson Frierson.
*Pharmacy—E. T. Motley.
Education—Orin F. Crow.
Engineering—Walter E. Rowe.
Commerce—George E. Olson.
Journalism—J. Rion McKissick.
Summer school—J. A. Stoddard.
Winthrop College, Rock Hill (A., S., St., wo.).
James P. Kinard.
Summer school—James P. Kinard.
Wofford College, Spartanburg (A., S., M. E. So., men).
Henry N. Snyder.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Lutheran Theological Seminary, Columbia (men).
Andrew G. Voight.
*Medical College of the State of South Carolina, Charleston (St., coed.).
Robert Wilson.
Nursing (wo.).
*Pharmacy (coed.).

NEGRO INSTITUTIONS

Benedict College, Columbia (Bapt., coed.).
C. B. Antisdel[1]
State Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina, Orangeburg (St., coed.).
M. F. Whittaker.

JUNIOR COLLEGES

Anderson College, Anderson (Bapt., coed.).
Annie D. Denmark.

SOUTH DAKOTA

UNIVERSITIES AND COLLEGES

Augustana College, Sioux Falls (N., Luth., coed.)
C. M. Granskou.
Summer school—W. P. Hieronymus.
Dakota Wesleyan University, Mitchell (M. E., coed.).
Earl A. Roadman.
Arts and sciences—Melvin Hyde.
Nursing—Mabel O. Woods.
Music—Alvah Beecher.
Huron College, Huron (N., Presb., coed.).
Royal C. Agne.
Sioux Falls College, Sioux Falls (J., Bapt., coed.).
C. R. Sattgast.
South Dakota State College of Agriculture and Mechanic Arts, Brookings (N., St., coed.).
Charles W. Pugsley.
General science—George L. Brown
*Pharmacy—Earl R. Serles.
Agriculture—Christian Larsen.
Engineering—Harold M. Crothers.
Home economics—Edith Pierson
Summer school—L. M. Hrudka.
University of South Dakota, Vermillion (A., N., St., coed.).
Herman G. James.
Arts and sciences—E. S. Sparks
Graduate—A. M. Pardee
*Law—Marshall McKusick.
*Medicine—A. G. Pohlman.
Education—W. H. Batson
Engineering—L. E. Akeley.
Fine arts—W. R. Colton.
Commerce—E. S. Sparks.
Summer school—W. H. Batson
Yankton College, Yankton (N., Cong., coed.).
G. W. Nash
Arts and sciences—M. A. Stewart.
Education—Emma Meistrik.
Theology—Helmut Schulz.
Music—L. N. Dailey.
Summer school—Emma Meistrik.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

South Dakota State School of Mines, Rapid City (N., St., coed.).
C. C. O'Hara.

TEACHERS COLLEGES

Northern Normal and Industrial School, Aberdeen (N., T., St., coed.).
David A. Anderson.

NORMAL SCHOOLS

Eastern State Normal School, Madison (T., St., coed.).
E. A. Bixler, acting.
Southern State Normal School, Springfield (T., St., coed.).
Carl G. Lawrence.
State Normal School, Spearfish (N., T., St., coed.).
E. C. Woodburn.

[1] From directory for 1932.

JUNIOR COLLEGES

Freeman Junior College, Freeman (Menon., coed).
John D Unruh, acting
Notre Dame Junior College, Mitchell (R C , coed)
J M Brady.
Redfield College, Redfield (Cong , coed).
Helmut Schulz
Wessington Springs College, Wessington Springs (F Meth., coed.)
Harry B Ansted

TENNESSEE

UNIVERSITIES AND COLLEGES

Bethel College, McKenzie (Presb , coed.).
L L. Thomas.
Arts and sciences—H. B Evans
Theology—
Carson-Newman College, Jefferson City (S , Bapt., coed).
James T Warren.
Arts and sciences—A. E. Cate.
Summer school—A E. Cate.
Cumberland University, Lebanon (Presb , coed).
Ernest L. Stockton
Arts and sciences—William D. Young
Law—William R Chambers.
King College, Bristol (Presb., coed)
Charles W. Henry.
Lambuth College, Jackson (M. E. So . coed).
Richard E. Womack.
Lincoln Memorial University, Harrogate (P , coed.).
Stewart W. McClelland.
Arts and sciences—H. A Miley.
Summer school—H. A. Miley.
Maryville College, Maryville (S , Presb., coed)
Ralph W Lloyd.
Milligan College, Milligan College (P., coed).
H. J. Derthick
Southwestern College, Memphis (S., Presb , coed).
Charles E Diehl.
Arts and sciences—Robert W. Hartley.
Tennessee College, Murfreesboro (Bapt., wo.)
Edward L. Atwood.
Tennessee Polytechnic Institute, Cookeville (St , coed.).
Q. M. Smith.
Arts and sciences—A. W. Smith.
Tusculum College, Tusculum (S , P., coed)
Charles A. Anderson
Union University, Jackson (Bapt , coed.).
John J. Hurt.
University of Chattanooga, Chattanooga (A , S., M. E. So , coed.).
Alexander Guerry.
University of the South, Sewanee (A , S , P. E , men).
Benjamin F. Finney.
Arts and sciences—George M. Baker
Theology—Charles L. Wells
University of Tennessee, Knoxville (A , S , St., coed)
H. A. Morgan.
Arts and sciences—James D. Hoskins.
*Law—H. B. Witham.
*Medicine—O. W. Hyman.
*Dentistry—
Nursing—Ella G. Hinton.
*Pharmacy—A. R. Bliss, jr.
Education—John A Thackston.
Agriculture—C A. Willson.
Engineering—Charles E. Ferris
Commerce—Theo. W. Glocker.
Economics—Jesse W. Harris.
Summer school—John A Thackston.
University of Tennessee Junior College, Martin—Porter Claxton, executive officer.
Vanderbilt University, Nashville (A., S., P , coed)
James H. Kirkland, chancellor.
Arts and sciences—Franklin C. Paschal
*Law—Earl C. Arnold
*Medicine—Walter S. Leathers.
Nursing—Shirley C. Titus
Engineering—Fred J. Lewis, chairman of the faculty, acting.
Theology—George B Winton.

[1] From directory for 1932.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Atlanta Theological Seminary Foundation, Nashville (Cong , coed)
William J. Campbell.
Chattanooga College of Law, Chattanooga (P , coed.)
W. B. Swaney
Du Bose Memorial Church Training School, Monteagle (P. E , men).
A. G Richards.
Johnson Bible College, Kimberlin Heights (Chris., men).
Alva R Brown.
*Nashville Conservatory of Music, Nashville (P , coed)
Gaetano S. de Luca.

TEACHERS COLLEGES

George Peabody College for Teachers, Nashville (A , S., P , coed)
Bruce R. Payne.[1]
State Teachers College, Johnson City (S., T., St., coed)
Charles C Sherrod.[1]
State Teachers College, Memphis (S., T., St., coed.).
John W. Brister.
State Teachers College, Murfreesboro (S., T., St , coed)
P. A Lyon [1]

NORMAL SCHOOLS

Austin Peay Normal School, Clarksville (St., coed.).
P. P. Claxton.

NEGRO INSTITUTIONS

Fisk University, Nashville (S., P., coed.)
Thomas E. Jones.
Arts and sciences—A A Taylor.
Knoxville College, Knoxville (†S., U. Presb., coed.).
James K. Giffin
Arts and sciences—Hardy Liston.
Lane College, Jackson (M. E., coed.).
J. F Lane
Arts and sciences—Dewey H. Tuggle
Theology—J. E. Toomer.
Summer school—P A. White.
LeMoyne Junior College, Memphis (A M A., coed).
Frank Sweeney.[1]
Morristown Normal and Industrial College, Morristown (M. E. So., coed.).
O. B. Chassell, acting.
*Meharry Medical College, Nashville (P., coed.).
John J Mullowney.
*Dentistry
†Pharmacy.
Tennessee Agricultural and Industrial State Teachers College, Nashville (St., coed.).
W J Hale

JUNIOR COLLEGES

David Lipscomb College, Nashville (Ch. of Christ., coed.).
Batsell Baxter.
Freed-Hardeman College, Henderson (P., coed.).
N. B. Hardeman.
Hiwassee College, Madisonville (‡S., M. E. So., coed).
J M. Colston [1]
Martin College, Pulaski (M. E. So., wo.).
Sinclair Daniel.[1]
Nashville Agricultural Normal Institute, Madison (P , coed).
E A. Sutherland.
Tennessee Wesleyan College, Athens (‡S., M. E. So , coed.).
James L. Robb.
Trevecca College, Nashville (Naz , coed.).
C, E. Hardy [1]
University of Tennessee Junior College, Martin (See University of Tennessee.)
Ward-Belmont School, Nashville (S , P , wo).
J. D Blanton.

TEXAS

UNIVERSITIES AND COLLEGES

Abilene Christian College, Abilene (Ch of Christ., coed.)
James F. Cox
Summer school—James F Cox.
Agricultural and Mechanical College of Texas, College Station (S , St , men)
T. O. Walton
Arts and sciences—T. D Brooks
Graduate—T D. Brooks
Veterinary medicine—M. Francis
Agriculture—E. J Kyle.
Engineering—F. C. Bolton.
Vocational teaching—C. H Winkler
Summer school—C H. Winkler.
Austin College, Sherman (Presb , coed).
Everett B. Tucker.
Summer school—E L. Foshee
Baylor College for Women, Belton (S., Bapt.).
J O. Hardy
Baylor University, Waco (S , Bapt , coed).
Pat M. Neff.
Arts and sciences—W. S. Allen.
Graduate—W S. Allen
*Law—Allen G. Flowers.
*Medicine—Walter H. Moursund.
*Dentistry—Frederick W. Hinds.
Nursing—Helen H. Lehmann.
*Music—Roxy H Grove.
Commerce—Adlon S. Lang.
Summer school—— ——.
Daniel Baker College, Brownwood (Presb., coed.).
S E. Chandler.
Summer school—T. H Hart.
Howard Payne College, Brownwood (Bapt , coed.).
Thomas H. Taylor.
Incarnate Word College, San Antonio (A , S , R. C , wo.)
Sister M Columkille.
Music—Sister Mary Lawrence.
McMurray College, Abilene (M. E. So., coed.).
J. W. Hunt
Our Lady of the Lake College, San Antonio (A., S., R. C., wo.).
Mother M Angelique, dean.
Summer school—Mother M. Angelique
Rice Institute, Houston (A., S., P., coed.).
Edgar O. Lovett [1]
St. Edward's University, Austin (R. C., men).
Hugh O'Donnell.
Arts and letters—Edgar J. Misch, director of studies.
Engineering—Frank J. Skeeler.
Commerce—Francis J. Boland.
Science—Frank O'Hara.
St. Mary's University of San Antonio (R. C., coed.).
Alfred H. Rabe
Simmons University, Abilene (S., Bapt., coed.).
J. D. Sandefer.
Arts and sciences—Julius Olsen.
Summer school—D. M. Wiggins.
Southern Methodist University, Dallas (S., M. E. So., coed.).
Charles C. Selecman.
Arts and sciences—Elzy D. Jennings.
Graduate—Ellis W. Shuler.
*Law—Charles S. Potts.
Education—Claude A. Nichols.
Engineering—Earl H. Flath.
Theology—James Kilgore, acting.
*Music—Paul van Katwijk.
*Commerce—William F. Hauhart.
Government—Herman H. Dulce.
Summer school—Claude A. Nichols.
Southwestern University, Georgetown (S., M. E. So., coed.).
King Vivion.
Arts and sciences—Oscar A. Ullrich.
Music—Henry E. Meyer.
Pastor's school—Edmund Heinsohn.
Summer school— ——.
Texas Christian University, Fort Worth (A., S., Chris., coed.).
Edward McS. Waits.
Arts and sciences—Colby D. Hall.
Graduate—John Lord.
Texas Christian University, Fort Worth—Con.
Edward McS. Waits—Continued.
Education—Raymond A Smith.
Theology—Colby D Hall.
Summer school—Colby D. Hall
Texas College of Arts and Industries, Kingsville (St , coed)
E. W Seale
Liberal arts- L. F. Connell.
Texas State College for Women, Denton (A , S , St).
Louis H. Hubbard.
Arts and sciences—E. V White.
Texas Technological College, Lubbock (S., St , coed).
Bradford Knapp.
Arts and sciences—J. M Gordon.
Agriculture—A. H Leidigh
Engineering—O V Adams, acting
Home economics—Margaret W. Weeks.
Summer school—J. M. Gordon
Texas Woman's College, Fort Worth (M E., So).
Tom W. Brabham
Arts and sciences—Law Zone
Fine arts—Brooks Morris.
Trinity University, Waxahachie (S., Presb , coed).
John H. Burma
Arts and sciences—Edward P. Childs.
University of Texas, Austin (A , S., St , coed).
Harry Y. Benedict.
Arts and sciences—H. T. Parlin.
Graduate—H. W. Harper.
*Law—Ira P Hildebrand.
*Medicine—George E. Bethel.
Nursing—Dorothy Rogers.
*Pharmacy—W. F. Gidley.
Education—B. F. Pittenger.
Engineering—T U. Taylor.
Mines and metallurgy, El Paso—Charles A. Puckett.
*Commerce—J. Anderson Fitzgerald.
Summer school—Harry Y. Benedict

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

Austin Presbyterian Theological Seminary, Austin (men).
Thomas W. Currie.
Jefferson School of Law, Dallas (P., coed.).
Andrew J. Priest.[1]
South Texas School of Law, Houston (Y. M. C. A., coed.).
A. L. Turner.
Southwestern Baptist Theological Seminary, Seminary Hill coed).
L. R. Scarborough.
Texas College of Mines and Metallurgy, El Paso. (See University of Texas.)
*Texas Dental College, Houston (P., coed.).
F C. Elliott.

TEACHERS COLLEGES

East Texas State Teachers College, Commerce (S., T., St., coed.).
Sam H. Whitley.[1]
North Texas State Teachers College, Denton (S., T , St , coed.).
R L Marquis.
Summer school.
Sam Houston State Teachers College, Huntsville (S., T., St., coed.).
H. F. Estill.
Southwest Texas State Teachers College, San Marcos (S., T., St., coed.).
C. E. Evans.
Stephen F. Austin State Teachers College, Nacogdoches (S., T., St., coed.).
A. W. Birdwell.
Summer school—A W. Birdwell.
Sul Ross State Teachers College, Alpine (S., T., St., coed.).
H. W. Morelock.
Summer school—Norman Spencer.
West Texas State Teachers College, Canyon (S., T., St., coed.).
J. A. Hill.[1]

[1] From directory for 1932.

NEGRO INSTITUTIONS

Bishop College, Marshall (†S., Bapt , coed).
Joseph J Rhoads.[1]
Butler College, Tyler (Bapt , coed)
J. V. McClellan.[1]
Guadalupe College, Seguin (P., coed)
J. R. Lockett [1]
Houston Colored Junior College, Houston (†S , C , coed).
J. T. Fox.
Jarvis Christian College, Hawkins (coed.).
J. N. Ervin.
Mary Allen Seminary, Crockett (S., Presb , wo).
B. R. Smith.
Junior College.
Paul Quinn College, Waco (A M. E , coed.).
Dean Mohr.[1]
Prairie View State Normal and Industrial College, Prairie View (St., coed.).
W. R Banks.
Arts and sciences—J. B. Cade.
Agriculture—L A. Potts.
Engineering—J. J Abernethy
Summer school—E. B. Evans.
St. Philips Junior College, San Antonio (P. E. coed.).
Miss A. Bowden.[1]
Texas College, Tyler (M. E., coed.)
Dominion R Glass.
Arts and sciences—George N. Redd
Summer school—George N. Redd.
Tillotson College, Austin (P., wo.).
Mary E. Branch.[1]
Wiley College, Marshall (†S., M. E., coed.).
M. W. Dogan.
Arts and sciences—V E. Daniel
Summer school—V. E. Daniel.

JUNIOR COLLEGES

Clifton Junior College, Clifton (Luth , coed)
O. Tyssen.
College of Marshall, Marshall (Bapt., coed.).
F. S. Groner.[1]
Decatur Baptist College, Decatur (coed).
J. L. Ward.
Edinburg College, Edinburg (C., coed.).
R. P. Ward.
Jacksonville College, Jacksonville (Bapt., coed)
Ben J. Albritton.
John Tarleton Agricultural College, Tarleton Station (S , St., coed.).
J. Thomas Davis.
Junior College, Amarillo (C., coed).
Basil E Masters.
Junior College, Brownsville (S , C , coed).
G. W. Gotke.[1]
Junior College, Clarendon (C., coed).
H. T. Burton.
Junior College, Gainesville (C , coed).
H. O. McCain.
Junior College, Hillsboro (C., coed.).
L. W. Hartsfield.[1]
Junior College, Houston (C., coed.)
E. E. Oberholtzer.
Junior College, Paris (C., coed.).
J. R. McLemore.
Junior College, Ranger (C., coed)
R. F Holloway.
Junior College, San Antonio (C., coed).
J. E. Nelson.
Junior College, Temple (C , coed).
L. C. Procter.
Junior College, Texarkana (S., C., coed.).
H. W. Stilwell.
Junior College, Tyler (S., C., coed)
J. M. Hodges.
Junior College, Wichita Falls (C., coed)
H. D. Fillera
Kidd-Key College, Sherman (M. E So , wo).
Edwin Kidd.[1]
Lamar College, Beaumont (formerly South Park Junior College), (S., Dist , coed.).
C W. Bingman.
Lon Morris College, Jacksonville (S , M. E. So , coed).
H. T. Morgan.
North Texas Agricultural College, Arlington (St , coed)
E E. Davis, dean.
Randolph Junior College, Cisco (Chris , coed.)
R. Lee Clark.
San Angelo College, San Angelo (C., coed).
Felix E. Smith
Schreiner Institute, Kerrville (P., men).
J. J Delaney.
Southwestern Junior College, Keene (S. D. Ad, coed).
Chester E Kellogg.
Charles H. Roberson.[1]
Texas Lutheran College, Seguin (coed.).
William F. Kraushaar.
Texas Military College, Terrell (P., men).
Mrs. Louis C. Perry.
Wayland Baptist College, Plainview (coed.).
G W. McDonald
Weatherford College, Weatherford (M E. So., coed)
R. G Boger.
Wesley College, Greenville (coed).
George B Jackson.
Westminster College, Tehuacana (M. P., coed.)
Frank W Stephenson.
Westmoorland College, San Antonio (M. E , wo.).
W. W. Jackson.[1]

UTAH

UNIVERSITIES AND COLLEGES

Brigham Young University, Provo (A., W., L. D. S., coed).
Franklin S. Harris.
Arts and Sciences—Carl F. Eyring.
Graduate—Christen Jensen
Education—A N. Merrill, acting.
Fine arts—Gerrit de Jong, jr
Commerce—H. R Clark, acting.
Applied science—Lowry Nelson.
Summer school—H. M. Woodward.
University of Utah, Salt Lake City (A., St , coed.).
George Thomas.
Arts and sciences—James L. Gibson.
*Law—William H Leary.
*Medicine—Lyman L Daines
Education (T)—Milton Bennion.
Engineering—R. B. Ketchum.
Commerce—Thomas A. Beal
Summer school—Milton Bennion.
Lower division—Leroy E. Cowles
Utah State Agricultural College, Logan (A., W., St., coed.).
Elmer G. Peterson.
Arts and sciences—Niels A. Pedersen.
Education—Ernest A. Jacobsen, acting.
Agriculture—Edward J. Maynard.
Engineering—Ray B West.
Commerce—William L. Wanlass.
Home economics—Christine B. Clayton
Summer school—James H. Linford
Branch Agricultural College, Cedar City.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

*McCune School of Music and Art, Salt Lake City (L. D. S., coed.).
Sylvester Q Cannon.

JUNIOR COLLEGES

Branch Agricultural College, Cedar City (See Utah State Agricultural College.)
College of St. Mary-of-the-Wasatch, Salt Lake City (R. C , wo)
Sister M. Madeleva
Dixie College, St George (L D. S., coed.).
Joseph K Nichols
Snow College, Ephraim (W., St., coed.).
Milton H. Knudsen.
Weber College, Ogden (W , L. D S , coed.).
Aaron W. Tracy
Westminster College, Salt Lake City (Presb., coed.)
H. W. Reherd.

[1] From directory for 1932.

VERMONT

UNIVERSITIES AND COLLEGES

Bennington College, Bennington (P., wo.)
Robert D. Leigh.
Middlebury College, Middlebury (A. P., coed.).
Paul D. Moody.
Summer school—Paul D. Moody.
Norwich University, Northfield (St., men)
Charles A. Plumley.
Arts and sciences—A. E. Winslow, acting.
St. Michael's College, Winooski (R. C., men)
Eugene Alliot.
University of Vermont, Burlington (A., St., coed.)
Guy W. Bailey.
Arts and sciences—Elijah Swift.
*Medicine—J. N. Jenne.
Agriculture—J. L. Hills.
Engineering—G. F. Eckhard
Summer school—B. C. Douglass.

NORMAL SCHOOLS

State Normal School, Castleton (St., coed.).
Caroline S. Woodruff.
State Normal School, Johnson (St., coed.).
Ralph C. Jenkins.

VIRGINIA

UNIVERSITIES AND COLLEGES

Bridgewater College, Bridgewater (S., Breth., coed.).
Paul H. Bowman.
College of William and Mary, Williamsburg (A., S., St., coed.).
Julian A. C. Chandler
Arts and sciences—K. J. Hoke
Jurisprudence—Theodore S. Cox
Education—K. J. Hoke
Summer session—K. J. Hoke.
Norfolk Division (branch college)—H. Edgar Timmerman, director
Emory and Henry College, Emory (S., M. E. So., coed.).
James N. Hillman.
Hampden-Sidney College, Hampden-Sidney (S., Presb., men.).
J. D. Eggleston.
Hollins College, Hollins (P., wo.).
Matty L. Cocke.
Arts and sciences—M. Estes Cocke.
Music—Erich Rath.
Lynchburg College, Lynchburg (S., Disc., coed.).
J. T. T. Hundley.
Arts and sciences—M. E. Sadler
Mary Baldwin College, Staunton (S., Presb., wo.)
L. Wilson Jarman.
Randolph-Macon College, Ashland (A., S., M. E. So., men).
Robert E. Blackwell.
Randolph-Macon Woman's College, Lynchburg (A., S., M. E. So.).
N. A. Pattillo[1]
Roanoke College, Salem (S., Luth., men)
Charles J. Smith.
Summer school—Charles R. Brown.
Sweet Briar College, Sweet Briar (A., S., P., wo.).
Meta Glass.
University of Richmond, Richmond (A., S., Bapt.)
F. W. Boatwright.
Arts and sciences (men)—R. B. Pinchback
Westhampton College (women)—May L. Keller.
*Law—M. Ray Doubles.
Summer School—W. L. Prince
Business administration—H. H. Seay, jr.
University of Virginia, Charlottesville (A., S., St., men).
John L. Newcomb, acting.
Arts and sciences—James M. Page.
Graduate (coed.)—John C. Metcalf.
*Law (coed.)—Armistead M. Dobie.
*Medicine (coed.)—James C. Flippin.
Education (coed.)—John L. Manahan.
Engineering—Walter S. Rodman.
*Commerce—Elbert A. Kincaid.
Summer school (coed.)—Charles G. Maphis.
Washington and Lee University, Lexington (A., S., P., men).
Francis P. Gaines.
Arts and sciences—Robert H. Tucker.
Graduate—Robert H. Tucker.
*Law—William H. Moreland.
*Commerce—Glover D. Hancock.
Applied science—James L. Howe.

INDEPENDENT PROFESSIONAL AND TECHNOLOGICAL SCHOOLS

*Medical College of Virginia, Richmond (St., coed.)
William T. Sanger.
*Medicine—Lee E. Sutton.
*Dentistry—Harry Bear.
Nursing—Helen Ziegler.
*Pharmacy—Wortley F. Rudd.
Protestant Episcopal Theological Seminary, Alexandria (men).
W. E. Rollins.
Union Theological Seminary, Richmond (Presb., men).
Benjamin R. Lacy, jr.
Virginia Military Institute, Lexington (S., St., men).
John A. Lejeune.
Virginia Polytechnic Institute, Blacksburg (S., St., coed.).
Julian A. Burruss.
The College—John E. Williams
Graduate—Louis O'Shaughnessy.
Agriculture—Harvey L. Price.
Engineering—Earl B. Norris.
Summer school—J. W. Watson, chairman.

TEACHERS COLLEGES

State Teachers College, Farmville (S., T., St., wo.).
J. L. Jarman
State Teachers College, Fredericksburg (S., T., St., wo.)
M. L. Combs.
State Teachers College, Harrisonburg (S., T., St., wo.).
Samuel P. Duke.
State Teachers College, Radford (S., T., St., coed.).
John P. McConnell.

NORMAL SCHOOLS

Richmond Normal School, Richmond (C., wo.).
W. D. Ellis.

NEGRO INSTITUTIONS

Armstrong Normal School, Richmond (C., coed.).
W. W. Townsend.
Bishop Payne Divinity School, Petersburg (P. E., men).
F. G. Ribble.
Hampton Institute, Hampton (†S., P., coed.).
Arthur Howe[1]
St. Paul Normal and Industrial School, Lawrenceville (P. E., coed.).
J. A. Russell
Virginia State College for Negroes, Petersburg (†S., St., coed.).
John M. Gandy.
Virginia Theological Seminary and College, Lynchburg (Bapt., coed.).
Vernon Johns[1]
Virginia Union University, Richmond (†S., Bapt., coed.).
William J. Clark.
Theology—John W. Barco.
Summer school—John W. Barco.

JUNIOR COLLEGES

Averett College, Danville (S., Bapt., wo.).
J. W. Cammack.
Blackstone College for Girls, Blackstone (M. E. So., wo.).
W. B. Gates.
Marion Junior College, Marion (Luth., wo.).
E. H. Copenhaver.
Shenandoah College, Dayton (U. Breth., coed.).
Vernon L. Phillips.[1]

[1] From directory for 1932.

Southern College, Petersburg (P , wo.).
Arthur K Davis [1]
Sullins College, Bristol (S., P., wo.)
W. E Martin.
Virginia Intermont College, Bristol (S , Bapt., wo)
H. G Noffsinger

WASHINGTON

UNIVERSITIES AND COLLEGES

College of Puget Sound, Tacoma (W., M. E., coed)
Edward H Todd.
Summer school—Raymond G. Drewry
Gonzaga University, Spokane (W., R. C., men)
John J. Keep.
Arts and sciences—S. J. Taylor
Graduate—Marc A Gaffney.
Law—James V. Linden, regent.
Education—Thomas F. Maher.
Commerce—Charles C Hall.
Seattle Pacific College, Seattle (F. Meth., coed).
C. Hoyt Watson.
Arts and sciences—Jacob Moyer.
Summer school—Jacob Moyer.
Spokane University, Spokane (Disc , coed).
A. G. Sater
Arts and sciences—Ellis B Harris.
Theology—A. L. Chapman.
Art—Maude Sutton
Summer school—G. H. Schlauch.
State College of Washington, Pullman (A , W , St., coed)
E. O. Holland.
Arts and sciences—C C. Todd
Graduate—F. L. Pickett.
Mines and geology—Arthur E Drucker
Veterinary medicine—E. E. Wegner
*Pharmacy—P. H Dirstine.
Education—A. A Cleveland.
Agriculture—E. C Johnson
Engineering—H. V. Carpenter
*Music and fine arts—Herbert Kimbrough.
Home economics—Florence Harrison.
Summer school—A A. Cleveland.
University of Washington, Seattle (A , W., St., coed.).
M. Lyle Spencer.
Arts and sciences—D. D Griffith.
Graduate school—Frederick M Padelford.
*Law—Harold Shepherd.
Engineering—R. G. Tyler.
Summer school—H A. Burd.
Walla Walla College, College Place (J , S. D. Ad., coed).
John E. Weaver.
Theology—F. A. Schilling.
Whitman College, Walla Walla (A., W P , coed.).
Stephen B. L. Penrose.
Whitworth College, Spokane (Presb., coed.).
Ward W. Sullivan.

NORMAL SCHOOLS

Holy Names Normal School, Spokane (W., R C , wo.)
Sister Mary Agnella.
State Normal School, Bellingham (W., St , coed.).
C. H. Fisher.
State Normal School, Cheney (W., St., coed.).
Richard T. Hargreaves.
State Normal School, Ellensburg (W., St , coed.).
Robert E. McConnell.

JUNIOR COLLEGES

Junior College, Centralia (C., coed).
Margaret Corbet
Junior College, Mount Vernon (P., coed.).
Charles H Lewis.
Junior College, Yakima (C , coed.).
Elizabeth A Pryor.[1]

Pacific Lutheran College, Parkland (Luth., coed).
O. A. Tingelstad.
St Martin's College, Lacey (R. C , men).
Lambert Burton.[1]

WEST VIRGINIA

UNIVERSITIES AND COLLEGES

Bethany College, Bethany (A , N., S., Chris., coed).
Davis and Elkins College, Elkins (Presb., coed)
James E Allen
Summer school—Charles E. Albert.
Marshall College, Huntington (N., S., T., St., coed.)
Morris P. Shawkey.
Morris Harvey College, Barbourville (M E So , coed)
Leonard Riggleman.
Salem College, Salem (S. D. Bapt , coed).
S. Orestes Bond.
Graduate—M H Van Horn.
Summer school—S Orestes Bond
West Virginia University, Morgantown (A , N., S , St., coed.)
John R. Turner.
Arts and sciences—Wilson P. Shortridge
Graduate—Stephen P. Burke, chairman
*Law—Thomas P. Hardman.
*Medicine—J. N. Simpson.
Education—Earl Hudelson.
Agriculture—F. D. Fromme.
Engineering—R. P. Davis.
Mines—C. E. Lawall.
Music—Louis Black.
Summer school—A. J. Dadisman.
West Virginia Wesleyan College, Buckhannon (M. E., coed.)
Roy McCuskey.

TEACHERS COLLEGES

Concord State Teachers College, Athens (N., T , St , coed)
J. Frank Marsh.
Fairmont State Teachers College, Fairmont (N , T., St., coed.)
Joseph Rosier.[1]
Glenville State Teachers College, Glenville (St., coed.).
Edward G Rohrbough.
Shepherd State Teachers College, Shepherdstown (T , St., coed.).
W. H. S White.
West Liberty State Teachers College, West Liberty (St , coed)
J S. Bonar

NEGRO INSTITUTIONS

Bluefield State Teachers College, Bluefield (St., coed.).
R. P. Sims [1]
Storer College, Harpers Ferry (P., coed.).
Henry T McDonald.
West Virginia State College, Institute (N., St., coed.).
John W. Davis
Arts and sciences—David A. Lane, jr.
Summer school—David A Lane, jr.

JUNIOR COLLEGES

Alderson-Broaddus Junior College,[6] Philippi (Bapt coed.).

Bluefield College, Bluefield (Bapt , coed.).
J. Taylor Stinson.
Greenbrier College, Lewisburg (P., wo.)
French W. Thompson.
New River State College, Montgomery (St., coed.)
C. H Martin
Potomac State School, Keyser (N., St., coed.).
Joseph W. Stayman.

[1] From directory for 1932.
[6] Alderson Junior College and Broaddus College merged in 1932.

WISCONSIN

UNIVERSITIES AND COLLEGES

Beloit College, Beloit (A , N , P , coed)
Irving Maurer.
Carroll College, Waukesha (A , N , Presb., coed)
William A. Ganfield
Music—Clarence E Shepard
Lawrence College, Appleton (A , N , P , coed.).
Henry M. Wriston.
Marquette University, Milwaukee (A , N , R. C., coed).
William M Magee.
Liberal arts—William J. Grace
Graduate—Edward A. Fitzpatrick.
*Law—Clifton Williams
*Medicine—Bernard F. McGrath.
*Dentistry—Henry L Banzhof
Engineering—Franz A Kartak
*Business—J Freeman Pyle
*Journalism—Jeremiah L O'Sullivan
Summer school—William J Grace
Speech—William M. Lamers.
Milton College, Milton (P., coed)
Jay W. Crofoot
Music—Alberta Crandall
Milwaukee-Downer College, Milwaukee (A., N., P., wo.).
Lucia R. Briggs.
Mount Mary College, Milwaukee (R C., wo).
Edward A. Fitzpatrick.[1]
Mission House College and Theological Seminary, Plymouth (Ref., coed.).
Paul Grosshuesch
Northland College, Ashland (Cong , coed)
Joseph D Brownell.
Music—Sigvart J Steen.
Northwestern College, Watertown (Luth , men).
Erwin E. Kowalke.[1]
Ripon College, Ripon (A., N., P , coed).
Silas Evans.
Arts and sciences—J. Clark Graham.
University of Wisconsin, Madison (A., N., St., coed.).
Glenn Frank.
Arts and sciences—George C. Sellery.
Graduate—Charles S. Schlicter.
*Law—Lloyd K. Garrison.
*Medicine—Charles R. Bardeen.
*Pharmacy—Edward Kremers
Nursing—Helen I. Denne.
Education—Charles J. Anderson
Agriculture—Christian L. Christensen.
Engineering—Frederick E. Turneaure.
Music—Charles H. Mills.
*Commerce—Chester L. Jones.
*Library science—Clarence B. Lester.
*Journalism—Willard G Blyer.
Summer school—Scott H. Goodnight.

INDEPENDENT, PROFESSIONAL, AND TECHNOLOGICAL SCHOOLS

Evangelical Lutheran Theological Seminary, Thiensville (men).
August F. Pieper.
Nashota House (Theological Seminary), (P. E , men).
E. J. M. Nutter
Provincial Seminary of St. Francis de Sales, St. Francis (R C., men)
Aloysius J Muench [1]
Redemptorist Fathers' Seminary, Oconomowoc (R C , men).
Walter L Polk
Theology.
*Wisconsin Conservatory of Music, Milwaukee (P , coed)
Theodore Dammann

TEACHERS COLLEGES

State Teachers College, Eau Claire (T , St., coed.)
H A. Schofield.
State Teachers College, La Crosse (N , T , St., coed.)
George M. Snodgrass
State Teachers College, Milwaukee (St., coed).
Frank E. Baker
State Teachers College, Oshkosh (N., T., St , (coed).
Forrest R. Polk.
State Teachers College, Platteville (T , St , coed.).
A M Royce.
State Teachers College, River Falls (T , St., coed.).
J. H. Ames.
State Teachers College, Stevens Point (T., St , coed)
Frank S. Hyer
State Teachers College, Superior (N , T., St , coed).
J. D Hill [1]
State Teachers College, Whitewater (T , St , coed.).
C M. Yoder
Stout Institute, Menomonie (N , T., St , coed.)
Burton E. Nelson.

JUNIOR COLLEGES

Central Wisconsin College, Scandanavia (P., coed.).
A. O Lee.[1]
Concordia College, Milwaukee (Luth , men).
G Chr. Barth.
Edgewood Junior College of the Sacred Heart, Madison (R. C., wo.).
Sister Marie Aileen

WYOMING

UNIVERSITIES AND COLLEGES

University of Wyoming, Laramie (A., N., St., coed.)
A. G. Crane.
Liberal arts—Pleasant T. Miller.
*Law—Carl E. Arnold.
Education—Charles R. Maxwell.
Agriculture—John A. Hill.
Engineering—Robert A. Rhoads.
Summer school—Charles R Maxwell.

[1] From directory for 1932.

UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES : SECRETARY
OFFICE OF EDUCATION : BESS GOODYKOONTZ
ACTING COMMISSIONER

STATISTICAL SUMMARY OF EDUCATION 1931–32

THE PREFACE TO THE
BIENNIAL SURVEY OF EDUCATION IN THE
UNITED STATES : 1930–1932

BULLETIN, 1933, No. 2
[ADVANCE PAGES]

PREPARED BY EMERY M. FOSTER, CHIEF
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PREFACE

STATISTICAL SUMMARY OF EDUCATION 1931–32

INTRODUCTION

THIS SUMMARY brings together data from the various statistical chapters of the Biennial Survey of Education, 1930–32, each of which deals with a segment only of the educational system. Each has been published separately as chapters in Bulletin, 1933, No. 2, as follows:

Chapter I. Statistics of State School Systems, 1931–32.
Chapter II. Statistics of City School Systems, 1931–32.
Chapter III. Statistics of Higher Education, 1931–32.
Chapter IV. Statistics of Nurse-Training Schools, 1930–31.
Chapter V. Statistics of Private Elementary Schools, 1930–31.
Chapter VI. The Education of Exceptional Children, 1931–32.

While these do not cover all schools, a large enough portion of all educational enterprises is included to give a general picture of the entire situation.

HOW MANY SCHOOLS ARE THERE?

A school as defined for the statistics of this Office is a 1-room school employing only 1 teacher, or a school of 2 or more rooms usually housed in the same building and having an administrative head. An elementary school, a high school, and a junior college all in the same building are counted as three schools.

Table 1 shows 276,555 schools of different types about which this Office receives information. Individual reports are received from more than 40,000 of these schools. The rest are reported in State totals by the 48 State departments of education.

It is necessary to estimate the number of public elementary schools from the number of buildings. The estimate of 232,750 for 1932 is 5,556 fewer schools than in 1930, due to the closing of 1-room schools. With actual decreases taking place in the number of elementary school pupils and increases in the number of high-school pupils, coupled with consolidation of small schools, it is to be expected that the number of elementary schools will continue to decrease and the number of high schools to increase. There are 26,409 public high schools listed in the records of this Office for 1933–34. In 1930 there were only 23,930, including junior high schools.

TABLE 1.—*Total number of schools of various types, 1931–32*

State	Elementary schools		High schools [1]		Universities, colleges, and professional schools [2]		Teachers colleges and normal schools [2]		Schools for deaf, blind, feeble-minded, and delinquent [3]		Private commercial schools	Nurse-training schools
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private		
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	232,750	9,734	26,409	3,289	293	878	251	38	[4] 300	118	651	1,844
Alabama	5,350	102	494	62	4	8	6	1	7	------	5	36
Arizona	499	28	69	14	2	1	2	------	3	------	4	3
Arkansas	4,748	67	578	27	9	11	2	------	4	------	6	23
California	6,978	266	655	171	35	45	7	1	7	9	44	53
Colorado	2,858	74	268	29	5	10	3	------	6	1	6	20
Connecticut	1,223	154	113	64	2	11	5	3	5	3	17	25
Delaware	287	21	36	10	2	------	------	------	3	1	1	6
District of Columbia	162	36	27	35	1	11	2	1	3	3	5	12
Florida	2,020	44	381	41	4	6	------	------	6	------	12	18
Georgia	6,072	34	676	46	9	22	5	------	6	------	10	39
Idaho	1,459	29	191	14	2	4	2	------	4	------	1	10
Illinois	13,609	896	1,150	154	7	52	7	5	9	6	31	134
Indiana	3,501	337	902	52	2	25	2	2	7	1	18	32
Iowa	11,686	342	1,013	141	23	33	1	------	6	2	13	46
Kansas	8,843	241	777	51	13	23	3	------	5	1	18	52
Kentucky	7,950	200	844	92	4	26	6	------	4	1	13	31
Louisiana	2,962	200	447	79	5	7	2	------	5	2	5	17
Maine	2,488	63	233	61	1	4	7	------	4	------	5	32
Maryland	1,640	162	215	65	3	16	5	------	7	8	6	28
Massachusetts	2,591	366	464	157	2	31	11	5	12	8	26	102
Michigan	8,666	420	813	143	13	17	24	------	7	6	23	48
Minnesota	8,875	333	605	83	8	22	6	2	7	2	14	59
Mississippi	5,690	43	843	51	11	16	2	------	4	------	6	37
Missouri	9,613	462	1,126	95	10	41	8	1	6	3	11	39
Montana	3,342	37	227	16	4	2	2	------	5	------	3	16
Nebraska	7,123	276	725	51	4	13	4	2	6	1	3	19
Nevada	295	1	39	------	1	------	------	------	1	------	------	------
New Hampshire	904	73	113	34	1	3	3	------	2	------	4	23
New Jersey	2,214	303	232	116	1	15	6	1	9	7	24	52
New Mexico	993	37	167	18	4	------	2	------	6	------	------	2
New York	10,352	995	1,039	302	5	63	15	7	18	25	71	152
North Carolina	5,695	44	958	58	6	34	7	1	10	------	10	59
North Dakota	5,035	55	577	23	4	1	5	------	4	------	8	17
Ohio	6,162	605	1,374	154	6	48	3	1	9	3	38	80
Oklahoma	5,736	83	1,080	52	15	8	6	------	6	1	15	22
Oregon	1,721	71	313	30	2	11	3	2	5	------	6	13
Pennsylvania	11,728	846	1,243	239	1	67	17	1	11	17	53	159
Rhode Island	445	70	41	20	1	2	1	------	4	1	7	11
South Carolina	3,788	19	400	30	7	14	------	------	6	------	7	26
South Dakota	5,222	68	408	23	3	8	4	------	4	------	3	19
Tennessee	5,226	52	751	56	3	29	4	1	9	1	17	30
Texas	11,836	348	1,550	91	28	51	7	------	10	------	31	70
Utah	530	10	184	8	3	6	------	------	3	------	2	6
Vermont	1,331	25	98	21	1	3	2	------	3	------	1	12
Virginia	5,309	56	546	76	6	24	6	------	9	2	10	45
Washington	2,249	119	391	45	5	10	3	1	7	------	19	27
West Virginia	6,110	54	406	18	3	7	7	------	7	------	6	40
Wisconsin	8,144	560	495	69	1	17	26	------	6	3	13	36
Wyoming	1,490	7	132	2	1	------	------	------	3	------	------	6

[1] Number of cards in file, including junior high schools.
[2] Number reporting to Office of Education.
[3] Not including public city-school classes.
[4] Does not include 1 school in Puerto Rico.

HOW MANY PUPILS ARE ENROLLED?

About a fourth of the total population of the United States is attending school daily. More than 30,550,000 students were enrolled in full-time day schools in 1931–32, of which 88.5 percent were in schools under public control. In 1929–30 only 88.3 percent of the students were in public institutions. About 27,000,000 students were in public schools and 3,500,000 in private.

About 23,570,000 pupils are on the elementary school level, 5,590,000 on the secondary school level, and 1,150,000 on the college level. About 67,600 handicapped children are enrolled in State and private residential schools for exceptional children. More than 56,000 Indians and 4,600 natives of Alaska are enrolled in Federal Government schools.

At intervals of 4 to 6 years the Office of Education gathers data for nurse-training schools and private commercial schools. The latest figures, 1930–31, show about 100,000 students in each of these types of schools.

Table 2 does not include the enrollments in night and summer schools, correspondence and extension and short courses of 4 days or more in colleges. In the public-school system there were 1,064,000 people in night schools, 485,500 in summer schools, and 257,000 in part-time and continuation schools.

Table 3 shows more than 850,000 students enrolled in summer schools or extension and correspondence courses conducted by colleges, in 1931–32.

TABLE 2.—*School and college enrollments, according to public and private control, 1931–32 (summer sessions excluded)*

Schools	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1	2	3	4	5	6	7	8	9	10
Kindergarten	351,476	349,927	701,403	[1] 31,148	[1] 31,148	[1] 62,296	382,624	381,075	763,699
Elementary schools (includes elementary grades in junior high schools)	10,455,503	9,978,514	20,434,017	[1] 1,152,931	[1] 1,167,320	[1] 2,320,251	11,608,434	11,145,834	22,754,268
Elementary "training schools" in teacher-training institutions	23,501	23,551	47,052	656	978	1,634	24,157	24,529	48,686
City schools (included with elementary and high, normal schools and colleges)	6,820,000	6,634,582	13,454,582	----------	----------	----------	6,820,000	6,634,582	13,454,582
Total elementary and kindergarten	10,830,480	10,351,992	21,182,472	1,184,735	1,199,446	2,384,181	12,015,215	11,551,438	23,566,653
Secondary (high schools and academies)	2,530,790	2,609,231	5,140,021	[1] 191,457	[1] 211,958	[1] 403,415	2,722,247	2,821,189	5,543,436
Preparatory departments of colleges	4,910	5,168	10,078	14,462	9,210	23,672	19,372	14,378	33,750
Secondary students in teacher-training institutions [2]	7,241	7,554	14,795	533	358	891	7,774	7,912	15,686
Total secondary students	2,542,941	2,621,953	5,164,894	206,452	221,526	427,978	2,749,393	2,843,479	5,592,872
Teachers colleges and normal schools (excluding secondary students)	48,574	108,334	156,908	1,764	5,688	7,452	50,338	114,022	164,360
Universities, colleges, and professional schools (excluding preparatory students)	263,465	161,795	425,260	353,378	211,119	564,497	616,843	372,914	989,757
Total higher education	312,039	270,129	582,168	355,142	216,807	571,949	667,181	486,936	1,154,117
Industrial schools for delinquents (1931)	17,927	7,683	25,610	5,466	2,342	7,808	23,393	10,025	33,418
Schools for the deaf (1931)	6,596	5,812	12,408	1,221	1,261	2,482	7,817	7,073	14,890
Schools for the blind (1931)	2,508	2,002	4,510	567	453	1,020	3,075	2,455	5,530
Schools for feeble-minded and subnormal (1931)	5,927	6,244	12,171	382	733	1,615	6,809	6,977	13,786
Schools for Indians	----------	----------	48,834	----------	----------	7,570	----------	----------	56,404
Government schools for natives in Alaska	2,309	2,309	4,618	----------	----------	----------	2,309	2,309	4,618
Other public schools in Alaska	2,645	2,769	5,414	----------	----------	----------	2,645	2,769	5,414
Private commercial and business schools (1933)	----------	----------	----------	36,545	65,741	102,286	36,545	65,741	102,286
Grand total of those reporting distribution by sex (excluding duplicates)	13,723,372	13,270,893	26,994,265	1,791,010	1,708,309	3,499,319	15,514,382	14,979,202	30,493,584
Grand total, including those undistributed by sex	----------	----------	27,043,099	----------	----------	3,506,889	----------	----------	30,549,988

[1] Estimated.
[2] Includes pupils in "training schools."

TABLE 3.—*Number of students taking some form of college work, 1900–1932*

Year	Universities and colleges			Teachers colleges			Collegiate students in normal schools			Total		
	Regular year	Summer session	Extension correspondence	Regular year	Summer session	Extension correspondence	Regular year	Summer session	Extension correspondence	Regular year	Summer session	Extension correspondence
1	2	3	4	5	6	7	8	9	10	11	12	13
1932	989, 757	277, 700	[1] 208,992	138, 720	125, 002	[2] 50, 717	26, 106	11, 683	[3] 5, 556	1,154,583	414, 390	[4] 265,265
1930	924, 275	249, 150	294, 044	118, 411	119, 111	52, 200	43, 113	19, 745	7, 799	1,085.799	388, 006	354, 133
1928	868, 793	239, 570	292, 074	114, 618	120, 019	61, 090	46, 627	23, 187	7, 082	1,030,038	382, 776	360, 246
1926	767, 263	209, 454	273, 235	85, 207	92, 588	40, 076	49, 609	38, 419	11, 508	902, 079	340, 461	324, 819
1924	664, 266	189, 943	144, 858	58, 896	74, 619	32, 362	11, 240	13, 563	16. 927	734, 402	278, 125	194, 147
1922	550, 906	148, 063	119, 708	56, 432	72, 248	24, 665	-------	-------	10, 790	607, 338	220, 311	155, 163
1920	462, 445	94, 838	83, 100	54, 721	38, 011	13, 360	-------	-------	5, 202	517, 166	132, 849	101, 662
1918	330, 689	78, 059	50, 314	-------	-------	-------	-------	-------	-------	330, 689	78, 059	50, 314
1916	354, 325	89, 438	-------	-------	-------	-------	-------	-------	-------	354, 325	89, 438	-------
1915	303, 233	83, 234	-------	-------	-------	-------	-------	-------	-------	303, 233	83, 234	-------
1910	266, 654	-------	-------	-------	-------	-------	-------	-------	-------	266, 654	-------	-------
1905	199, 045	-------	-------	-------	-------	-------	-------	-------	-------	199, 045	-------	-------
1900	167, 999	-------	-------	-------	-------	-------	-------	-------	-------	167, 999	-------	-------

[1] 168,148 noncollegiate students omitted.
[2] 4,724 noncollegiate students omitted.
[3] 2,049 noncollegiate students omitted
[4] 174,921 noncollegiate students omitted.

Since there is some duplication between students in the regular year and the summer session of colleges, and between those in the summer session and extension and correspondence work, it is not possible to show the exact total number of different persons taking some form of college work; but *including* the duplicates there were 1,834,238 enrollments in some form of college education in 1932. This may represent about one and three-quarter million different persons. In addition, 174,296 persons were taking noncollegiate correspondence and extension courses offered by colleges and universities.

Comparisons between enrollments at different educational levels at different periods from 1890 to 1930 can be made from table 4.

The latest complete tabulation of private kindergarten enrollment was made in 1924, but from data on a partial study of private elementary schools for 1930–31, a kindergarten enrollment of 62,269 pupils has been estimated. The economic situation, however, affected kindergarten enrollments earlier than other types of public schools and therefore there were fewer children in kindergarten in 1932 than in 1930.

It should be noted that there was a constant increase of about 13 or 14 percent in elementary school enrollment each decade[1] from 1890 to 1930, but that there was a drop in the actual number of pupils enrolled of 138,936 in these schools from 1930 to 1932.

Enrollments of secondary students[1] have continued to increase. The number of such students doubled from 1890 to 1900, dropped to

[1] The same grades have been included each decade.

a 60-percent increase from 1900 to 1910, and has doubled again each decade since. In the past biennium the increase was 793,005 students, or 6.5 percent.

The number of college students has continued to increase especially at the level of graduate education. The 50-percent increase in the number of college students each decade from 1890 to 1910 reached 68 percent from 1910 to 1920 and 82 percent from 1920 to 1930. In the last biennium the increase was 68,782 students, or 6.3 percent.

TABLE 4.—*Kindergarten, elementary, commercial, secondary, normal school, and college enrollments, 1890–1932*

Schools	1890	1900	1905	1910
1	2	3	4	5
Kindergartens (public and private)	[1] 31,227	225,394	[2] 311,050	[3] 346,189
Public elementary schools and kindergartens	12,519,518	14,983,859	15,788,598	16,898,791
Private elementary schools and kindergartens (largely estimated)	1,661,897	1,240,925	1,347,000	1,558,437
Total elementary and kindergarten	14,181,415	16,224,784	17,135,598	18,457,228
Public high schools	202,963	519,251	679,702	915,061
Private high schools	94,931	110,797	107,207	117,400
Preparatory schools (in colleges and universities)	51,749	56,285	63,421	66,042
Secondary students in normal schools	8,170	9,570	15,824	12,890
Total secondary students	357,813	695,903	866,154	1,111,393
Normal schools and teachers colleges (excluding secondary students)	34,814	69,593	65,300	88,561
Colleges, universities, and professional schools (excluding preparatory students)	121,942	167,999	199,045	266,654
Total college and normal students	156,756	237,592	264,345	355,215
Private commercial and business schools	78,920	91,549	146,086	155,244

Schools	1915	1920	1930	1932
1	6	7	8	9
Kindergartens (public and private)	486,800	510,949	777,899	763,699
Public elementary schools and kindergartens	18,375,225	19,378,927	21,278,593	21,182,472
Private elementary schools and kindergartens (largely estimated)	1,615,091	1,485,561	2,309,886	2,384,181
Total elementary and kindergarten	19,990,316	20,864,488	23,588,479	23,566,653
Public high schools	1,328,984	[4] 2,199,389	4,399,423	[5] 5,140,021
Private high schools	155,044	[4] 213,920	[5] 341,158	403,415
Preparatory schools (in colleges and universities)	67,440	59,309	47,309	33,750
Secondary students in normal schools	13,504	22,058	11,978	15,686
Total secondary students	1,564,972	2,494,676	4,799,867	5,592,872
Normal schools and teachers colleges (excluding secondary students)	100,325	135,412	161,524	164,360
Colleges, universities, and professional schools (excluding preparatory students)	303,233	462,445	924,275	989,757
Total college and normal students	403,558	597,857	1,085,799	1,154,117
Private commercial and business schools	183,268	335,161	[6] 179,756	102,286

[1] 1888.
[2] Private kindergarten data for 1902.
[3] 1912.
[4] From State reports.
[5] 1928.
[6] 1929.

HOW MANY STUDENTS GRADUATE?

It is estimated that more than 833,000 students graduated from high school in 1931–32, and reports show 138,000 graduating from first-degree courses in colleges. The rapid increase in the number of graduates from high school from 1920 to 1930 continued the past biennium with more than 25-percent increase. There were 12.7 percent more students graduated from colleges in 1932 than in 1930.

High-school and college graduates

Year	High school	College	Year	High school	College
1890	43,731	14,306	1924	498,006	82,783
1900	94,884	25,324	1926	561,469	96,956
1910	156,429	34,178	1928	596,655	111,161
1920	311,266	48,622	1930	665,223	122,484
1922	357,000	61,668	1932	833,252	138,063

Latest data available (1929) on the percentage of high-school graduates continuing their education the year following their graduation shows that a little more than a third went directly to college and about an eighth, in addition, went to some other type of institution.

High-school graduates continuing their education, 1921–29 [1]

Year	Percent attending college the next year after graduation			Percent attending some other institution		
	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7
1929	35.9	27.9	31.5	8.6	16.3	12.9
1927	35.0	27.0	31.2	8.1	15.7	12.3
1925	37.4	27.8	32.0	9.0	17.9	13.7
1923	37.2	25.7	30.5	10.1	17.4	13.6
1921	39.8	22.5	31.4	9.2	15.5	14.4

[1] Most recent data available

It is estimated that in 1932 there were 1,900,000 living college graduates, and 8,100,000 living high-school graduates who had not continued their education through college. Therefore, out of every 1,000 persons 21 years of age and over in 1932, there were about 25 with college degrees and 109 with high-school diplomas but not a college degree, making 134 who have gone through high school or beyond.

HOW MANY TEACHERS ARE THERE?

There are approximately 1,063,000 teachers in all types of schools in the United States. About 700,000 of these are in elementary schools, about 250,000 in secondary schools, and about 90,000 in colleges.

TABLE 5.—*Distribution of teachers for 6 periods*

Teachers in—	1890		1900		1910		1920		1930		1932		
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Public elementary schools	121,877	232,925	116,416	286,274	91,591	389,952	63,024	513,222	67,239	573,718	67,122	573,332	640,454
Public high schools	3,648	5,472	10,172	10,200	18,890	22,777	32,386	69,572	[1] 74,532	[1] 138,774	80,768	150,385	231,153
Private elementary schools (estimated)	6,807	15,199	6,648	19,768	5,171	29,572	6,322	38,977	[2] 1,466	[2] 60,101	3,761	62,509	66,270
Private high schools	3,272	3,937	4,275	5,842	4,512	6,634	5,698	9,248	[2] 8,157	[2] 13,631	9,859	15,194	25,053
Universities and colleges:													
Preparatory departments	5,675	2,783	2,599	1,601	2,807	1,741	2,714	1,588	1,564	1,251	1,643	1,314	2,957
Collegiate departments			8,987	2,110	14,051	3,230	21,644	6,469	39,735	14,460			
Other departments							982	1,239	0	0	60,298	17,226	77,524
Professional schools	4,758		8,277		13,285		10,603	312	[3] 15,562	[3] 652			
Teachers colleges and normal schools, public			1,068	1,847	1,692	3,122	2,963	5,161	5,315	7,588	3,842	6,061	9,903
Teachers colleges and normal schools, private			792	665	503	597	597	866	680	880	299	446	745
Commercial and business schools	1,138	460	1,413	699	1,736	1,200	2,976	3,189	[4] 1,863	[4] 2,211	[7] 1,464	[7] 1,767	[7] 3,231
Schools for defectives and delinquents	564	962	813	1,650	1,134	2,352	[5] 1,165	[5] 2,744	[6] 1,578	[6] 6,571	1,004	4,182	5,186
Indian and Alaskan schools	644	965	1,189	1,793	1,702	2,456	141	652	447	1,132	441	1,113	1,554
Kindergartens.													
Public	1,050	4,950	1,350	7,150	1,500	8,000	0	10,022					
Private							0	717					
Total, including undistributed items	149,428	267,653	163,999	339,599	158,574	471,633	[8] 151,215	[8] 663,958	[9] 217,138	[9] 820,467	[10] 229,701	[10] 833,275	[10] 1,062,976

[1] Includes teachers in junior high schools.
[2] Figures for 1928.
[3] Professional departments.
[4] Figures for 1929.
[5] Figures for 1918.
[6] Figures for 1927.
[7] Figures for 1931.
[8] Does not include 1,832 men and 817 women, duplicates, in universities, colleges, and professional schools.
[9] Does not include 1,000 men and 502 women, duplicates, in universities, colleges, and professional schools
[10] Does not include 800 men and 254 women, duplicates, in universities, colleges, and professional schools

Although there was a decrease in the number of teachers in public elementary schools from 1930 to 1932, the increase in the number of high-school and college teachers has more than counteracted this loss. There were 25,371 more teachers in 1932 than in 1930. The gain was 12,563, or 5.8 percent, for men, and 12,808, or 1.6 percent, for women. About 21.6 percent of all teachers were men as compared with 20.93 percent in 1930.

WHAT IS THE INCOME FOR SCHOOLS?

The estimated total income for all education from kindergarten through college, public and private, reporting to this Office in 1931–32 was $3,083,808,785. Of this amount $2,459,000,000 was for elementary and secondary education, about $567,000,000 for colleges, and about $58,000,000 for residential schools for exceptional children.

About 82 percent of the income was for schools under public control. About 80 percent was from public sources. However, in public institutions 97.5 percent of the funds came from public sources, while private institutions received only 2.2 percent of their income from these sources.

Including income from auxiliary enterprises for comparisons with 1929–30, the income for 1931-32 was $272,297,863, or 7.9 percent less than in 1929–30.

TABLE 6.—*Source of income, 1931–32*

Schools	Public treasury					Student fees for educational purposes	Gifts	Other local sources	Total
	Federal	State	County	Local	Total				
1	2	3	4	5	6	7	8	9	10
Public-school system	$8,262,137	$410,564,982	$196,935,410	$1,613,130,231	$2,228,892,760			$530,463	$2,229,423,223
Public universities, colleges, and professional schools [1]					150,153,246	$29,155,092	$7,492,377	18,876,742	205,677,457
Public teachers colleges and normal schools [2]					40,291,158	5,324,807	206,318	730,463	46,552,746
Public schools for deaf, blind, mentally deficient, and delinquent, 1931		49,363,177			49,363,177	(3)	252,759	1,394,325	51,010,261
Total public					2,468,700,341	34,479,899	7,951,454	21,531,993	2,532,663,687
Private elementary and secondary schools								229,563,702	229,563,702
Private universities, colleges, and professional schools [4]					9,197,526	114,603,239	100,921,820	87,738,361	312,460,946
Private teachers colleges and normal schools [5]					0	1,565,909	281,963	389,233	2,237,105
Private schools for deaf, blind, mentally deficient, and delinquent, 1931		3,165,838			3,165,838	(3)	2,442,564	1,274,943	6,883,345
Total private					12,363,364	116,169,148	103,646,347	318,966,239	551,145,098
Grand total					2,481,063,705	150,649,047	111,597,801	340,498,232	3,083,808,785

[1] $27,885,063 receipts for auxiliary enterprises and activities (board, room, etc.) omitted.
[2] $9,540,822 receipts for auxiliary enterprises and activities (board, room, etc.) omitted.
[3] Not reported separately.
[4] $85,104,373 receipts for auxiliary enterprises and activities (board, room, etc.) omitted
[5] $738,643 receipts for auxiliary enterprises and activities (board, room, etc.) omitted.

WHAT IS THE AMOUNT OF SCHOOL EXPENDITURES?

Including the schools in Alaska and Government schools for Indians, the expenditure for all levels of education, public and private, reporting to this Office in 1931–32 was $2,968,010,400. Of this, approximately $1,700,000,000 was spent for elementary education, $700,000,000 for high-school education, and $544,000,000 for colleges. This does not include the Federal Government schools and residential schools for special classes.

All publicly supported education can be paid for by 9 cents a day by each person of voting age in 1932. It cost 10 cents a day 2 years before. About 2 cents in addition will pay the bill for private education. Thus the 74,114,268 persons of voting age in 1934, for 11 cents a day could educate 27,000,000 students in public institutions and 3,500,000 more in private institutions. The annual cost per adult for public education was $32.95 and for private education $7.10 in 1931–32. This is a total of $40.05 as compared with $44.34 in 1929–30.

TABLE 7.—*Expenditures for schools reporting, 1931–32 (includes capital outlay)*

Schools	Public	Private	Total
1	2	3	4
Elementary schools (including kindergarten)	$1,512,819,042	$171,490,015	$1,684,309,057
High schools and academies	[1] 661,831,513	58,073,687	719,905,200
Universities, colleges, and professional schools (including preparatory departments)[2]	201,227,057	292,830,831	494,057,888
Teachers colleges and normal schools [3]	47,426,251	2,371,415	49,797,666
Schools for delinquents (1931)[4]	1,794,763	240,222	2,034,985
Schools for deaf (1931) [4]	2,270,431	490,013	2,760,444
Schools for blind (1931)[4]	840,798	222,854	1,063,652
Schools for mentally deficient (1931)[4]	595,574	149,147	744,721
Government schools for Indians	11,790,147		11,790,147
Government schools for natives in Alaska	841,652		841,652
Other public schools in Alaska	704,988		704,988
Total expenditures	2,442,142,216	525,868,184	2,968,010,400

[1] Includes $13,480,495 for night and summer schools reported separately from day school expense.
[2] $25,831,616 public, $56,704,225 private, and $82,535,841 total expenditures for auxiliary enterprises and activities not included.
[3] $7,789,661 public, $571,795 private, and $8,361,456 total expenditures for auxiliary enterprises and activities not included.
[4] State and private residential schools only, city public schools not included.

The total expenditures for the schools reporting these data for 1931–32 were $2,968,010,400, which was $266,628,167, or 8.2 percent less than the schools spent in 1929–30, although there were 719,380, or 2.42 percent, more students enrolled in 1932 than 2 years before.

WHAT IS THE VALUE OF SCHOOL PROPERTY?

School plants were worth approximately $758,000,000 more in 1931–32 than in 1929–30, but endowments increased only about $300,000. The total value of these two types of property was $11,974,782,000.

While the approximate investment of $10,000,000,000 in educational plants and the $2,000,000,000 in endowments in 1932 seems a large amount of money, it is only 3.6 percent of the total national wealth for that year, estimated unofficially by the National Industrial Conference Board at $329,700,000,000. Since about a fourth of our population is enrolled in schools, an investment of only 3.6 percent of our wealth in education seems small.

TABLE 8.—*Estimated value of property and endowments, 1931–32*

[Thousands of dollars]

Schools	Land, buildings, and equipment	Endowment funds	Total
1	2	3	4
Public elementary and secondary schools	$8,581,540	$463,118	$7,044,658
Private elementary schools (estimated)	400,000		400,000
Private high schools	625,672	79,469	705,141
Universities, colleges, and professional schools	2,249,942	1,365,635	3,615,577
Teacher-training institutions	202,692	6,714	209,406
Total	10,059,846	1,914,936	11,974,782

CHANGES IN THE STATISTICAL PROGRAM IN 1932

The 10-year program for the collection of educational statistics under which these data were collected and the changes which have been made in the statistical forms for collecting data from institutions for higher education have limited the number of tabulations presented and the number of figures obtainable which are comparable with those for previous years.

Since reports from public high schools are to be requested once in 4 years, these will be collected next for 1933–34. The abridged tabulations for city school systems every other biennium include totals for all important items but details by level of education (kindergarten, elementary, etc.) will be included in the full report for 1933–34 and every 4 years thereafter.

Therefore, the chief data for secondary education in 1931–32 are those available from reports by State departments of education. The statistics on private elementary schools are available for the first time this biennium and the statistics on facilities for the education of exceptional children are more complete than in past years.

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UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES : SECRETARY
OFFICE OF EDUCATION : GEORGE F. ZOOK
COMMISSIONER

STATISTICS OF STATE SCHOOL SYSTEMS 1931–32

BEING CHAPTER I OF THE
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CHAPTER I

STATISTICS OF STATE SCHOOL SYSTEMS, 1931–32

Prepared by EMERY M. FOSTER, Chief of the Statistical Division; and DAVID T. BLOSE, Assistant Statistician; and W. S. DEFFENBAUGH, Chief, Division of American School Systems

THE STATISTICS PRESENTED in this report on State school systems relate entirely to the public elementary and secondary schools. In no case have the statistics of colleges, universities, and professional schools been included. A few figures are, however, included for kindergarten and private elementary and secondary schools. The information contained herein has been furnished by the State offices of education in 48 States, the District of Columbia, and the 8 outlying parts of the United States, in 1932. Since one State, Mississippi, replied on only a few items for 1932 most of the data used for that State were for 1930. The statistics for the outlying parts are given in several of the tables, but they are not included in the totals.

This chapter includes the combined statistics for all the school districts within each of the States. However, in one section of the report an attempt has been made by subtracting from the totals the corresponding numbers found in chapter II, Statistics of City School Systems, to obtain statistics for places having a population of less than 2,500 or for what is generally regarded as rural territory. The statistics in this chapter include both white and Negro pupils. In a few tables the schools wholly for Negro children have been treated separately.

When the terms "elementary" and "secondary" (or "high schools") are used without qualification, they refer to grades 1 to 8 and 9 to 12, respectively, in systems having 12 grades, and to grades 1 to 7 and 8 to 11, respectively, in systems having 11 grades. In order to present data which are comparable with previous years it is necessary to separate the data according to the traditional 8–4 or 7–4 plans, since comparatively few States have been reporting complete data on the various types of reorganized secondary schools. Several tables, however, contain data for reorganized and 4-year high schools to the extent to which State departments are able to report on such schools. Totals for these schools have purposely been omitted in these tables, since only about half of the States supplied data on the reorganized high school.

Attention may be called to the fact that it has been found impossible to issue the biennial chapter on statistics for State school systems

until more than a year after the close of the biennium. The usual process is for district school trustees to compile information for the county superintendent's office. He in turn must compile the data for all the districts in his county. In some States, by the time all the county superintendents have reported to the State office the greater part of a year has elapsed. The State departments, after receiving the reports of the county and city superintendents, must compile the State reports which requires several months' work. Most of the returns for the year 1931–32 were, however, made to the United States Office of Education with greater promptness than usual.

The text that follows has been prepared to show changes in enrollments, length of school term, average attendance, income, expenditures, per capita costs, etc., during the biennium 1930–32 to indicate significant trends and the variations that exist among the States.

ENROLLMENT

The total number of pupils enrolled in the public elementary and secondary day schools during the year 1931-32 was 26,275,441. Of this number 13,337,769 were boys and 12,937,672 were girls. From 1930 to 1932 the total enrollment increased 597,426; that of boys 2.93 per cent, and that of girls 1.71 percent. Within the biennium the decreases in enrollment ranged from 0.1 percent in North Carolina to 5.7 percent in Arizona. The increases in enrollment ranged from 0.1 percent in Iowa to 10 percent in Nevada, and 11.3 percent in the District of Columbia.

TABLE A.—ENROLLMENTS AND AVERAGE DAILY ATTENDANCE BY STATES IN 1930 AND 1932

State	Enrollments			Average daily attendance		
	1930	1932	Percent of increase or decrease	1930	1932	Percent of increase
1	2	3	4	5	6	7
Continental United States	25,678,015	26,275,441	+2.3	21,264,886	22,245,344	4.6
Alabama	622,988	639,836	+2.7	473,553	508,837	7.5
Arizona	103,806	97,900	−5.7	75,969	80,962	6.6
Arkansas	456,185	446,151	−2.2	330,825	338,909	2.4
California	1,068,683	1,123,550	+5.2	908,765	967,776	6.5
Colorado	240,482	247,074	+2.7	190,742	199,165	4.4
Connecticut	319,453	325,493	+1.9	274,482	285,206	3.9
Delaware	42,360	44,522	+5.1	36,255	38,784	7.0
District of Columbia	80,965	90,087	+11.3	68,312	73,470	7.6
Florida	346,434	367,758	+6.2	267,042	292,728	9.6
Georgia	713,290	742,756	+4.1	538,271	572,343	6.3
Idaho	120,947	119,123	−1.5	98,479	101,993	3.6
Illinois	1,395,907	1,415,553	+1.4	1,203,537	1,226,875	1.9
Indiana	667,379	687,629	+3.0	596,416	649,348	8.9
Iowa	554,655	555,341	+.1	465,051	478,370	2.9
Kansas	431,166	421,354	−2.3	364,801	383,920	5.2

The percent of the total population enrolled in the public schools ranges from 16.3 in New Hampshire to 28.6 in Mississippi, and the ratio of the total enrollment in these schools to children 5 to 17 years of age ranges from 70.7 in Maryland to 102.3 in Nevada. Since the total enrollment is compared with the number of children 5 to 17 years of age it is possible for the ratio to exceed 100.

Grade enrollment.—From 1930 to 1932 there was a decrease in enrollment in the kindergarten and in the first four grades, amounting to as much as 5.3 percent in the first grade. Of the other elementary school grades the greatest increase was in the eighth grade, amounting to 5 percent. The percentage of increase rises rapidly through the high-school grades to 24 percent in the fourth year.

ENROLLMENT BY GRADE, 1930 AND 1932

Grade or year	Enrollment		Number		Percent	
	1930	1932	Increase	Decrease	Increase	Decrease
1	2	3	4	4	5	6
Kindergarten	723,443	701,403		22,040		3 05
First	4,150,919	3,930,196		220,723		5.32
Second	2,802,914	2,776,378		26,536		0 95
Third	2,732,239	2,663,524		68,715		2.51
Fourth	2,599,229	2,589,098		10,131		.39
Fifth	2,382,491	2,462,563	80,072		3.36	
Sixth	2,256,249	2,277,913	21,664		0.96	
Seventh	2,029,736	2,052,825	23,089		1.14	
Eighth	1,601,373	1,681,520	80,147		5 00	
Total elementary	21,278,593	21,135,420		143,173		.67
First	1,626,823	1,777,608	150,785		9 27	
Second	1,192,185	1,387,331	195,146		16.37	
Third	879,525	1,066,755	187,230		21.29	
Fourth	700,889	871,786	170,897		24.38	
Postgraduate		36,541	36,541			
Total secondary	4,399,422	5 140,021	740,599		16.83	
Grand total	25,678,015	26,275,441	597,426		2.33	

The percentage of the total day-school enrollment in the kindergarten has remained practically the same since 1921 (table 2). The first grade shows a decrease from 1921 to 1926 and an increase for 1927 and 1928. Since the latter date the percentage enrolled in the first grade has decreased from 16.6 to 15. Each of the high-school grades shows a steady increase in the percentage of pupils enrolled in these grades.

In 1921 there were 4,248,745 pupils enrolled in the first grade and in 1922 there were 2,849,013 pupils enrolled in the second grade (table 2). By following the figures in italic from 1921 to 1932 a rough picture may be had of the eliminations from the first grade to the twelfth. It should be remembered that the great differences in the lower grades are due to retardation and not to elimination.

The contrasts between States in grade enrollments in 1932 (table 10a) are most marked in the matter of kindergarten enrollments. Among all the States Michigan has the highest percentage of such enrollments, a percentage which is surpassed within the State by no grades except the first and second. Three States report no kindergarten pupils and 17 others have less than 1 percent of their pupils in kindergarten classes. Comparison of columns 2 and 3 reveals that States having a low percentage in column 2 generally have a high percentage in column 3. A number of factors may be operative here, some of which are geographical, but it would appear that there is less retardation in the first grade in States which include provisions for kindergarten training in the school course.

The decrease in percentages through the successive grades is rather uniform until the eighth grade is reached. The discrepancies in this grade are due principally to the existence of numerous 7–4 systems, especially in Southern States. In these cases enrollments for the eighth school year have been counted in column 12, first year in secondary grades; consequently a low enrollment or none at all is reported in column 10 for some States.

The drop between the eighth grade and first year of high school is generally heavier in the more sparsely settled States than in States with large city populations. It is noticeable that the percentage usually drops very little between the eighth grade and the first year of the high school in States having one or more large cities; in a few cases there is an actual gain in percentage. The factor of density of population appears to be a potent influence in retaining pupils (table 10a).

The same factor of proximity to school, either because of a large urban population or because of large numbers of small high schools, is operative in those States showing a high percentage of pupils in high school as compared with the elementary school. The low percentage of pupils in high school for a number of Southern States is due to the presence of a large Negro population and consequent dropping out of school when the compulsory school age is passed.

Elementary school enrollment.—Although the total public-school enrollment increased by more than 13.1 percent from 1922 to 1932 there was within the decade an almost steady decline in the amount of increase in the elementary school enrollment (fig. 1). From 1926 to 1928 the increase in elementary school enrollment was greater than from 1924 to 1926, due in part to an increase in birth rate in 1921. From 1928 to 1930 the increase in the elementary school enrollment was less than from 1924 to 1926, and the decrease from 1930 to 1932 was greater than the increase from 1928 to 1930. The decline in the increase in enrollment follows very closely the decrease in birth rate from about 1923.

High-school enrollment.—From 1930 to 1932 the high-school enrollment increased from 4,399,422 to 5,140,021 pupils, or an increase of 16.8 percent. The number of boys enrolled increased from 2,115,228 to 2,530,790, or 19.6 percent; and the number of girls enrolled increased from 2,284,194 to 2,609,231, or 14.2 percent. The least increase was from 1926 to 1928. The increase from 1930 to 1932 exceeds that of 1928–30 by 252,456 pupils.

From year to year a larger and larger percentage of the total school population is being enrolled in high school, due largely to the fact that the American people have come to realize that a high-school education is none too much to meet present-day standards, and to the fact that the modern high school is attempting to meet the needs of the pupils and of society in general better than it did not so many years ago. It is of interest, therefore, to measure this increase. The proportion of pupils enrolled in the high school in 1880 was only 1.1 percent of the total school enrollment (table 1). There has been a gradual increase from that time to 19.6 percent in 1932.

While the percentage of public-school pupils enrolled in high school averages 19.6 for the country as a whole, there is considerable diversity among the States with respect to the percentage of pupils enrolled in the public high school. The percentages range from 9.9 in Mississippi to 27.6 in Washington (fig. 2). The State of Washington has, therefore, about three times as great a proportion of its school enrollment in high school as the State of Mississippi.

Night schools.—From 1930 to 1932 the number of night-school pupils decreased from 1,245,124 to 1,063,779. The largest enrollment in night schools was in California (table 13). California and New York were the only States enrolling more than 100,000 night-school pupils each in 1932. Each of the following States enrolled between 50,000 and 100,000 pupils in its night schools: Illinois, Massachusetts, Ohio, Pennsylvania, and Wisconsin. The decrease in the night-school enrollment has been due partly to the elimination or the curtailment of night-school work by many boards of education. The decrease has, however, not been as great as the figures indicate, since some part-time and continuation-school pupils were included in the 1930 figures, while none are included in those for 1932. The night-school movement was getting under way and had great promise of expansion in 1930, but during the depression night schools were among the first of the various types of schools to feel its effect.

Summer schools.—The public summer-school enrollment decreased from 520,874 in 1930 to 485,501 in 1932, or 6.8 percent. Several States, as may be noted in table 13, did not report any summer-school pupils. In no State did the enrollment reach 100,000. The highest was 73,144. This honor goes to New York. Only the following States had a summer-school enrollment of more than 25,000 each: California,

Illinois, Massachusetts, New Jersey, New York, Ohio, and Pennsylvania. Summer schools were also among the first to feel the effects of the depression; many boards of education having eliminated them entirely. These schools were offering great opportunities to children

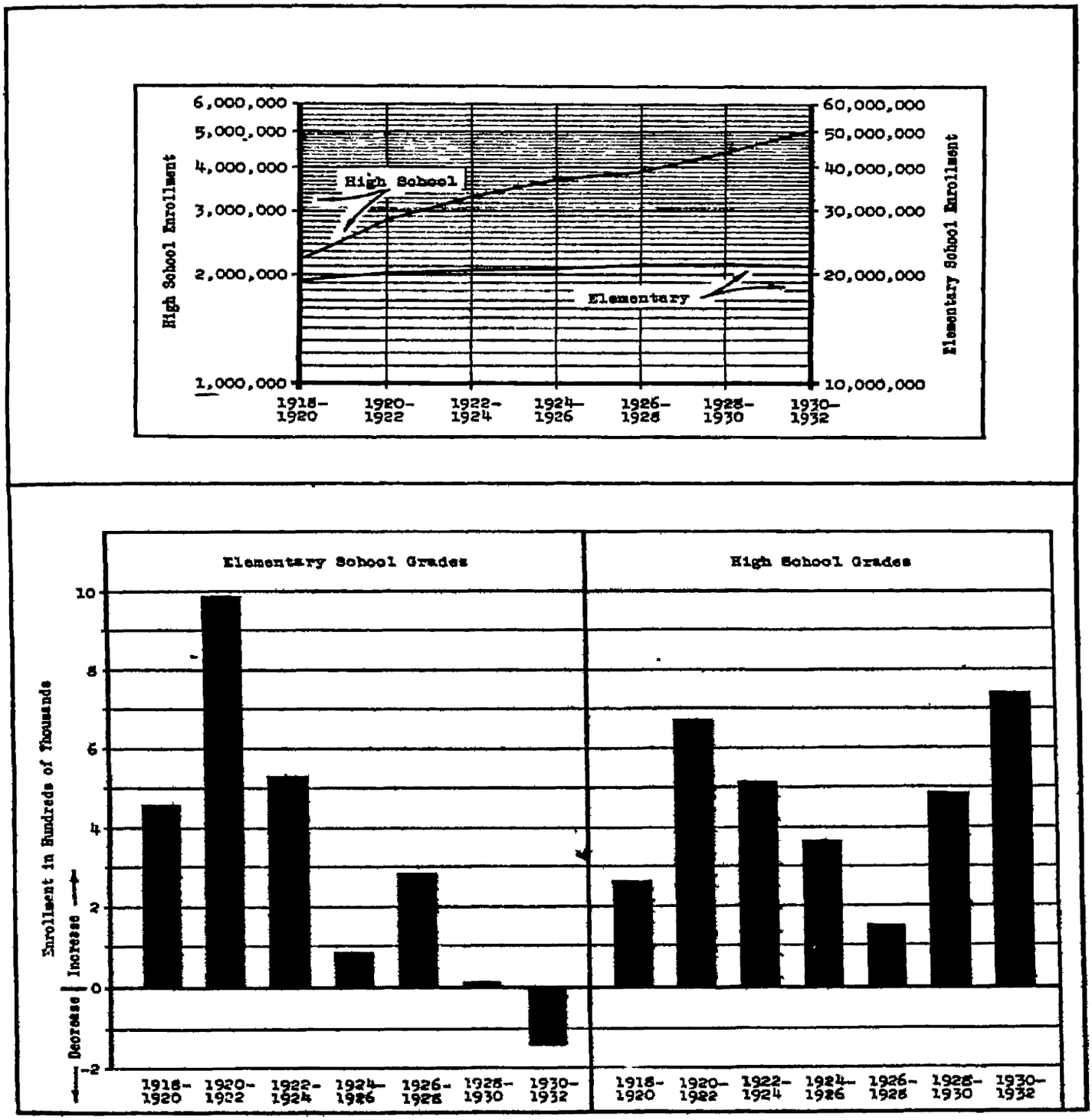


FIGURE 1.—Biennial changes in enrollments in elementary- and high-school grades, 1918–20 to 1930–32. (The logarithmic chart above shows rate of change; the arithmetic chart below shows the amount of actual change from the preceding biennium.)

to make up for lost time in school or to complete more work within a year.

Part-time and continuation schools.—This is the first time that statistics relating to part-time and continuation schools have been col-

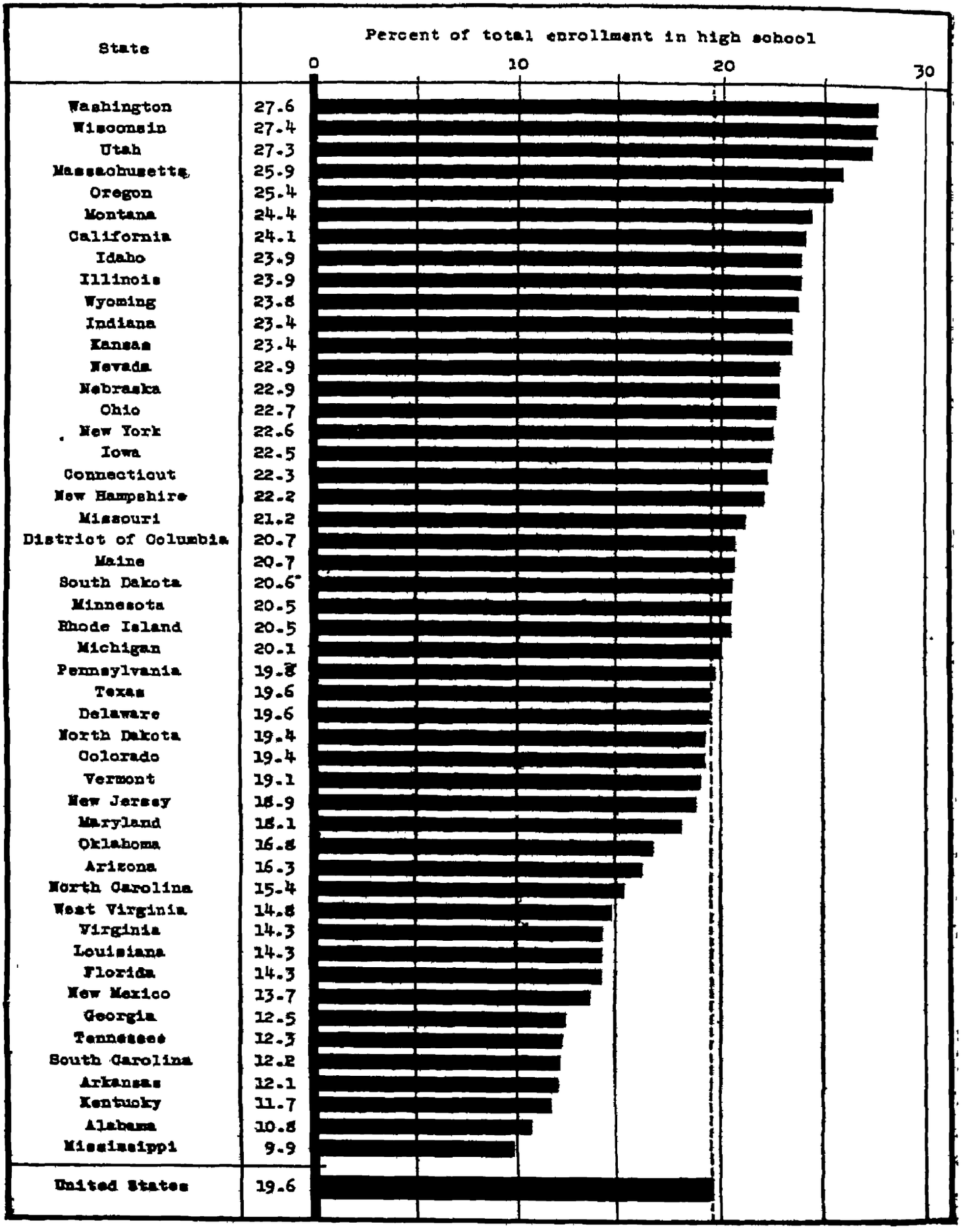


FIGURE 2.—Percentage of total enrollment in high school, by State, last 4 years of system, 1931–32.

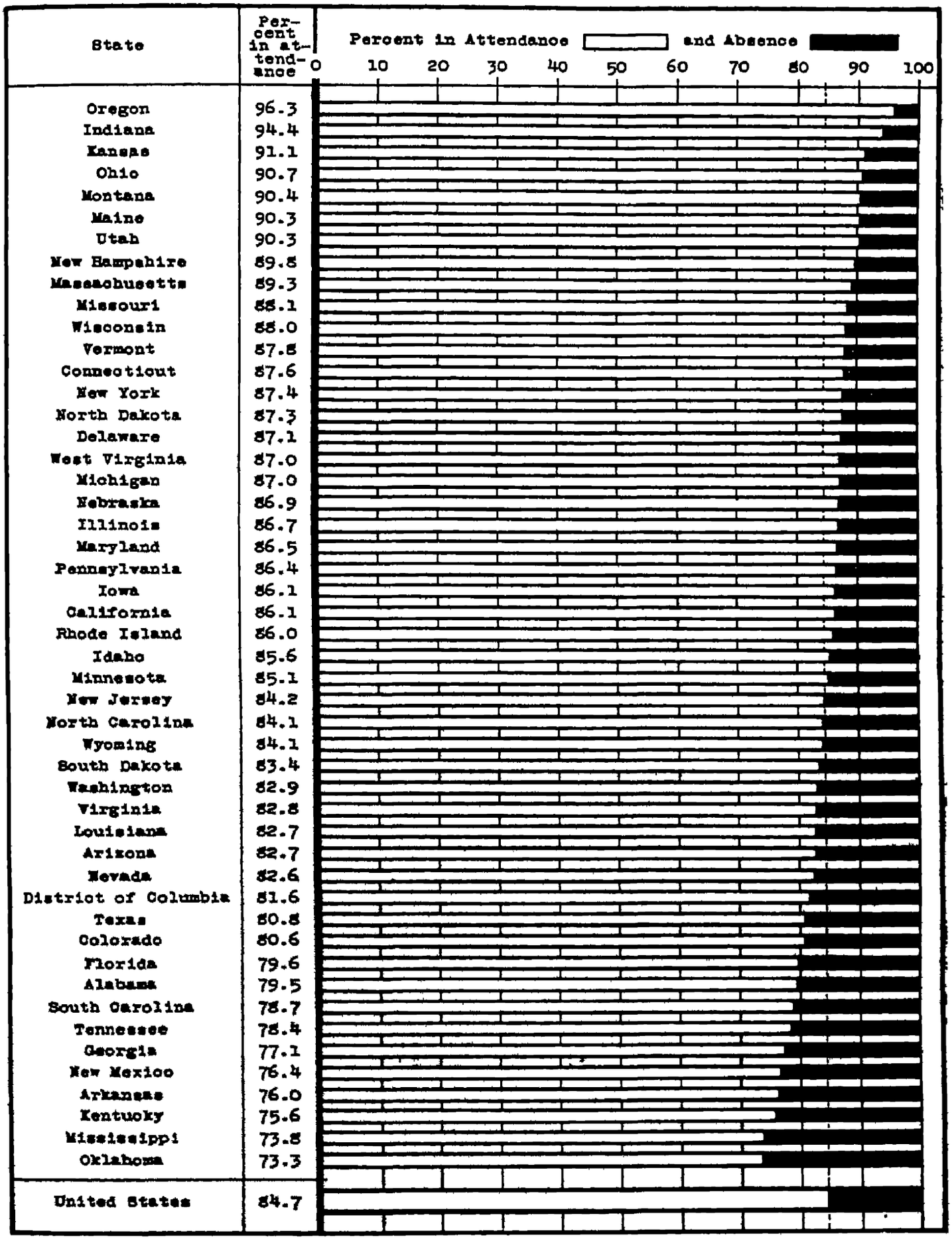


FIGURE 3.—Percentage of enrollment in average daily attendance and absence, by State, 1931–32.

lected on the blanks used by the Office of Education in collecting State school statistics. This first report shows that in the 27 States reporting there are 256,900 pupils and 4,151 teachers, and that the total cost of instruction is $7,947,701 (table 13). On the basis of enrollment the average cost per pupil is $30.95. New York reports the largest part-time and continuation-school enrollment, 84,866; and California the next largest, 80,557.

SCHOOL ATTENDANCE

The number of pupils in average daily attendance in the public elementary and secondary schools of the country in 1932 was 22,245,344. From 1930 to 1932 the number in average daily attendance increased 4.6 percent. Table 7, page 58, shows the number of pupils attending daily in each of the States by decades from 1870 to 1930, and for 1932. Table A shows the average daily attendance by States for 1930 and 1932 and the percentage of increase or decrease within the biennium. The greatest increase was in Oregon. In 23 States the increase was 5 percent or more.

Attendance in relation to enrollment.—From 1930 to 1932 the total enrollment in the public schools increased from 25,678,015 to 26,275,441, or 2.3 percent, and the average daily attendance from 21,264,886 to 22,245,344, or 4.6 percent. Of the 26,275,441 children enrolled in 1932, approximately 4,030,097 were out of school each day.

The children who enroll in school attend more regularly in recent years than they did several decades ago (table 1). In 1880 only 62.3 percent of the children enrolled attended each day, while in 1930 82.8 percent, and in 1932 84.7 percent of the children enrolled were attending each day. The increase in the percentage of school attendance is doubtless due to several causes. The compulsory school-attendance laws have become more effective not only by causing more children to enroll in school, but by compelling more regular attendance on the part of those who enroll. The function of the attendance officer as now conceived is not merely to get the pupils into school, but to seek the causes of nonattendance. Many of the compulsory school-attendance laws have been strengthened so as to require attendance for the full length of the school term. Better school attendance cannot be attributed entirely to improved attendance service. Teachers are now better trained than formerly and know better how to appeal to the interests of the children, thus making school a more desirable place than it was formerly. Courses of study have also been improved to meet more nearly the needs of the individual pupils, thus helping the school to hold the children in regular attendance. The transportation of pupils is also another means of helping secure better attendance. In many communities children who live some distance from school need no longer remain at home on account of inclement weather.

The extracurricular activities may also be another factor that should be noted in seeking the cause for better school attendance. The increased interest of parents in the education of their children should not pass unnoticed.

Although school attendance has been improving there is doubtless some room for further improvement. Just how many children out of every 100 enrolled might reasonably be expected to be in daily attendance is not a question easily answered; but it would seem that with better school facilities, better health supervision, and better enforcement of the school-attendance laws in many communities the average in most States could be raised to at least 90 out of every 100. Seven States; namely, Indiana, Kansas, Maine, Montana, Ohio, Oregon, and Utah have already reached this mark. Figure 3 shows percentage attendance and percentage absence by States.

Days attended and length of school term.—The average number of days that the schools were actually in session in 1932 was 171.2, or about 8½ months. In 10 States the average school term is 180 days or more; in 28, from 160 to 179 days; and in 8, from 140 to 159 days. In 3 States it is less than 140 days (table 9). For the country as a whole the school term decreased 1½ days from 1930 to 1932. The number of States in which the average school term was increased or decreased within the biennium and the number of days increased or decreased are as follows:

	Number of days [1]									
	0–2	2–4	4–6	6–8	8–10	10–12	12–14	14–16	20–22	Total number of States
1	2	3	4	5	6	7	8	9	10	11
Number of States increasing	10	2	2	2	------	------	2	1	------	19
Number of States decreasing	11	7	4	------	3	2	------	1	1	29

[1] No States reported either increases or decreases from 16 to 20 days.

Twenty-four States reported a distribution of enrollment according to the length of the school term provided in 1932. The results have been summarized in table 30 (p. 94). Of the 11,610,339 children represented in this tabulation 9.6 percent have a school term of 150 days or less, or a school term of not more than 7½ months; 6.1 percent have a term of not more than 6½ months; 3.5 percent a term of not more than 5½ months; and 1.7 percent a term of not more than 4½ months.

Table 9 (p. 60) shows the length of school term, exclusive of holidays provided in each of the States, but it does not show how many days each pupil attends school. The important question is, How well is

the school term provided taken advantage of by the children enrolled? While the average length of the school term in 1932 was 171.2 days the average number of days attended by each pupil was 144.9. The average number of days attended in 1932 ranges from 98.1 in Mississippi to 163.2 in Illinois. In only 6 States did the children enrolled attend 160 days or more; in 17 States from 151 to 160 days; in 12 States from 141 to 150 days; in 4 States from 131 to 140 days; and in 4 States from 121 to 130 days. In 6 States the children attended school an average of 120 days or less, or for not more than 6 months a year.

Within the biennium the average number of days attended increased from 143 in 1930 to 144.9 in 1932. The greatest increase in any State was 15.2 days.

The following distribution by days shows the number of States in which the number of days attended increased or decreased from 1930 to 1932:

	Number of days [1]															Total number of States
	0–1	1–2	2–3	3–4	4–5	5–6	6–7	7–8	8–9	10–11	11–12	12–13	13–14	14–15	15–16	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Number of States increasing	6	3	4	4	3	1	2	3	....	1	1	1	2	1	1	33
Number of States decreasing	2	2	2	5	1	1	1	....	1	.....	.....	.....	.....	.....	.....	15

[1] No State reported increases or decreases from 9 to 10 days

Another measure with respect to school attendance in relation to the school term provided is the percentage of the school term not attended. From 1910 to 1932 this percentage dropped from 27.5 to 15.3. In 7 States the comparative drop was much greater (table B). From 1930 to 1932 the percentage of the school term not attended fell from 17.1 to 15.3.

Since each State and each school district provide a certain amount of money for running the schools, they would cost no more if every pupil were to attend school every day of the school term.

TABLE B.—PERCENT OF TERM NOT UTILIZED, 1910–32

State or outlying part	1910	1920	1930	1932
1	2	3	4	5
Continental United States	27 5	25 1	17.1	15 3
Alabama	34.7	35 5	24 0	20 5
Arizona	37 9	39 3	26.8	17.3
Arkansas	34 9	32 5	27 5	24.0
California	22.6	30 9	15 0	13 9
Colorado	36 8	31 9	20 7	19 4
Connecticut	22.8	21 5	14.1	12.4
Delaware	31 4	28.9	14 4	12.9
District of Columbia	19 8	19 2	15 6	18.4
Florida	28 3	26 4	22.9	20 4
Georgia	34.7	32 4	24.5	22.9
Idaho	31.0	26.5	18.6	14.4
Illinois	21 4	15.2	13.8	13.3
Indiana	19 9	19 3	20.6	5.6
Iowa	28.3	21.1	16 2	13.9
Kansas	26.4	23 9	15.4	8.9
Kentucky	40.7	36.0	26.4	24.4
Louisiana	30 9	27.6	19.6	17 3
Maine	25.8	15 8	10 6	9 7
Maryland	38.0	27.4	15 1	13.5
Massachusetts	17 8	16 6	11.0	10.7
Michigan	16 4	24.7	12.9	13 0
Minnesota	29.1	21 6	17.2	14 9
Mississippi	38 1	37.0	26.8	26.2
Missouri	29.8	21.0	12.1	11 9
Montana	16.0	27.5	12.5	9.6
Nebraska	31 9	25 4	20.3	13 1
Nevada	29.2	24 7	17.0	17.4
New Hampshire	26.1	17 1	11.1	10.2
New Jersey	27.1	19.9	16.3	15 8
New Mexico	38.8	27.0	25.3	23.6
New York	20.4	20.9	12.9	12.6
North Carolina	35 5	31.5	22.4	15.9
North Dakota	34.7	23.7	12.2	12.7
Ohio	17.2	20 8	10 7	9 3
Oklahoma	37 7	39 6	31 1	26.7
Oregon	16 5	9 5	23 4	3 7
Pennsylvania	20 9	21 4	14 3	13.6
Rhode Island	22.4	21 5	13 6	14 0
South Carolina	31.1	30 7	25 8	21.3
South Dakota	37 1	32.7	16 3	16.6
Tennessee	32.5	26.2	23 2	21.6
Texas	33 1	27.8	13.4	19.2
Utah	22.2	16 8	12.7	9 7
Vermont	13.0	18.8	12.1	12.2
Virginia	34.6	30 5	19 6	17.2
Washington	26.7	27.4	19 2	17.1
West Virginia	29 9	26 0	11 5	13.0
Wisconsin	30.8	20 8	16.1	12.0
Wyoming	28.4	22.8	12.4	15.9
Outlying parts of the United States				
Alaska	------	25 4	15.6	17 5
Canal Zone	------	6 1	13 3	17.6
Guam	------	------	4.1	3.4
Hawaii	------	7 0	4.4	5.6
Philippine Islands	------	19.2	10 0	8.7
Puerto Rico	------	19.5	12.6	11.8
Virgin Islands	------	------	------	4 0

ADMINISTRATION, INSTRUCTION, PERSONNEL, AND RELATED ITEMS

Administrative officers and assistants.—Of the 20,672 administrative officers in 1932, 824 are State superintendents and other State administrative officers, 1,137 other personnel in the State departments, 5,143 county superintendents and assistants, 11,127 city superintendents and assistants, and 2,441 district and township superintendents in the States reporting such officers (table 18).

Supervisors and principals.—Only 24 States reported the number of supervisors of instruction for the elementary schools and 23 for the secondary schools. The number of elementary-school supervisors reported is 3,520 and of secondary-school supervisors 1,314, making a total of 4,834. In these States there are 452,132 teachers. The approximate average number of teachers per supervisor is therefore 94 for the States reporting.

Only 30 States reported the number of elementary-school principals, and only 30 the number of secondary-school principals. In the States reporting there are 11,592 principals of elementary schools and 10,573 principals of high schools, or a total of 22,165 principals. In these

States there are 599,449 teachers, thus there is a principal for every 27 teachers.

Number of teachers.—The total number of public elementary and secondary-school teachers employed in the United States in 1932 was 871,607 and the total number of teaching positions was 863,348. The difference in the two numbers is due to the fact that some of the teachers resign during the school term and others are employed to fill their positions.

TABLE C.—DISPARITY BETWEEN INCREASE IN TEACHING POSITIONS AND INCREASE IN AVERAGE DAILY ATTENDANCE, 1930–32, WITH NUMBER OF PUPILS IN AVERAGE DAILY ATTENDANCE PER TEACHER IN 1932

State	Teachers		Average daily attendance percent of increase or decrease	Number of pupils average daily attendance per teaching position	State	Teachers		Average daily attendance percent of increase or decrease	Number of pupils average daily attendance per teaching position
	Number increase or decrease	Percent of increase or decrease				Number increase or decrease	Percent of increase or decrease		
1	2	3	4	5	1	2	3	4	5
Continental United States	20,747	2.5	4.6	25.8	Nebraska	+1	.....	+8.8	19 1
					Nevada	+100	+12.6	+9 5	18 3
Alabama	+137	+0.8	+7 5	30 5	New Hampshire	+12	+.4	+4.0	23 1
Arizona	+294	+9 3	+6.6	23.4	New Jersey	+1,195	+4 7	+4.4	26 0
Arkansas	−880	−7.0	+2.4	29 0	New Mexico	−122	−3.6	+9 8	25.5
California	+2,252	+6.1	+6.5	24 8	New York	+4,534	+6.0	+4.9	24.6
Colorado	+62	+ 6	+4 4	20.3	North Carolina	−870	−3.7	+8.2	32.4
					North Dakota	+16	+ 2	−2.7	17 2
Connecticut	−7	−.1	+3.9	29.1	Ohio	+955	+2.3	+3 3	27.8
Delaware	+100	+7.0	+7 0	25 5	Oklahoma	−1,647	−8.3	+4 9	27.2
Dist. of Columbia	+29	+1 1	+7.6	26.7					
Florida	+448	+4 2	+9 6	26.6	Oregon	+1,668	+26.9	+27.1	25.0
Georgia	+463	+2.4	+6.3	29.3	Pennsylvania	+1,513	+2.6	+4.5	29 3
					Rhode Island	+128	+3.3	+3 3	26.3
Idaho	+84	+1.9	+3.6	22.2	South Carolina	−345	−2.6	+7.2	28.6
Illinois	−294	−.6	+1.9	25.8	South Dakota	−191	−2.1	− 8	15 7
Indiana	−345	−1.6	+8 9	30 2					
Iowa	+218	+.9	+2 9	19.3	Tennessee	+1,158	+6.5	+4.4	26 7
Kansas	−23	−.1	+5.2	20 1	Texas	+6,042	+16.9	−1.5	25 4
					Utah	−337	−7.6	+5.6	30.9
Kentucky	+1,097	+7 2	+7.1	28 2	Vermont	+40	+1.4	+.3	20.3
Louisiana	+272	+2.2	+5.9	29.7	Virginia	+242	+1 5	+6 6	28.9
Maine	+131	+2 1	+5.8	23.1					
Maryland	+77	+ 9	+5 9	29.2	Washington	−95	−.9	+3 3	26 1
Massachusetts	+1,260	+4.8	+3 4	25.4	West Virginia	+544	+3.4	+5.0	22.4
					Wisconsin	+516	+2.5	+7.8	24.6
Michigan	+925	+2.7	+2.6	25.2	Wyoming	−208	−7.0	− 2	17.2
Minnesota	−1,121	−5.1	+4.0	22.6					
Mississippi	+394	+2.6	−1.5	27.6					
Missouri	+388	+1 6	+4.5	24.5					
Montana	−63	−1.0	+2.3	18.0					

In 1932, there were 20,747 more teaching positions than in 1930, which represents an increase of 2.5 percent. The increase in the number of such positions may be accounted for by the increase in enrollments. The percentage increase in the number of teaching positions was, however, not as great as the percentage increase in

the number of pupils in average daily attendance, which amounted to 4.6 percent. In some States the percentage increase in the number of pupils in average daily attendance is very marked compared with the percentage increase in the number of teaching positions (table C).

From the data presented in table 12 (p. 68) it will be seen that the proportion of men teachers declined from 42.8 percent in 1880 to 14.1 percent in 1920, and increased to 16 6 percent in 1930 and to 17.7 percent in 1932. In the following States 25 percent or more of the teachers are men: Arkansas, Idaho, Indiana, Kentucky, Utah, and West Virginia. The States in which the percentage of men teachers is less than 10 are: Connecticut and Vermont. In 39 States there was a higher percentage of men teachers in 1932 than in 1930. In nine States the percentage of men teachers has decreased since 1930. The increase in the proportion of men teachers from 1920 to 1930 may probably be accounted for by the increase in teachers' salaries during that period, the salaries being such in many communities that they attracted more men.

Pupil-teacher ratio.—The number of pupils enrolled per teacher decreased from 30.5 in 1930 to 30.4 in 1932; the number of pupils in average daily attendance per teacher increased from 25.2 to 25 8. In 4 States the number of pupils in average daily attendance per teacher in 1932 was from 30 to 34.9; in 24 States and the District of Columbia from 25 to 29.9; in 13 States from 20 to 24.9; and in 7 States the number of pupils in average daily attendance per teacher was less than 20.

The small pupil-teacher ratio in some of the States may be accounted for by the fact that there are many 1-room schools that enroll very few pupils. For example, the average enrollment in the 1-teacher schools in Colorado is 12.5; in Iowa, 15.8; in Kansas, 15.9, in Minnesota, 11.9; and in North Dakota, 15.1, according to figures obtained from the latest published reports of the State departments of education in these States.

Since all of the States did not report the number of pupils and the number of teachers for elementary, junior and senior high school grades separately, such figures on these returns as were reported have been used to estimate the pupil-teacher ratio at various school levels. Using the data supplied by 23 States it is found that the pupil-teacher ratio in 1932 in the elementary school was 33; in the junior high school 28.8; in the junior-senior high school 26.9; in the senior high school 25.7; and in the regular high school 26.2.

Salaries of teachers, principals and supervisors.—The average annual salary of teachers, supervisors and principals combined was $1,417 in 1932. The average by States ranges from $593 in Arkansas to $2,494 in New York (table 18).

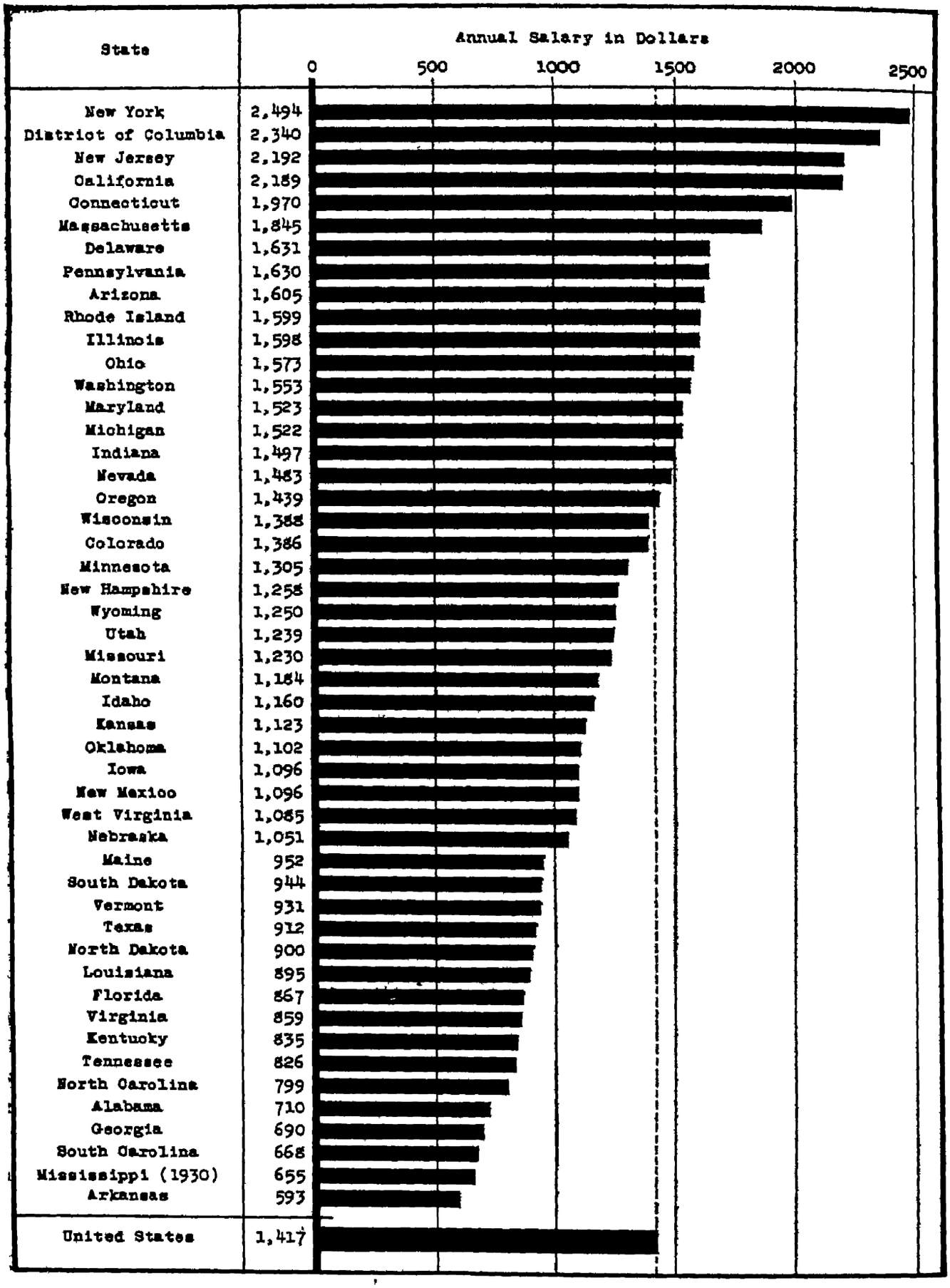


FIGURE 4.—Average annual salary of teachers, supervisors, and principals, by State, 1931–32.

Only a few States made a separation of expenditures for salaries of elementary teachers and of teachers in the various types of secondary schools. Such data as were supplied on these points are presented in table 29. The average salary paid teachers, supervisors, and principals of the elementary schools in the 23 States reporting was $1,192; of junior high schools in the 11 States reporting was $1,671; of junior-senior in 4 States, $1,245; of senior high schools in the 8 States reporting was $1,864; and of regular high schools in 18 States reporting was $1,780. The average elementary school salary varied from $2,031 in New Jersey to $495 in Arkansas; the average junior high school salary from $2,334 in New Jersey to $889 in Arkansas; junior-senior $2,291 in New Jersey to $874 in Arkansas; the average senior high school salary from $2,840 in New Jersey to $1,324 in Florida; and the average regular high-school salary from $2,747 in New Jersey to $772 in Arkansas.

FINANCIAL SUPPORT

The schools in most of the States are supported chiefly by local taxation as is shown in the following paragraphs devoted to revenue receipts.

Revenue receipts.—The total revenue receipts for public elementary and secondary schools in 1930 was $2,088,556,837 and in 1932 the amount was $2,072,396,907, or a decrease of 0.8 percent. Within the biennium Federal aid for vocational education increased 12.6 percent, subsidies from educational foundations decreased 37.2 percent, the funds derived from State sources increased 16.3 percent, from county sources they decreased 14.8 percent, and from local sources they decreased 2.8 percent. The total revenue receipts and the source of such are shown for each of the States in table 22.

Considering all revenue receipts the amounts and the percentage derived from Federal, State, county, and local sources in 1930 and 1932 were:

Source	1930		1932	
	Amount	Percent	Amount	Percent
1	2	3	4	5
Federal aid	$7,333,834	0 4	$8,262,137	0 4
State	353,670,462	16. 9	411,379,450	19 9
County	216,746,764	10 4	184,662,968	8. 9
Local	1,510,805,777	72. 3	1,467,092,352	70. 8
Total	2,088,556,837	100. 0	2,072,396,907	100 0

The proportionate amount of the total revenue receipts from Federal and State, county, and local sources is shown by States in table 19, page 76.

The amounts and the proportional amounts derived from taxation and other sources in 1930 and 1932 were:

Source	1930		1932	
	Amount	Percent	Amount	Percent
1	2	3	4	5
Permanent funds	$23, 707, 636	1. 1	$25, 793, 192	1 2
Lease of school lands	3, 748, 881	2	3, 142, 906	.2
Appropriation and taxation	1, 975, 000, 085	94 5	1, 978, 344, 542	95. 5
Federal aid	7, 333, 834	.4	8, 262, 137	4
All other revenue receipts	78, 706, 401	3. 8	56, 854, 130	2. 7
Total	2, 088, 556, 837	100 0	2, 072, 396, 907	100 0

The greatest amount of income for the public schools is derived from direct taxation for school purposes and from appropriations from general funds as is shown in above table.

Considering these two sources only, excluding income from permanent funds and leases of school land and Federal appropriation, 19 5 percent of the funds raised for school purposes comes from the State, 8.9 percent from the county, and 71.6 percent from local school districts. Thus the county and other local school districts provide 80.5 percent of the school funds. Table 19, page 76, and figure 5 show for each State the proportionate amounts of school revenue from appropriations and taxation derived from State, county, and local sources.

In only 2 States, Delaware and North Carolina, is 50 percent or more of the receipts from appropriations and taxation for school purposes derived from State sources. The percentage of school funds derived from State sources ranges from 88.8 percent in Delaware to almost nothing in Kansas.

In 29 States part of the school funds from taxation and appropriations is reported as coming from the county. In these States the proportion derived from the county ranges from 64.1 percent in Nevada to 0.9 in New Jersey. The States in which the county furnishes one third or more of the school funds are Alabama, Arizona, Idaho, Louisiana, Montana, Nevada, New Mexico, and Tennessee.

The proportion of school funds derived from units smaller than the county ranges from 98.2 in Kansas to 11 2 percent in Delaware. In 20 States these smaller units supply 75 percent or more of the school income; in 13 States from 50 to 74 percent; in 11 States from 25 to 49 percent; and in 6 States less than 25 percent. Taken together the county and local units within the county supply 75 percent or more of the school funds in 30 States, from 50 to 74 in 17 States, from 25 to 49 percent in 1 State, and less than 25 percent in 1 State.

State	Percent and Source			Percent
	State	County	Local	0 20 40 60 80 100
Delaware	88.8	--	11.2	
North Carolina	55.0	15.1	29.9	
Alabama	45.3	41.1	13.6	
Georgia	39.6	26.3	34.1	
Texas	38.2	--	61.8	
Utah	35.0	--	65.0	
Florida	34.6	24.5	40.9	
Mississippi (1930)	32.9	23.1	44 0	
Virginia	32.8	30.3	36.9	
District of Columbia	31.5	—	68.5	
New York	31.2	--	68.8	
Maine	30.2	—	69.8	
South Carolina	29.4	8.5	62.1	
Kentucky	29.2	29.2	41.6	
Louisiana	28.9	54.5	16.6	
Tennessee	27.0	50.9	22.1	
Washington	26.6	16.3	57.1	
Michigan	26.6	--	73.4	
Nevada	22.8	64.1	13.1	
Arizona	22.0	41.7	36.3	
California	21.9	30.2	47.9	
Arkansas	21.3	--	78.7	
Maryland	21.0	32.9	46.1	
New Jersey	19.1	.9	80.0	
Pennsylvania	19.1	—	80.9	
Minnesota	18.8	5.2	76.0	
Wisconsin	15.8	9.7	74.5	
Vermont	11.9	--	88.1	
Rhode Island	8.4	—	91.6	
Massachusetts	7.9	--	92.1	
Connecticut	7.2	—	92.8	
West Virginia	7.2	--	92.8	
Missouri	7.0	2.4	90.6	
Oklahoma	6.7	6.0	87.3	
Illinois	6.6	—	93.4	
Ohio	4.8	24.9	70.3	
Indiana	4.6	--	95.4	
New Hampshire	4.6	--	95.4	
Montana	3.4	49.5	47.1	
North Dakota	3.2	8.7	88.1	
New Mexico	3.0	74.7	22.3	
Iowa	1.3	2.9	95.8	
Idaho	1.2	39.3	59.5	
Wyoming	.9	26.0	73.1	
Nebraska	.7	--	99.3	
Colorado	.1	26.1	73.8	
Oregon	—	13.9	86.1	
Kansas	--	--	100.0	
South Dakota	--	--	100.0	
United States	19.5	8.8	71.7	

FIGURE 5.—Percentage of receipts from taxation and appropriation from State, county, and local sources, by State, 1931–32.

$2,469,311,376 in 1930 and $2,233,790,831 in 1932, a decrease of 9.5 percent. Considering both revenue and nonrevenue receipts for 1932, the proportion derived from various sources was: Federal, 0.37 percent; State, 18.42 percent; county, 8.98 percent; local, 72.21 percent; subsidies from educational foundations, 0.02 percent. The total amounts of revenue and nonrevenue receipts are shown for each State in table 23.

TABLE D.—COMPARISON OF RECEIPTS FROM LOANS AND BOND SALES—1930 AND 1932

State	Loans and bond sales		
	1930	1932	Increase or decrease
1	2	3	4
Continental United States	**$357,050,699**	**$126,895,026**	
Alabama	2,374,254	870,343	—$1,503,911
Arizona	1,047,609		(1)
Arkansas	3,235,125	1,504,536	—1,730,586
California	9,841,578	5,558,136	—4,283,442
Connecticut	4,684,812	623,527	—4,061,285
Delaware	74,150	207,187	+133,037
Florida	3,029,392	3,057,132	+27,740
Georgia	4,458,138	2,719,520	—1,738,618
Idaho	436,471	75,384	—361,087
Illinois	80,293,714	14,673,210	—65,620,504
Indiana	2,851,190	947,530	—1,903,660
Iowa	2,270,129	518,515	—1,751,614
Kansas	3,783,206		(1)
Kentucky	4,872,489	1,453,302	—3,419,187
Louisiana	5,153,167	631,336	—4,521,831
Maryland	3,213,694	2,873,942	—339,752
Michigan	26,355,911	1,637,421	—24,718,490
Minnesota	4,387,340	2,221,326	—2,166,014
Mississippi	1,631,781	[2] 1,631,781	
Missouri	7,320,348		(1)
Montana	1,110,822	606,110	—504,712
Nebraska	847,654	542,471	—305,183
Nevada	557,048	251,659	—305,389
New Hampshire	68,686	83,722	+15,036
New Jersey	26,248,043	8,545,059	—17,702,984
New Mexico	152,500	559,099	+406,599
New York	68,992,463	24,516,006	—44,476,457
North Carolina	4,966,935	3,000,000	—1,966,935
North Dakota		839,858	+839,858
Ohio	26,933,184	3,362,741	—23,570,443
Oregon	275,131	2,509,810	+2,234,679
Pennsylvania	27,319,747	18,864,693	—8,455,054
South Carolina	783,444	192,545	—590,899
South Dakota	301,872	94,213	—207,659
Tennessee	1,885,088	2,411,659	+526,571
Texas	12,562,993	6,746,805	—5,816,188
Utah	1,796,883	889,119	—907,764
Virginia	1,274,218	2,141,500	+867,282
Washington	2,595,763	3,951,431	+1,355,668
Wisconsin	6,478,399	5,503,209	—975,190
Wyoming	585,328	79,189	—506,139

[1] No information available.
[2] Statistics, 1930.

EXPENDITURES

The total expenditure for the public day schools in 1932 was $2,161,170,060, excluding payment of bonds. The amount spent for the same purpose in 1930 was $2,306,965,557. This was a decrease of 6.3 percent for the 2-year period. Tables 24, 25, and 26 show, by States, the amounts expended in 1932 for current expenses, capital outlay, and debt service, and table 27 gives a percentage analysis for each expense item for each of the States.

Current expenses.—The total current expenses, not including interest, decreased from $1,843,551,708 in 1930 to $1,809,939,016 in 1932, or 1.8 percent. The change from 1930 to 1932 ranges from a 21-percent decrease in South Carolina to a 12.8-percent increase in Delaware. Thirty-one States register a decrease from 1930 to 1932, ranging from 0.4 to 21 percent, and 17 States an increase ranging from 0.7 to 12.8 percent.

TABLE E.—COMPARISON OF CURRENT EXPENSES IN 1930 AND 1932, BY STATES

State	Current expenses (not including interest)			Annual cost per pupil in average daily attendance		
	1930	1932	Percent increase or decrease	1930	1932	Percent increase or decrease
1	2	3	4	5	6	7
Continental United States	**$1,843,551,708**	**$1,809,939,016**	**−1.8**	**$86.70**	**$81.36**	**−6.2**
Alabama	17,652,225	15,855,506	−10.2	37.28	31.16	−16.4
Arizona	8,289,546	8,118,054	−2.1	109.12	100 27	−8.11
Arkansas	11,101,551	9,644,727	−13.1	33.56	28,46	−15.2
California	121,136,633	124,719,955	+3.0	133.30	128.87	−3.3
Colorado	21,125,901	20,199,773	−4.4	110.76	101 42	−8.4
Connecticut	28,155,339	29,738,992	+5.6	102.58	104 27	+1.6
Delaware	3,448,498	3,890,039	+12.8	95.12	100.31	+5.5
District of Columbia	9,043,813	9,370,065	+3.6	132.39	127.54	−3 7
Florida	13,516,229	13,821,467	+2.3	50.61	47 22	−6.7
Georgia	17,166,356	17,285,146	+.7	31.89	30.20	−5.3
Idaho	8,553,928	7,803,449	−8.8	86 86	76.51	−11.9
Illinois	123,480,692	117,035,475	−5.2	102.56	95.39	−7 0
Indiana	54,666,666	51,449,071	−5.9	91.66	79.23	−13.6
Iowa	44,692,503	40,977,634	−8.3	96 10	85.66	−10.9
Kansas	33,857,923	29,760,983	−12.1	92.81	77.52	−16 5
Kentucky	20,009,576	19,111,092	−4.5	46.23	41.24	−10.8
Louisiana	16,847,280	16,586,189	−1.5	48.19	44.80	−7 0
Maine	9,647,509	9,844,856	+2.0	69.89	67.38	−3 6
Maryland	18,880,053	19,682,761	+4.3	80.15	78.92	−1.5
Massachusetts	74,034,720	73,353,630	−.9	109.57	105.03	−4.1
Michigan	96,968,550	85,621,571	−11.7	114.76	98.78	−13 9
Minnesota	46,271,102	45,537,935	−1.6	101.29	95.83	−5 4
Mississippi	15,757,723	[1] 15,757,723	----------	36.13	[1] 36.13	----------
Missouri	40,513,185	42,164,782	+4.1	70.28	70.02	−.4
Montana	11,557,838	10,622,374	−8.1	109.73	98.61	−10.1
Nebraska	24,123,984	22,611,283	−6.3	93.08	80.21	−13 8
Nevada	2,039,602	2,170,283	+6.4	136.18	132.36	−2.8
New Hampshire	6,119,532	6,440,747	+5.2	92.77	93 85	+1 2
New Jersey	82,801,149	87,456,888	+5.6	124.90	126.39	+1.2
New Mexico	5,884,701	6,014,045	+2.2	77 21	71.89	−6.9

[1] Statistics, 1930.

TABLE E.—COMPARISON OF CURRENT EXPENSES IN 1930 AND 1932, BY STATES—Continued

State	Current expenses (not including interest)			Annual cost per pupil in average daily attendance		
	1930	1932	Percent increase or decrease	1930	1932	Percent increase or decrease
1	2	3	4	5	6	7
New York	$256,705,491	$272,923,414	+6 3	$137 55	$139.38	+1 3
North Carolina	28,830,362	25,083,394	−13.0	42.85	34.44	−19.6
North Dakota	14,794,184	12,117,315	−18 1	99 55	83 77	−15.9
Ohio	109,213,169	98,506,523	−9.8	95.69	83 56	−12.7
Oklahoma	30,780,341	27,303,446	−11.3	65.48	55 35	−15.5
Oregon	16,030,009	15,064,041	−6.0	103 31	76.38	−26.1
Pennsylvania	145,861,417	149,498,036	+2.5	87 81	86.14	−1.9
Rhode Island	9,821,214	10,424,854	+6.1	95 74	98.35	+2.7
South Carolina	13,933,522	11,002,230	−21.0	39.98	29 44	−26.4
South Dakota	13,219,921	12,489,037	−5.5	95.36	90.85	−4 7
Tennessee	20,560,079	19,723,214	−4.1	42.66	39.21	−8.1
Texas	58,597,695	60,808,246	+3.8	54.57	57.49	+5.4
Utah	9,052,640	8,213,259	−9 3	75.08	64.50	−14.1
Vermont	4,883,970	4,443,823	−9.0	84.24	76.40	−9 3
Virginia	20,026,944	19,955,247	− 4	44.25	41.35	−6 6
Washington	27,976,728	26,630,775	−4.8	100 45	92.56	−7 9
West Virginia	25,205,495	23,461,879	−7 1	72.18	63.82	−11.6
Wisconsin	44,566,798	44,168,709	−.9	94.17	86 56	−8.1
Wyoming	6,137,422	5,475,079	−11.1	128 59	114.89	−10.7

The following shows the amount expended and the cost per pupil for each of the several functions; and also the proportionate amounts devoted to each function in 1930 and 1932.

COMPARISON OF STATE SCHOOL EXPENSES IN 1930 AND 1932

Purpose	1930			1932			Percentage decrease in per capita cost
	Amount	Per capita cost on average daily attendance	Per cent of total	Amount	Per capita cost on average daily attendance	Per cent of total	
1	2	3	4	5	6	7	8
General control	$78,679,502	$3.70	4.3	$74,910,121	$3.37	4.1	8.9
Instruction:							
Salaries	1,250,427,194	58.80	67.9	1,265,443,910	56.89	69 9	3.2
Textbooks and supplies	67,300,039	3.17	3.6	67,887,916	3 05	3.8	3.8
Total instruction	1,317,727,233	61.97	71.5	1,333,331,826	59.94	73 7	3.3
Operation	216,072,433	10.16	11.7	198,905,327	8.94	11.0	12.0
Maintenance	78,810,238	3.71	4.3	58,518,348	2.63	3.2	29.1
Auxiliary agencies	101,992,622	4.80	5.5	98,707,181	4.44	5 5	7.5
Fixed charges	50,269,680	2.36	2.7	45,566,213	2.04	2.5	13.6
Total current expenses	1,843,551,708	86.70	100 0	1,809,939,016	81.36	100 0	6.2
Capital outlay	370,877,969	17.44	.....	210,996,262	9.48	.....	45.6
Interest	92,535,880	4 35	.....	140,234,782	6.30	.....	[1] [2] 44.8

[1] Increase.
[2] Mostly due to more States reporting interest charges. 38 States reported interest charges in 1930 while all States show interest charges for 1932.

A further analysis of the school expense dollar shows that 1.6 cents is for school board and business offices, 2.5 cents for superintendents and their offices, 69.9 cents for salaries of supervisors, principals, and teachers, 1.3 cents for textbooks, 2.5 cents for educational supplies, 6.2 cents for janitorial service, 4.8 cents for fuel, light, water, and janitors' supplies, 0.2 cents for public libraries under control of board of education, 0.6 cents for the promotion of health, 3.1 cents for transportation of pupils, 0.2 cents for compulsory attendance service, 1.4 for other auxiliary agencies, and 2.5 for fixed charges.

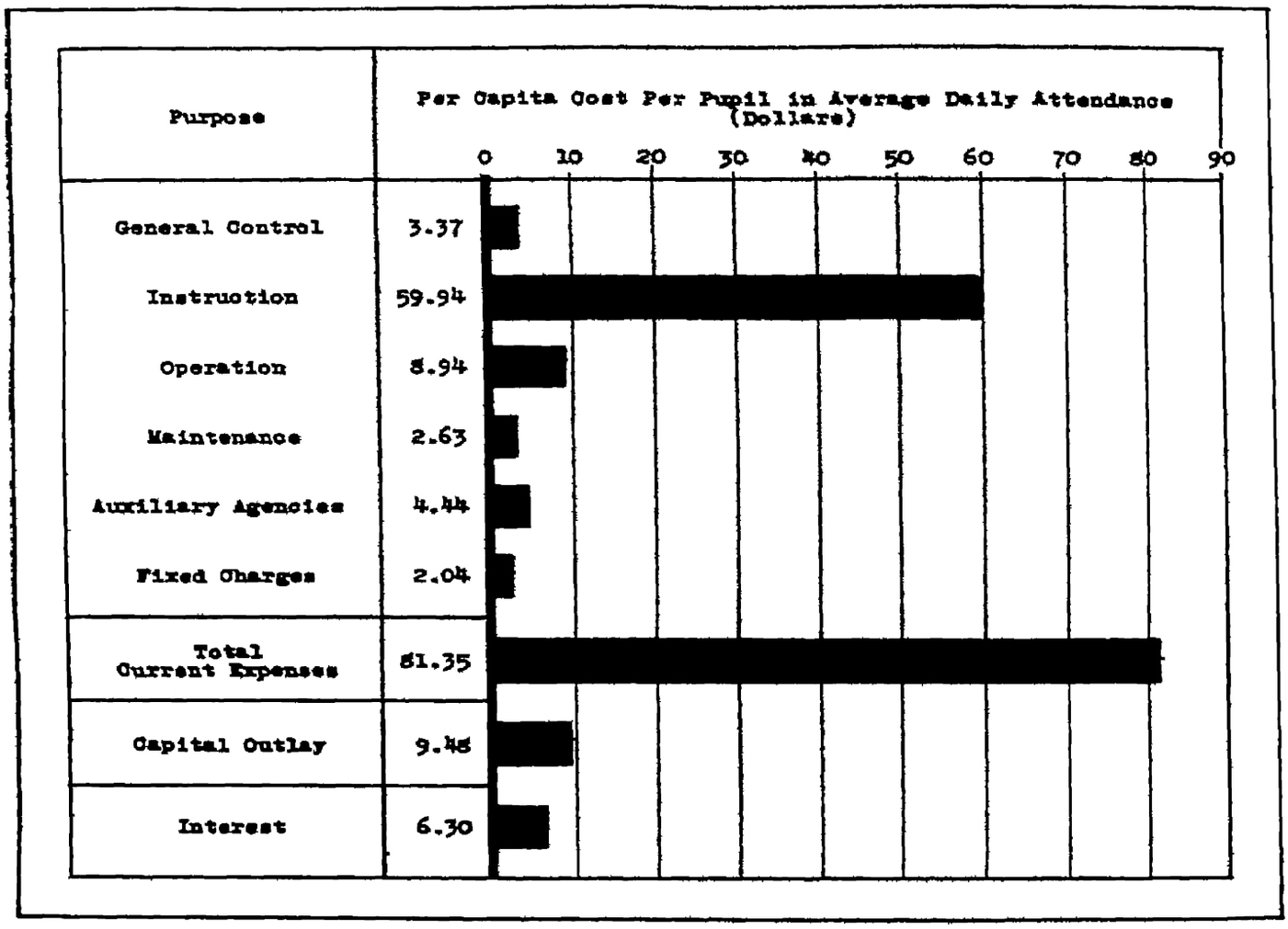


FIGURE 6.—Annual cost per pupil in average daily attendance for current expenses, capital outlay, and interest, 1931–32.

Table 27 shows for each State the percentage distribution of expenditures for each major current expense item. The percent devoted to general control ranges from 1.6 in Michigan and North Dakota to 8 in Arkansas; to instruction, from 64.7 in New Hampshire to 81.3 in South Carolina; to operation, from 3.6 in Alabama to 12.7 in Nevada; to maintenance, from 1.3 in Arkansas and South Carolina to 5.8 in Maine; to auxiliary agencies, from 3 in Nebraska to 15 in North Dakota; and to fixed charges, from 0.7 in New Jersey to 7.3 in Maryland. Since these percentages are State averages, the variation in the proportionate amounts spent for each current expense

item would vary considerably among the school districts of the country. These variations are partly due to climatic differences and to some extent to variations in accounting procedure.

Capital outlay.—The amount spent for capital outlay in 1930 was $370,877,969, and in 1932 the amount spent for this purpose was $210,996,262. Within the biennium there was, therefore, a decrease of $159,881,707, or 43.1 percent, in the amount spent for new buildings, grounds, and equipment. From 1920 to 1932 the peak for capital outlay was reached in 1925 when the amount expended for new buildings, sites, and new equipment was $433,584,559. The amount spent for capital outlay in 1932 was 33.6 percent below the average for these expenditures from 1920 to 1932 and 51.3 percent less than in 1925. Of the total expenditure in 1930, excluding payments of bonds, 16.1 percent was for capital outlay; in 1932, 9.7 percent was for this purpose. The proportionate amount for capital outlay varied considerably among the States, ranging from 2.1 percent in Georgia to 36.8 percent in Delaware.

Debt service and interest.—In 1930, payments on bonds and short-time loans amounted to $144,950,229, and in 1932 to $182,943,930, an increase of $37,993,701, or 26.2 percent. Between 1920 and 1932 the largest payment for these purposes was in 1932, the amount at this time being $182,943,930. The increase from 1920 to 1932 amounted to $123,809,038, or 209.4 percent.

In 1930, only 38 States reported the amount of interest paid, which was $92,535,880. In 1932, the interest payments in these same States was $110,273,108. This was an increase of $17,737,228, or 19.2 percent, in interest payments within the biennium, in these 38 States. Table F shows the expenditure for interest as reported for 1932 and the amount per pupil in average daily attendance.

Cost per pupil.—The average annual cost, based on current expenses (including interest) per pupil in average daily attendance decreased from $91.05 in 1930 to $87.67 in 1932, or $3.38 per pupil. Capital outlay decreased from $17.44 per pupil in 1930 to $9.48 in 1932, a decrease of $7.96. The average annual cost per pupil for current expenses (including interest) and capital outlay combined decreased from $108.49 in 1930 to $97.15 in 1932, making a decrease of $11.34 per pupil. Figure 8 shows per capita costs for 1932.

Based upon enrollment the per-pupil cost for current expenses (including interest) decreased from $75.40 in 1930 to $74.22 in 1932, and the cost per pupil for capital outlay within the biennium decreased from $14.44 in 1930 to $8.03 in 1932, a difference of $1.18 and $6.41, respectively.

As shown in table 28 and in figure 9 there is much variation among the States in the cost per pupil. Considering the cost per pupil in average daily attendance, based on current expenses, the cost ranges

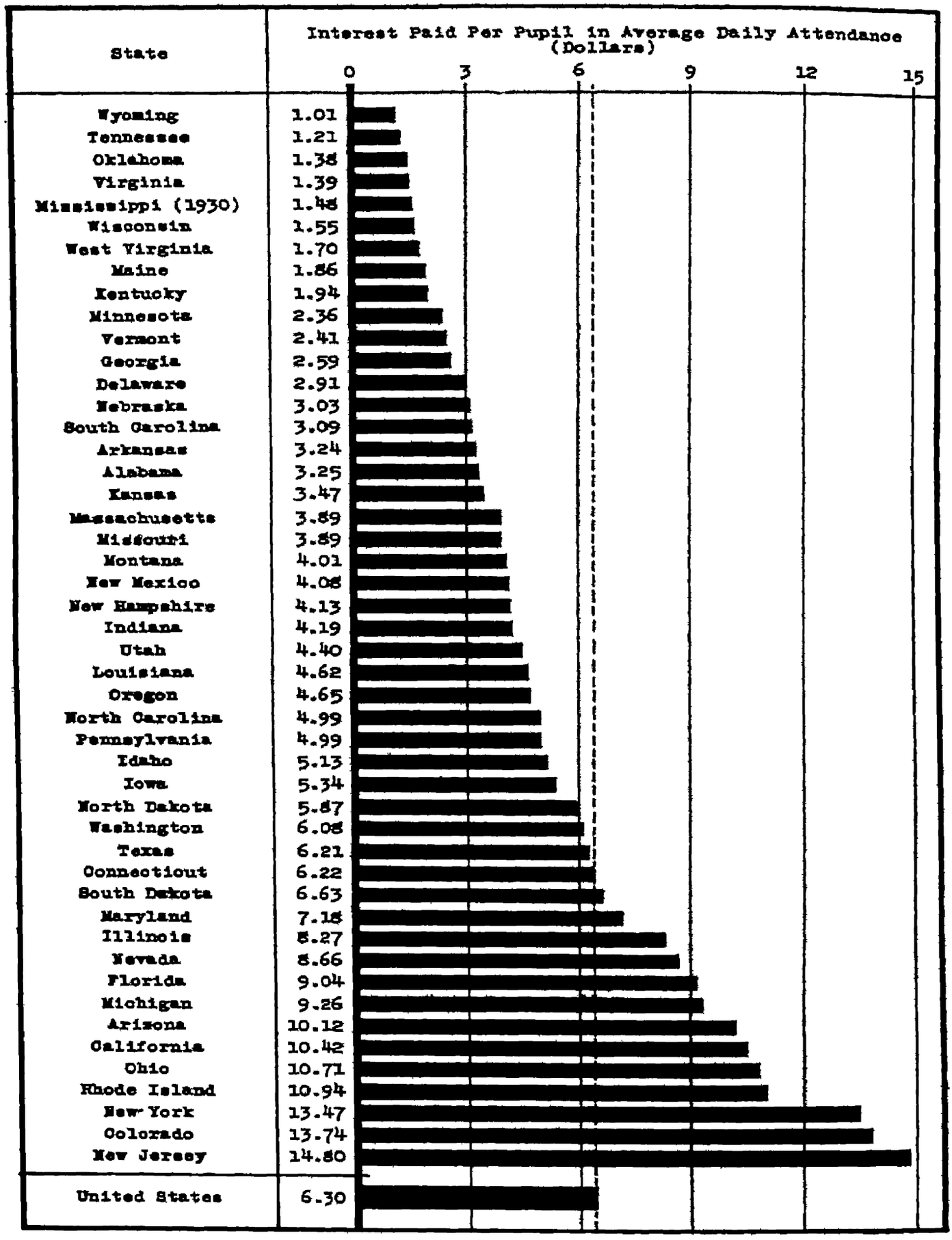


FIGURE 7.—Interest paid per pupil in average daily attendance, by State, 1931–32.

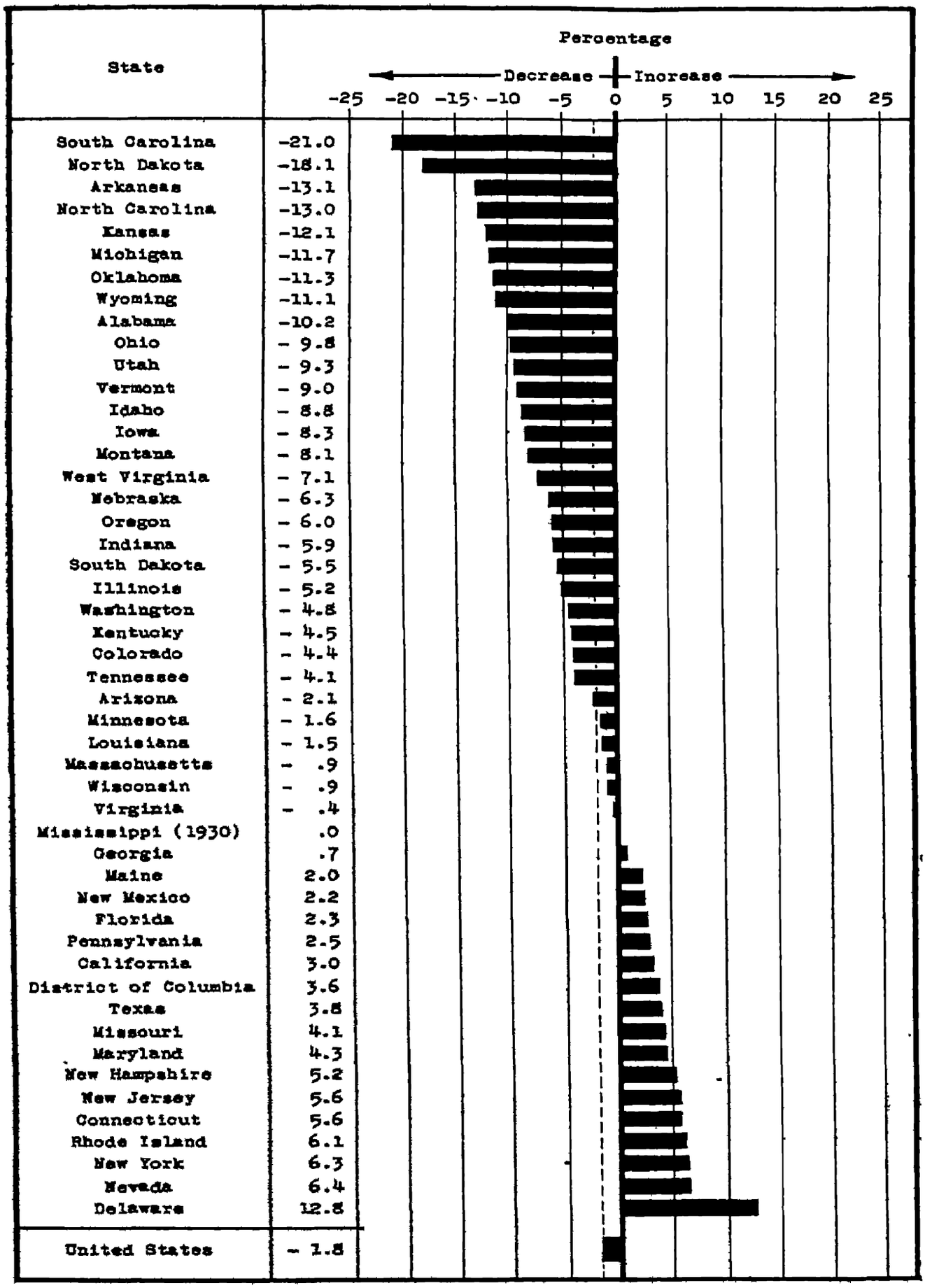


FIGURE 8.—Percentage increase or decrease in per capita costs for current expenses, by State, from 1930 to 1932.

from $31.70 in Arkansas to $152.85 in New York. The cost per pupil for capital outlay in 1932 varied from 69 cents in Georgia to $60.16 in Delaware.

Based on current expenses the highest average annual cost per pupil in the United States since 1920 was in 1930, $91.05. From that time to 1932 the cost per pupil in average daily attendance has decreased $3.38, or 3.7 percent. The highest average annual cost per pupil for capital outlay since 1920 was $21.86 in 1925. The decrease from 1925 to 1932 was $12.38, or 56.6 percent. Not including interest the average annual cost per pupil in average daily attendance in 1930 was $86.70 and in 1932 $81.36, a decrease of $5.34, or 6.2 percent (table E).

SCHOOL PROPERTY

Value of school property.—The estimated value of school property—buildings, sites, and equipment—used for public, elementary, and secondary school purposes was $6,211,327,040 in 1930 and $6,581,539,756 in 1932, an increase of $370,212,716, or 5.6 percent (table 15).

Considerable variation exists among the States as to the value of school property for each child enrolled in school. The average value per pupil enrolled for the United States is $250. The lowest, $75, is in Mississippi, and the highest, $438, is in New York. In the following States the valuation of school property per pupil enrolled is less than $100: Alabama, $89; Arkansas, $90; Georgia, $74; Mississippi, $75; South Carolina, $87; and Tennessee, $99. In the following States it is more than $300: California, $391; Connecticut, $359; Delaware, $311; the District of Columbia, $416; Nevada, $312; New Jersey, $391; and New York, $438.

Number of school buildings.—In 1932, the various State officers reported an aggregate of 245,941 buildings used for school purposes (table 14). Of this number 143,445, or 57.8 percent, are 1-room schoolhouses. The following distribution gives the number of States having certain specified percentages of 1-room schools:

Percent:	Number of States	Percent:	Number of States
10–20 [1]	5	61–70	6
21–30	2	71–80	8
31–40	3	81–90	1
41–50	13	91–100	1
51–60	9		

The number and percentage of 1-room buildings is shown by States (table 14).

Since there is no uniformly accepted definition of a consolidated school, it is practically impossible to present data showing the number of such schools in the country. However, such data as have been supplied by 43 States are included in table 14.

[1] District of Columbia has only 1.2 percent.

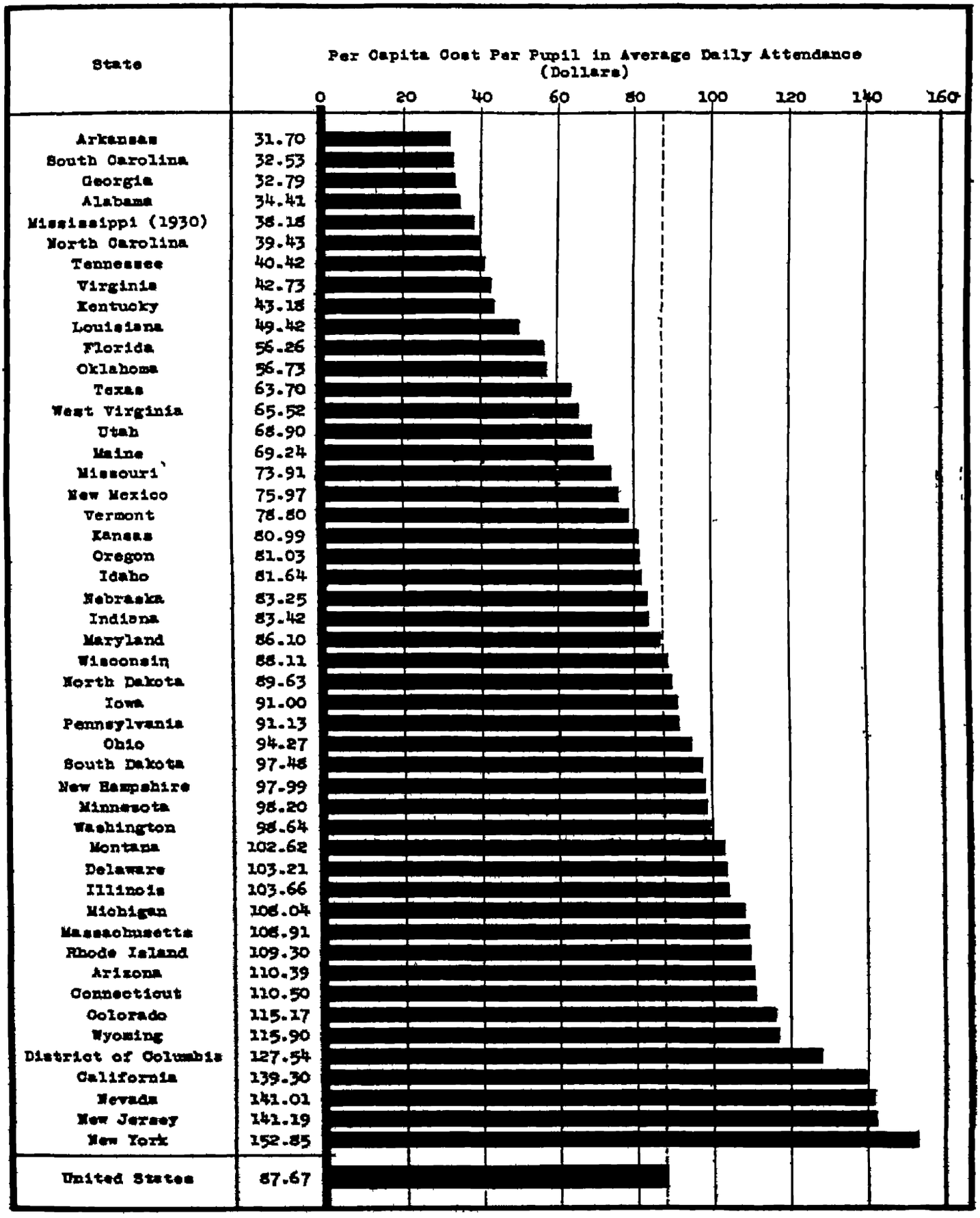


FIGURE 9.—Per capita cost per pupil in average daily attendance for current expenses, by State, 1931-32.

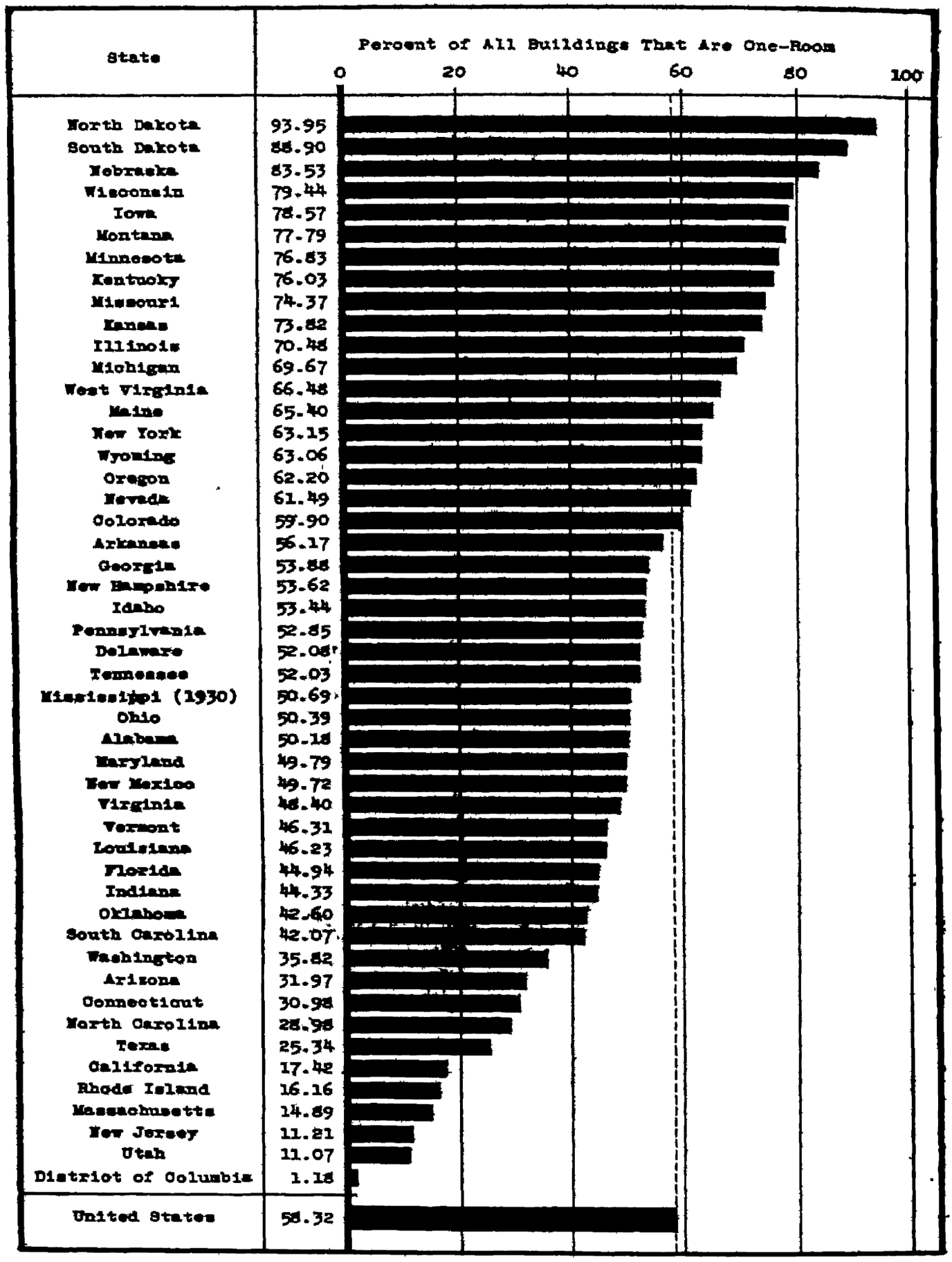


FIGURE 10.—Percentage of all school buildings in each State that are 1-room, 1931–32.

According to data furnished by 43 States in 1932 there were at that time 17,008 consolidated schools. In these States in 1930 there were 16,217 such schools.

SCHOOL DEBT

In 1930, the total amount of bonds and other forms of indebtedness reported was $2,425,796,439. In 1932, the amount of such indebtedness reported was $3,121,538,276 The increase for the 2-year period was $695,741,837. The foregoing figures on school indebtedness should be regarded as approximate, since the amounts reported by several States are for cities only. The approximate total school debt of the country in 1932 was about 144.4 percent of the amount of money necessary to run the schools of the country for that year.

Table F shows the amount of indebtedness in each of the States in 1930 and in 1932 and the amount of indebtedness per pupil in average daily attendance. The amount of indebtedness per pupil in 1932 is also shown in figure 11. In 1932, the average indebtedness per pupil in average daily attendance was $140.32. The indebtedness per pupil in 1932 ranged from $19.91 in Georgia to $329.59 in New York.

TABLE F.—SCHOOL DEBT, INTEREST PAYMENTS BY STATES, PER PUPIL ENROLLED AND IN AVERAGE DAILY ATTENDANCE, 1930–32

State	School bonds outstanding and other forms of debt				Interest payments		
	Total amount		Per pupil in average daily attendance		By States	Per pupil enrolled	Per pupil in average daily attendance
	1930	1932	1930	1932			
1	2	3	4	5	6	7	8
Continental United States	**$2,425,796,439**	**$3,121,538,276**	**$114 08**	**$140.32**	**$140,234,782**	**$5.34**	**$6.30**
Alabama	26,276,806	28,631,048	55.49	59.27	1,653,749	2 58	3.25
Arizona	13,844,350	12,853,150	182.24	158.76	819,706	8 37	10 12
Arkansas	20,206,690	20,231,371	79.22	86.25	1,097,930	2.46	3 24
California	211,014,607	263,583,107	232.20	210.36	[1] 10,087,000	8.98	10.42
Colorado	32,743,730	32,441,140	171.67	162.89	2,737,438	11.08	13 74
Connecticut	47,556,706	46,438,275	173.28	162.82	1,774,931	5.45	6.22
Delaware	2,452,908	2,434,975	67.66	62 78	113,000	2.54	2.91
Florida	64,902,928	61,638,491	243 38	210 57	2,646,933	7 20	9.04
Georgia	[2] 12,849,116	[2] 11,397,000	23.87	19 91	[1] 1,484,868	2 00	2.59
Idaho	10,367,233	9,642,822	105.27	94 54	523,048	4 39	5 13
Illinois	69,843,779	158,926,218	58.03	129.54	10,145,700	7.17	8.27
Indiana	63,856,555	59,787,655	107.07	92.04	2,722,193	3.96	4.19
Iowa	57,427,250	55,615,181	123.49	116.26	2,554,194	4.60	5 34
Kansas	[3] 13,612,449	31,176,952	37.31	81 21	[1] 1,332,058	3.16	3 47
Kentucky	8,710,389	17,002,668	20.12	36.69	899,982	1.47	1.94
Louisiana	[2] 23,543,414	[2] 11,988,000	67.35	32.41	1,708,615	3.82	4 62
Maine	[2] 4,964,264	[2] 4,672,000	35.96	31 98	271,672	1.68	1.86
Maryland	14,395,834	41,939,399	61.11	168.16	1,791,198	6.22	7 18
Massachusetts	[2] 50,614,730	[2] 60,909,000	74.91	87.21	[3] 2,713,898	3.47	3 89
Michigan	192,163,878	179,069,919	227.42	206.59	[1] 8,029,583	8 06	9 26

[1] Estimated, basis city school reports. [2] Cities only. [3] Statistics of 1927–28.

TABLE F.—SCHOOL DEBT, INTEREST PAYMENTS BY STATES, PER PUPIL ENROLLED AND IN AVERAGE DAILY ATTENDANCE, 1930–32—Continued

State	School bonds outstanding and other forms of debt				Interest payments		
	Total amount		Per pupil in average daily attendance		By States	Per pupil enrolled	Per pupil in average daily attendance
	1930	1932	1930	1932			
1	2	3	4	5	6	7	8
Minnesota	$69,030,018	$73,597,685	$151.10	$154.88	$1,122,309	$2.01	$2.36
Mississippi	8,330,753	[4] 8,330,753	19.10	[4] 19.10	[1] 636,137	1.09	1.48
Missouri	49,307,082	50,362,000	85.54	83.63	[1] 2,342,967	3.43	3.89
Montana	10,951,037	10,042,900	103.97	93.23	431,975	3.63	4.01
Nebraska	34,918,083	33,776,228	134.72	119.82	854,965	2.64	3.03
Nevada	2,355,932	2,200,358	157.30	140.23	141,922	7.15	8.66
New Hampshire	6,106,000	[4] 6,106,000	92.50	88.98	283,508	3.71	4.13
New Jersey	213,267,468	221,157,472	321.69	319.61	10,239,222	12.46	14.80
New Mexico	7,269,876	6,790,400	95.39	81.17	311,650	3.12	4.08
New York	259,147,786	[5] 645,381,591	138.86	329.59	26,376,605	11.77	13.47
North Carolina	71,115,648	60,000,000	105.69	82.39	[1] 3,633,000	4.20	4.99
North Dakota	15,711,527	15,429,883	105.72	106.67	[1] 848,643	5.12	5.87
Ohio	229,258,598	224,006,631	200.87	190.02	12 828,915	9.72	10.71
Oklahoma	[2] 24,069,794	[2] 28,700,000	51.20	58.19	679,006	1.01	1.38
Oregon	22,327,190	24,632,758	143.89	124.90	916,614	4.48	4.65
Pennsylvania	272,795,327	284,700,589	164.22	164.04	8,662,634	4.31	4.99
Rhode Island	25,952,234	29,358,967	252.99	276.90	1,159,999	9.41	10.94
South Carolina	[2] 7,725,112	19,046,260	22.17	50.06	1,153,852	2.43	3.09
South Dakota	18,682,112	17,070,469	134.76	124.18	911,206	5.53	6.63
Tennessee	[2] 15,719,500	31,092,126	32.62	61.82	608,892	.95	1.21
Texas	19,971,259	131,353,449	18.60	124.19	[1] 6,567,672	5.01	6.21
Utah	12,780,257	12,092,458	106.00	94.97	559,861	3.97	4.40
Vermont	2,761,161	2,899,481	47.63	49.85	[1] 140,000	2.11	2.41
Virginia	[2] 3 565,636	[2] 20,694,000	7.88	42.88	669,358	1.15	1.39
Washington	31,082,145	36,651,009	111.60	127.38	1,750,103	5.04	6.08
West Virginia	17,679,300	18,000,000	50.51	48.96	625,000	1.48	1.70
Wisconsin	19,235,040	41,055,587	40.64	80.46	792,620	1.37	1.55
Wyoming	7,242,773	7,543,737	151.74	158.30	47,905	.85	1.01

[1] Estimated, basis city school reports.
[2] Cities only.
[4] Statistics of 1929–30.
[5] Includes New York City, $366,907,000, which is not included in 1930 statistics.

STATISTICS OF NEGRO SCHOOLS

In the following paragraphs of this section comparisons between white and Negro schools are made with respect to enrollments, attendance, length of term, and such other items upon which data were compiled (tables 31 to 36).

School population and enrollment.—In 1932, there were in the 18 States in which separate schools are maintained for whites and Negroes, 9,174,600 white and 2,903,700 Negro children from 5 to 17 years of age, inclusive. It is seen, therefore, that about 24 percent of the children of school age are Negroes. The number of white children enrolled in these States in 1932 was 7,562,872, and the number of Negro children enrolled was 2,353,320. In 1932, the ratio of enroll-

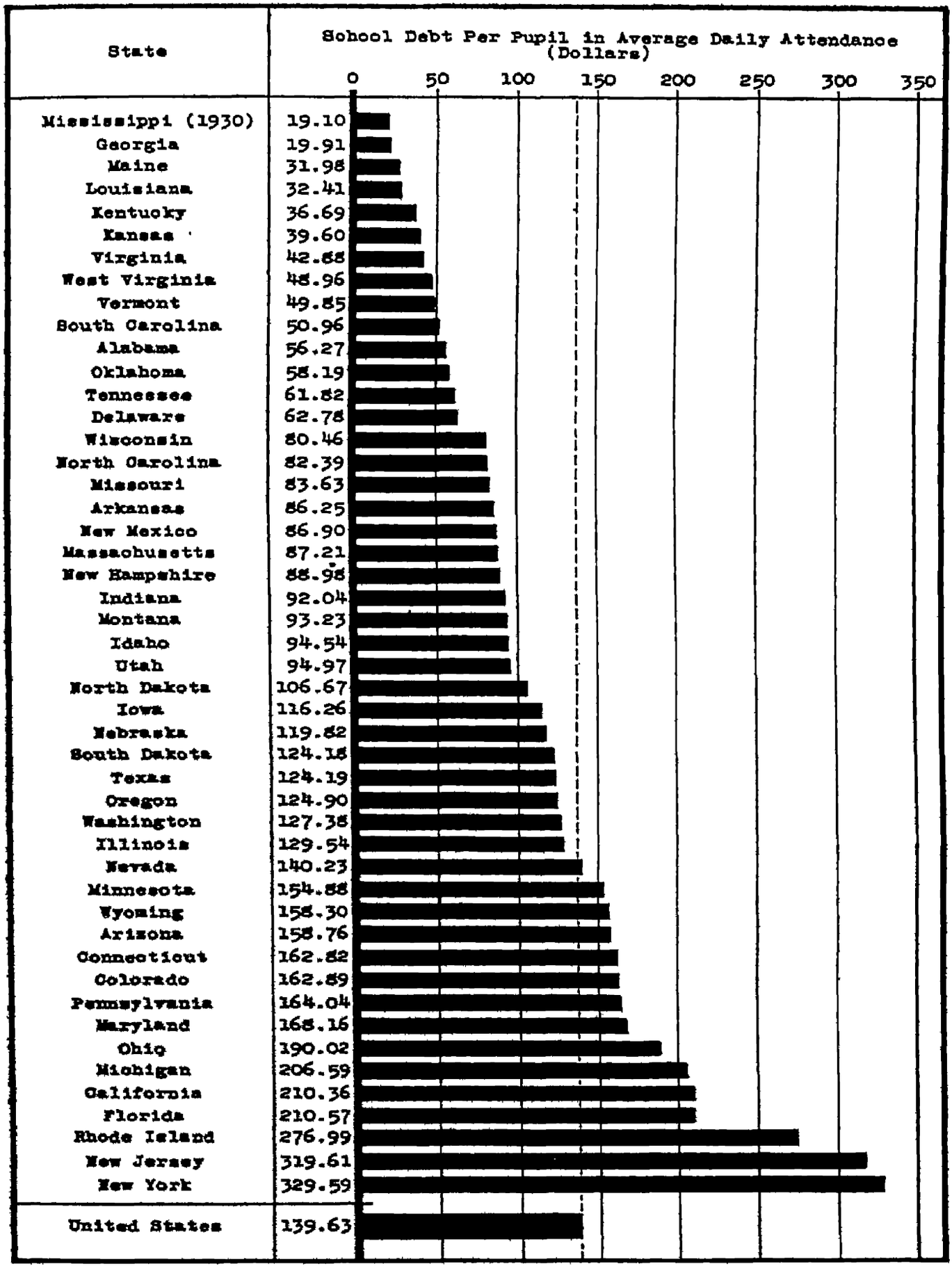


FIGURE 11.—School debt outstanding per pupil in average daily attendance, by State, 1931–32.

ment in public schools to school population was 82.4 for white children and 81 for Negro children. It is apparent, therefore, that a slightly greater proportion of white than of Negro children are enrolled in the public schools. In several States, however, as may be noted in table 31 the proportion of Negro children enrolled is practically the same as that of white children.

In 1930, there were enrolled in the kindergarten and elementary school grades 2,169,992 Negro pupils, and in 1932, the enrollment in these grades was 2,217,339, an increase of 65,055, or 3 percent. The enrollment of Negro pupils in the secondary school grades in 1930 was 112,586 and in 1932 it was 135,981 an increase of 28,069, or 24.9 percent.

Of the total enrollment in the Negro schools in 1932, 94.2 percent was in the kindergarten and elementary grades, and 5.8 percent in the high-school grades. In the white schools in these States 82.3 percent of the enrollment was in the kindergarten and elementary grades and 17.7 percent in the high-school grades. The Negro schools have an unusually large proportion of the children in the first grade, 33.5 percent compared with 17.7 percent in the first grade of the white schools.

Attendance and short term.—The average number of Negro children in average daily attendance in 1930 was 1,645,518, and in 1932 it was 1,802,846. During the biennium, the number in average daily attendance increased 7.8 percent and the number enrolled increased 3.1 percent. During the same period, the average daily attendance of white children in the States maintaining separate schools increased 3.7 percent, and the enrollment 1.6 percent. In 1930, the average length of the school term in white schools and Negro schools was, respectively, 162 and 132 days; in 1932, the average length of term was 165 and 134 days, respectively. The shorter school term for Negroes doubtless helps account for the retardation among the Negro children.

The average number of days attended by each pupil enrolled in the white schools in 1930 was 128 days, and in Negro schools 97 days; in 1932, the number of days attended in white schools was 134, and in Negro schools 103. In 1930, 79 percent of the white children and 73 percent of the Negro children enrolled were in average daily attendance. In 1932, 81 percent of the white children and 77 percent of the Negro children enrolled attended daily. In several States, the percentage of Negro pupils enrolled attending daily is practically the same as that of white pupils. On the whole, however, as the foregoing figures indicate, the Negro children do not attend school as regularly as do the white children.

Pupil-teacher ratio.—In 1930, the number of pupils enrolled per teacher in the white schools in the States having separate schools for whites and Negroes was 34, and in Negro schools 44; in 1932, the num-

ber of pupils per teacher in white and Negro schools was 36.1 and 43.4, respectively. The heavy teacher-load in the Negro schools may account in part for excessive retardation in such schools.

SOME URBAN AND RURAL SCHOOL STATISTICS

When a community ceases to be rural and to take on urban characteristics is a question not easily answered. For statistical purposes, however, incorporated places having a population of 2,500 or more are classed by the Bureau of the Census and the Office of Education as urban and the remainder of the country as rural. The collection of educational statistics for urban communities as thus defined and for the country as a whole is not a very difficult matter, but the collection of such statistics from rural communities to show totals by States and for the entire country for the nonurban area has been found to be most involved, since many of the State departments of public instruction in compiling educational statistics do not separate urban and rural, or if they do, they use a variety of bases in separating these communities. Probably the most reliable method thus far used in obtaining rural school statistics for the entire country is to subtract the totals for cities from the State totals reported by the several State departments of education. Since practically all cities having a population of 2,500 or more furnished school statistics in 1932 it is possible by the process just mentioned to obtain rather complete statistics for the remainder of the country generally classed as rural. It is evident, however, that educational statistics for rural and urban areas cannot be entirely separated by subtracting urban from State totals, since some of the incorporated places include rural territory and since the boundaries of some city school districts extending as they do beyond the boundaries of the municipal corporation, include rural areas. Then, too, the enrollment figures for many city school systems include nonresident pupils, especially secondary school pupils who live in rural communities. It is obvious that the statistics for rural areas as given in the tables are only approximate. Figures for the United States are shown in table G.

Population, enrollments, and attendance.—The census figures for 1930 show that 56.2 percent of the total population was urban and 43.8 percent was rural, and that 49.7 percent of the children 5 to 17 years of age lived in cities and 50.3 percent in rural areas at that time. There probably has not been any great change since 1930. Changes which have occurred would probably show a larger percentage of both adults and children living in rural communities, since the trend of population toward the cities has not been so great and since a movement toward the country has been in evidence since 1930.

TABLE G.—COMPARISON OF CITY AND RURAL DAY SCHOOLS, 1931-32

Schools	Population, 1930	Population, 5-17 years, both inclusive, 1930	Number of school buildings	Number of teaching positions[1]		Enrollment			Average daily attendance	Average size per school building		Number of pupils enrolled per position (teachers, supervisors, and principals)
				Men	Women	Boys	Girls	Total		Number of pupils	Number of teaching positions (teachers, supervisors, and principals)	
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	122,775,046	31,671,393	245,941	159,403	710,945	13,337,738	12,937,703	26,275,441	22,245,344	107	3 6	29.4
City	68,954,823	15,685,345	27,761	59,423	345,039	6,819,934	6,633,954	13,453,888	11,625,461	485	15 4	31 6
Rural	53,820,223	15,985,977	218,180	99,980	365,906	6,517,854	6,303,749	12,821,603	10,619,883	59	2 1	27 5

Schools	Average length of school term	Number attending daily for each 100 enrolled	Number of days attended by each pupil enrolled	Estimated value of property		Supervisors, principals, and teachers			Current expense less interest		Capital outlay	
				Amount	Per pupil enrolled	Number of positions	Total salary	Average salary	Total amount	Per capita average daily attendance	Total amount	Per capita average daily attendance
1	14	15	16	17	18	19	20	21	22	23	24	25
Continental United States	171.9	84.7	144.9	$66,681,639,756	$250	$339,945	$1,265,443,910	$1,417	$1,809,939,016	$81 36	$210,996,262	$9.48
City	181.5	86.4	156.9	4,764,517,579	353	426,178	831,389,068	1,951	1,154,318,914	108.93	134,144,938	11 61
Rural	159 9	82.8	132.4	1,817,022,177	143	466,769	434,054,842	930	655,620,102	64.39	76,851,324	7.24

[1] Supervisors and principals not included where given separately

Of the total enrollment in the schools of the country, 13,453,838, or 51.2 percent, are enrolled in city schools and 12,821,603, or 48.8 percent, in rural schools. A comparison of the number of children enrolled with the total population shows that 19.5 percent of the total urban population and 22.2 percent of the rural population are enrolled in the public schools. This differential is probably accounted for by the difference in ratios of adults to children and fewer private schools in rural districts. Since data are not at hand showing the number of children 5 to 17 years of age attending the public schools,

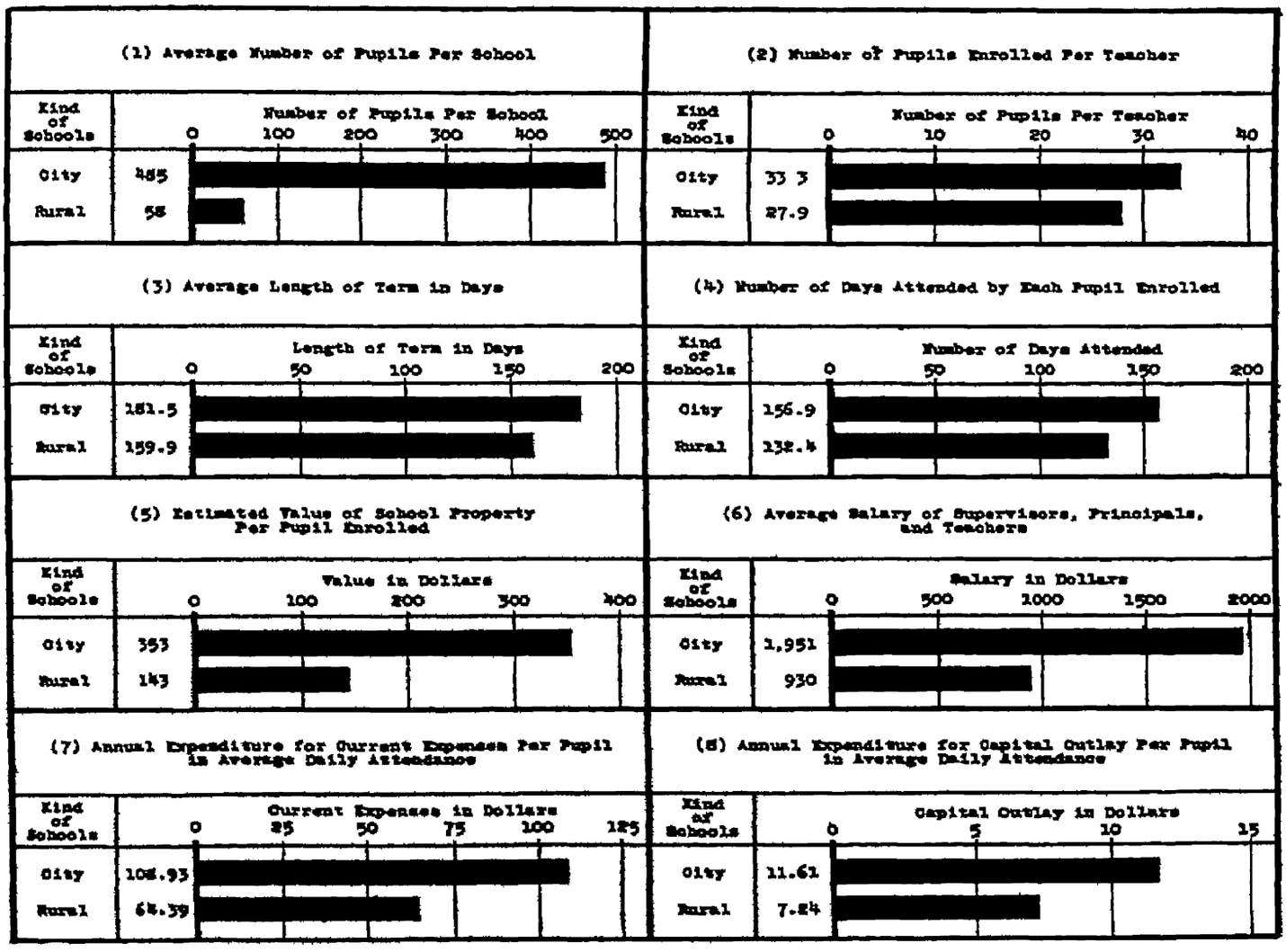


FIGURE 12.—Comparisons of city and rural schools on eight items for 1931–32

the total enrollment is compared with the number of children of that age. On this basis the ratio of enrollment in city schools to the number of city children 5 to 17 years of age is 85. 8, and the ratio of the total enrollment in rural schools to the number of rural children 5 to 17 years of age is 75.2. It would thus appear that rural children do not enroll in the same proportion as do city children, but the higher ratio for city children is doubtless due in part at least to the fact that many cities maintain kindergartens for children 4 or 5 years of age while very few rural communities maintain such schools; to the

fact that a larger percentage of city children than of rural children are in the last year of high school, many of whom are more than 17 years of age, and to the fact that many rural children attend city schools.

Since the total enrollment is compared with the number of children 5 to 17 years of age, it is possible for the ratio to equal or to exceed 100, as is the case in several States. The high ratios in several States may probably be questioned as to their correctness.

Enrollments by grades in rural and city schools present some significant contrasts (tables 38 and 39).

As is to be expected, the kindergarten has made relatively small progress in rural sections. In urban areas 1 of every 22 pupils attending the schools is enrolled in kindergarten; in rural sections only 1 pupil of every 147 enrolled is registered in kindergarten. The enrollment in first grade is much higher for rural schools than for schools in centers of 2,500 population or more. The drop in enrollment between first and second grades is especially marked in rural schools, probably due to a condition of excessive retardation in the first grade. The percentage loss in enrollment in successive grades in rural schools is greater than in urban schools. The half-way mark in the public-school system (which also coincides rather closely with the upper limit of the compulsory school age) is the place where the superior holding power of the urban school makes itself felt. The lines (fig. 13) indicating grade enrollments in the two types of schools cross between the sixth and seventh grades and draw farther apart through the remaining grades of elementary schools and high schools, as is shown in figure 13.

Of the 13,453,838 pupils enrolled in the public day schools of the cities, 11,625,461 are in average daily attendance, and of the 12,821,603 enrolled in the rural schools, 10,619,883 are in average daily attendance, or approximately one million and a half of the city and two million of the rural children enrolled are absent from school each day. Of the urban children enrolled 86.4 and of the rural children enrolled 82.8 percent are in average daily attendance.

As shown in table 40, the percentage of pupils in average daily attendance in several of the States is higher in their rural than in their city schools.

It is generally known that the city child has had the opportunity of attending school more days a year than has had the rural child, but the difference in the length of school term expressed in days is not so well known. In 1932, the city schools of the country were in session 181.5 days and the rural schools were in session 159.9 days. The city child thus had an opportunity of attending school 21.6 days more than had his country cousin. In several States, the length of school term in the cities of those States was about two months more than

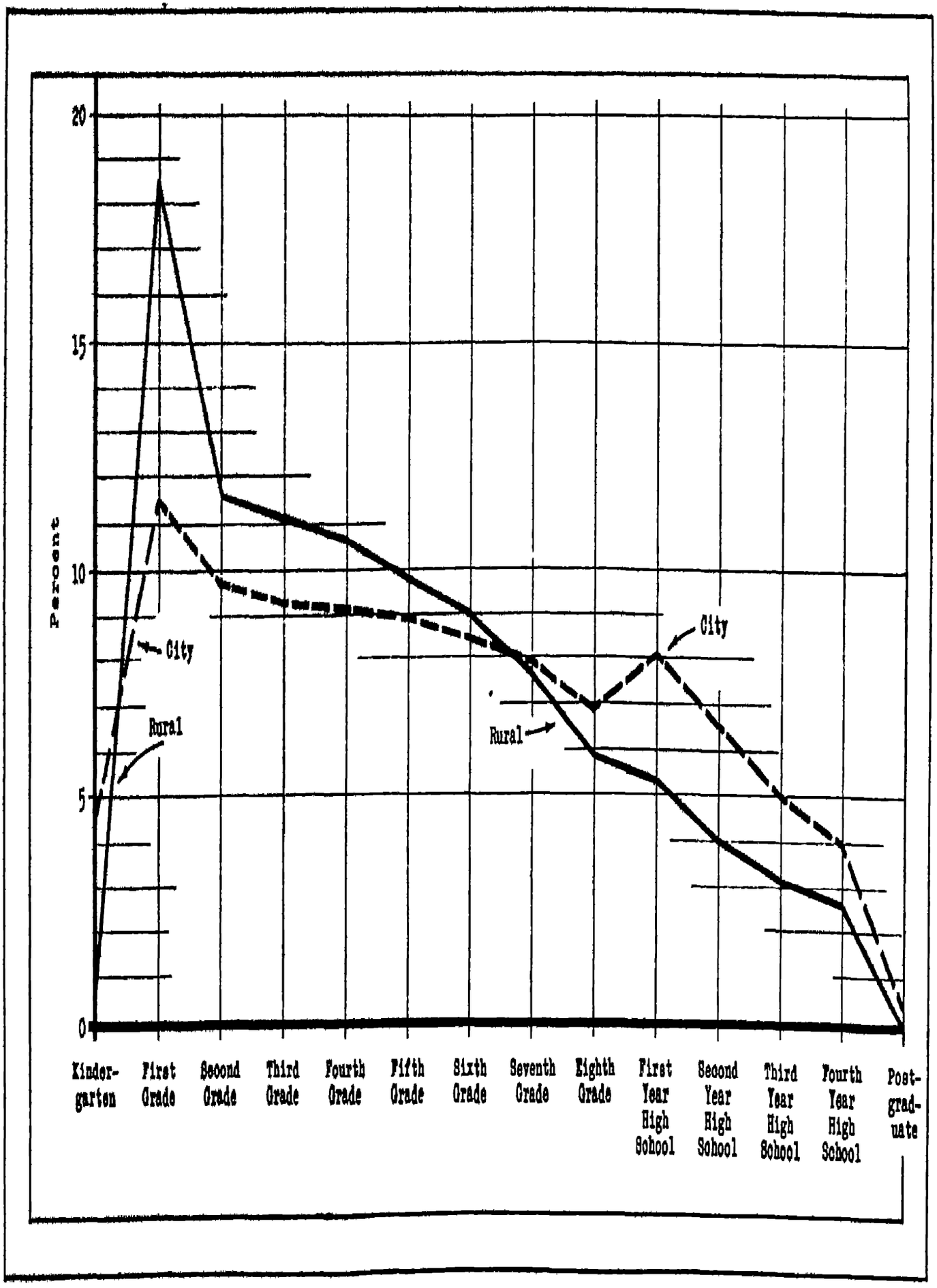


FIGURE 13.—Percentage of enrollments in successive grades in city and rural schools, 1931-32

in the rural communities. For example, in Alabama the city school term exceeded the rural by 38.1 days, in Arkansas by 47.2 days, in Mississippi by 47 3 days, and in South Carolina by 42.3 days.

Measured by the average number of days attended, the children enrolled in the city schools were in attendance 156.9 days and those enrolled in the rural schools were in attendance 132.4 days; in other words the city child is absent from school 24.6 days and the rural child 27.5 days during the year. In several States, as is shown in table 40, the rural school children attended school on an average of less than 100 days, while in these same States the city school children attended school between 140 and 145 days, or more than 40 days more than the number of days attended by children in the rural schools of these States.

The foregoing figures showing the difference in the length of school term and the difference in the number of days attended may not seem great for 1 year but, assuming that the child continues to live in the same community and that these figures hold good for each of the 12 years of the public-school course, the city child would have within these 12 years the opportunity of attending school 259.2 more days than has the rural child. Greater regularity of attendance would give the urban child a further advantage of 44.8 days; thus the city child on an average would attend school a total of 294 more days during the 12-year period than would the rural child. Counting 20 days to a school month, the city child has the opportunity of attending school 12.9 more months than the rural child in order to complete a 12-year course, and he actually attends school 14.7 more months than the rural child.

The following arithmetical problem may be presented: If a school term of 181.5 days a year is needed in order for the city child to complete the regular 12-year public-school course, how many years would it take for the rural child who has a school term of 159.9 days to complete the same course? Based on the number of days schooling offered, the answer is 13.6 years.

PUPIL-TEACHER RATIO

The pupil-teacher ratios given in the following paragraphs are calculated on the basis of the number of pupils enrolled and the number of positions, including teachers, principals, and supervisors. Since the part-time supervisory and administrative work that is done in rural schools is done by persons who are reported as teachers it seems more comparable to include the full-time persons in city schools who do these types of work. If the ratios were calculated on the basis of persons reported as teachers only, the ratios for cities would be considerably higher while the ratios for rural would increase very little.

Although there are more pupils enrolled in the city schools of the Nation than in the rural schools, there are fewer teaching positions, including principals and supervisors, in the cities than in the rural areas, the total number of such positions in urban communities being 426,176 and inrural communities, 466,769.

In the cities, the average number of pupils to a teaching position, including principals and supervisors, is 31.6 and in the rural communities the average is 27.5.

In only 13 States does the pupil-teacher ratio in city schools fall below 30, and in no State does this ratio in such schools fall below 25; in the rural communities of 31 States the pupil-teacher ratio is less than 30, and in 22 of them it is less than 25. A further analysis of the pupil-teacher ratio in the rural schools shows that in 10 States such ratio is less than 20. As pointed out in another section of this report, the low pupil-teacher ratio in some of the States is due to the many small one-teacher schools. Attention may also be called to the fact that the low pupil-teacher ratios in rural schools are, for the most part, in those States that maintain thousands of small rural school districts for administrative purposes.

Regardless of the question whether or not a low pupil-teacher ratio is desirable, it is evident that in the schools in which such ratio is low the cost per pupil will be comparatively high. A recent study by the Office of Education shows that the cost per pupil in the small one-teacher schools is much greater than in the larger schools.[1]

EXPENDITURE

In 1932, the current expense item in city schools amounted to $1,154,318,914 for the 13,453,838 pupils enrolled in these schools, and in the rural schools it amounted to only $655,620,102 for the 12,821,603 pupils enrolled. Based on the number of pupils in average daily attendance the cost per pupil in the city schools was $108.93 and in the rural schools $64.39. The cost per pupil in city schools ranged from $45.81 in South Carolina to $158.94 in New York, and in rural schools, from $25.93 in Georgia to $165.82 in Nevada (table 44). In 13 States the cost per pupil in average daily attendance in rural schools was less than $50, while in only 5 States was the cost per pupil in the city schools less than this amount. In none of the States did the cost per city school pupil fall below $40, while in 9 States the cost per rural school pupil fell below this figure.

The cost per rural school pupil is low despite the fact that the average pupil-teacher ratio in the rural schools is less than in the city schools.

[1] Gaumnitz, W. H. Economies through the elimination of very small schools. Washington, Government Printing Office, 1934. (U.S. Office of Education, Bulletin 1934, no. 3.)

Of the total amount for current expenses, $831,839,068 was used to pay the salaries of the 426,176 supervisors, principals, and teachers in city schools, and only $434,054,842 was used for the salaries of the 466,769 rural school supervisors, principals, and teachers. In other words, the city schools of the country expended almost twice as much for such salaries as did the rural schools and for fewer teachers.

A comparison of the average annual salaries of city school supervisors, principals, and teachers with those paid in the rural schools shows that the former were more than twice as great as the latter, the average annual city school salary in 1932 being $1,951, and the average rural school salary $930.

The average annual salary varies greatly among the States for both city and rural school teachers (table 43). The average salary in city schools ranges from $967 in Arkansas to $2,808 in New York, and the average salary in rural schools ranges from $485 in Arkansas to $2,152 in Connecticut.

On the basis of a minimum salary of $1,000 a year, the average salary for city teachers in all but 2 States equals or exceeds this amount, but in only 23 States does the average salary of rural school teachers equal or exceed $1,000. In 12 States the rural school salaries average less than $700 a year.

In 1932, capital outlay for city schools was $134,144,938 and for rural schools, $76,851,324, or $11.61 per city school pupil and $7.24 per rural school pupil. The cost per city school pupil for capital outlay varied from 59 cents in Mississippi to $51.87 in Delaware, and the cost per rural school pupil varied from 20 cents in Iowa to $68.35 in Delaware.

SCHOOL BUILDINGS AND RELATED ITEMS

The total number of rural school buildings in the entire country is 218,180 and the total number of city school buildings 27,761. Of the total number of schoolhouses 143,445 have but 1 room. Since nearly all of them are in rural districts more than half of the rural schoolhouses are of the 1-room type.

In the cities the average number of pupils to a building is 485, while in the rural area the average to a building is only 59. In the following States the average number of pupils to a building in rural communities is less than 30: Kansas, Montana, North Dakota, South Dakota, and Wyoming (table 42). The smallness of the rural schools is more definitely shown in United States Office of Education Bulletin 1934, No. 3, "Economies Through the Elimination of Very Small Schools."

The estimated value of city school property is more than twice as great as that of rural school property. The total estimated value of city school property is $4,764,517,579 and of rural school property

$1,817,022,177. The average value of school property per pupil enrolled in city schools is $353, and per pupil enrolled in rural schools $143. The value of city school property for pupils ranges from $144 in Georgia to $460 in New York and the value of rural school property for pupils enrolled ranges from $47 in Georgia to $460 in Nevada. In 12 States rural school property is valued at less than $100 per pupil enrolled.

SOME EFFECTS OF THE ECONOMIC SITUATION UPON THE SCHOOLS

The effects of the depression, which started about 1928 or 1929, began to be seriously reflected in the schools of the country between 1930 and 1932. At first only a school district here and there was affected, but within the biennium enough were affected to lower State and national averages in certain respects. The foregoing statement, it should be kept in mind, relates only to the biennium 1930–32. Since 1932 the effects of the economic situation upon the schools have been such as to be a matter of grave concern.

One of the effects between 1930 and 1932 was to lower the average length of the school term from 172.7 days to 171.2 days. The decrease of 1.5 days may not seem great, but this is an average To obtain a true picture of the situation, data for individual States and of school districts within the States should be noted. According to information furnished the Office of Education by 1,137 county school superintendents the school term in some counties was 50 percent less in 1932 than in 1930. In 6 States there were counties in which the school term was decreased more than 20 percent, and in 12 States the reduction was between 10 and 20 percent in some counties. A 20-percent decrease in a school term of 160 days would reduce the term to 128 days, and a 10-percent decrease to 144 days. It is thus evident that within the biennium when the effects of the depression were beginning to be felt in the schools the school term was reduced about a month in some of the school districts of the country.

As a result of the economic situation the cost per pupil in average daily attendance decreased 3.7 percent for the country as a whole. In only 7 States did the per capita cost increase. These States are Connecticut, Delaware, New Hampshire, New Jersey, New York, Rhode Island, and Texas. The greatest increase, 5.5 percent, was in Delaware. The decreases range from 1.5 percent in Maryland to 26.4 percent in South Carolina. These are only averages. According to data [2] compiled to show the amount of change in current expenses from 1930–31 to 1931–32 the decrease amounted to as much as 58 percent in some counties.

[2] Gaumnitz, W. H. Some effects of the economic situation upon rural schools. Circular No. 80, U.S. Office of Education, February 1933.

The per capita cost for capital outlay decreased in every State except Delaware, Maryland, Rhode Island, and the District of Columbia. The decrease ranged from 5.4 percent in Wyoming to 86 percent in Vermont. In many communities nothing or very little was expended for the purchase of land and the erection of schoolhouses in 1932. Yet the school enrollment in many of these communities was increasing.

One of the effects of the depression, it appears, has been to increase the enrollment, since fewer boys and girls are being employed and since many of those thrown out of employment in some of the States are compelled by the compulsory-attendance laws in these States to return to school. For the country as a whole the enrollment increased 2.3 percent from 1930 to 1932, which is a little greater than the increase from 1928 to 1930, and greater than the average increase from 1920 to 1930 (table I).

From 1930 to 1932 the number of pupils in average daily attendance increased 4.6 percent, while the number of teaching positions increased only 2.5 percent (table C).

Attention may again be called to the fact that the foregoing figures relate to the biennium 1930–32. Since 1932 up to the time of the preparation of this report the effects of the economic situation on the schools have been in many communities a cause of apprehension or even alarm among the people of the Nation with regard to the outlook for the schools.

School terms have been greatly reduced in thousands of school districts, classes have been much enlarged, teachers in many districts remain unpaid or they have been paid in warrants, salaries have been greatly reduced, many districts report lowered qualifications for teachers, current-expense budgets have been cut in practically all the school districts, amounting to as much as or more than 50 percent in some of them, and highly essential activities and services have been eliminated or curtailed. The elimination and curtailment include: Whole schools and classes for special purposes, such as kindergarten, night, continuation, and summer schools, and schools and classes for handicapped children; staffs for specialized services, such as those for supervision and health; and certain fields of instruction, such as music, art, home economics, manual training, and physical education.

The following is a brief summary of the situation in the schools made from reports of State and city school officials to the Office of Education in the fall of 1933:

770 schools are now closed with no provision for 175,146 children.
1,540 schools will have terms of 3 months or less.
10,982 schools will have terms of 3 to 6 months.
City schools employ 18,000 fewer teachers now than they employed in 1930
200,000 certified teachers are unemployed.

City school budgets average 20-percent reduction since 1930.
Schools now operate upon $368,000,000 less than in 1930.
Expenditures for new buildings have dropped 79 percent since 1930.
45,228 teachers will receive less than $300 this school year (if paid).
210,120 teachers will receive from $300 to $750 this school year (1 in 4 receive less than the minimum code wage).
Since 1930 in 700 typical cities the following reductions in instruction had been made:

Art, 103.
Music, 139.
Physical education, 109.
Health instruction, 111.
Home economics, 84.

TABLE 1.—STATISTICAL SUMMARY OF ELEMENTARY AND SECONDARY SCHOOLS COMBINED, 1870–1932

Item	1870	1880	1890	1900	1910	1915	1920	1925	1930	1932
1	2	3	4	5	6	7	8	9	10	11
I—General statistics										
Total population [1]	38,558,371	50,155,783	62,622,250	75,602,515	91,972,266	100,395,318	105,710,620	115,378,000	122,775,046	124,822,000
Children 5-17 years of age (inclusive) [1]	12,055,443	15,065,767	18,543,201	21,404,322	24,239,948	26,425,100	27,728,788	29,705,264	31,571,322	32,031,549
Pupils enrolled (excluding duplicates)	6,871,522	9,867,395	12,722,631	15,503,110	17,813,852	19,704,209	21,578,316	24,650,291	25,678,015	26,275,441
Pupils enrolled in public high schools	[2] 80,227	[3] 110,277	[3] 202,963	[3] 519,251	[3] 915,061	1,561,556	2,200,389	3,650,903	4,399,422	5,140,021
Average daily attendance	4,077,347	6,144,143	8,153,635	10,632,772	12,827,307	14,985,900	16,150,035	19,767,815	21,264,386	22,245,344
Total number of days attended by all pupils	539,053,423	800,719,970	1,098,232,725	1,534,822,633	2,011,477,065	2,389,084,558	2,615,161,151	3,362,821,608	3,672,765,005	3,807,940,714
Men teachers	77,529	122,795	125,535	126,568	110,461	118,449	95,654	131,164	141,771	153,861
Women teachers	122,986	163,798	238,397	296,474	412,729	485,852	583,648	646,781	712,492	717,746
Total teachers	200,515	286,593	363,932	423,042	523,210	604,301	[4] 679,333	777,945	854,263	871,607
Number of schoolhouses	116,312	178,122	224,526	248,279	265,474	277,941	271,319	258,859	247,269	245,941
Value of all school property	$130,383,008	$200,571,718	$342,531,791	$550,069,217	$1,091,007,512	$1,567,391,225	$2,409,719,120	$4,252,328,900	$5,211,327,040	$5,551,539,756
II—Financial statistics										
Revenue receipts:										
From income of permanent funds and lands			$7,744,765	$9,152,274	$14,096,555	$17,079,977	$26,036,098	$24,096,265	$27,516,317	$28,936,064
From county and local taxes and appropriations			97,222,426	149,486,845	312,221,582	459,956,495	758,896,551	1,343,553,623	1,645,657,651	1,589,692,752
From State taxes and appropriations			26,345,323	37,886,740	64,604,701	91,104,045	134,278,753	240,114,707	329,312,414	354,799,151
From all other sources			11,882,292	23,240,130	42,140,559	24,511,076	50,808,596	97,373,162	86,040,235	64,601,318
Total			143,194,806	219,765,989	433,063,397	592,651,593	970,120,998	1,705,167,780	2,088,556,837	2,068,029,285
Expenditures:										
For sites, buildings, furniture, libraries, and apparatus			26,207,041	35,450,820	69,978,370	102,756,375	153,542,852	433,594,559	370,677,969	210,996,262
For salaries of superintendents, supervisors, principals, and teachers	$37,832,566	$55,942,972	91,836,484	137,657,746	253,915,170	345,008,445	613,404,578	1,006,408,536	1,295,201,424	1,310,040,500
For all other purposes			22,463,190	41,826,052	102,356,894	157,697,965	269,203,779	506,103,817	650,710,991	653,613,793
Total	63,396,666	78,094,687	140,506,715	214,934,618	426,250,434	605,460,785	1,036,151,209	1,946,096,912	2,316,790,384	2,174,650,555

III.—*Derivative statistics*										
Percent school population is of total population	31.3	30.1	29.6	28.3	26.4	26.3	26.2	25.7	25.7	25.7
Percent of total population enrolled	17.62	19.67	20.32	20.51	19.37	19.63	20.4	21.4	20.9	21.1
Percent of children 5-17 years of age (inclusive) enrolled	57	65.50	68.61	72.43	73.49	74.57	77.8	83	81.3	82.0
Percent of pupils in high school	1.2	1.1	1.6	3.3	5.1	6.7	10.2	14.8	17.1	19.6
Percent of children enrolled attending each day	59.3	62.3	64.1	66.6	72.1	76.1	74.8	80.5	82.8	84.7
Average number of days the schools were in session	[1] 132.2	130.3	134.7	144.3	157.5	159.4	161.9	169.6	172.7	171.2
Average number of days attended by each pupil enrolled	78.4	81.1	86.3	99	113	121.2	121.2	136.5	143.0	144.9
Average number of days attended by each child 5-17 years of age (inclusive)	44.7	53.1	59.2	71.8	83	90.4	94.3	113.2	116.3	118.9
Percent of men teachers	38.7	42.8	34.5	29.9	21.1	19.6	14.1	16.9	16.6	17.7
Average annual salaries of all teachers	[4] $180	[4] $195	[4] $252	[4] $325	[4] $485	[4] $543	[7] $871	[8] $1,252	$1,420	$1,417
Percent of revenue derived from—										
Permanent funds and lands			5.4	4.2	3.2	2.9	2.7	1.4	1.3	1.4
State taxes			18.4	17.2	14.9	15.5	13.8	14.1	15.8	18.6
County and local taxes			67.9	68	72.1	77.5	78.2	78.8	78.8	76.9
All other sources			8.3	10.6	9.8	4.1	5.3	5.7	4.1	3.1
Percent of expenditures devoted to—										
Sites, buildings, etc			18.6	16.5	16.4	17	14.6	22.3	16.0	9.7
Salaries	59.7	71.6	65.4	64	59.6	57	59.2	51.7	55.9	60.2
All other purposes			16	19.5	24	26	26	26	28.1	30.1
Total expenditure per capita of population	$1.84	$1.56	$2.24	$2.84	$4.64	$6.03	$9.80	$16.87	$18.87	$17.31
Total expenditure per pupil in average attendance	$15.55	$12.71	$17.23	$20.21	$33.23	$40.43	$64.16	$98.10	[9] $108.49	[9] $97.15
Average total expenditure per day for each pupil attending (cents)	11.8	9.7	12.8	14	21.1	25.4	39.6	57.9	[9] 62.8	[9] 56.7

[1] United States census reports or estimates thereon
[2] For 1871.
[3] From reports of public high schools.
[4] Includes 231 part-time teachers in Massachusetts.
[5] Several States not included in this average
[6] Computed from number of teaching positions.
[7] Computed from number of teaching positions plus 6,583 supervisors and 13,638 principals
[8] Computed from number of teaching positions plus 7,809 supervisors and 24,734 principals
[9] Not including evening, summer, and part-time and continuation schools when separately reported.

TABLE 2.—DISTRIBUTION OF PUPILS BY GRADES, IN PUBLIC SCHOOLS ONLY, PARTLY ESTIMATED

Grade	1921 [1]	1922	1923 [1]	1924	1925	1926	1927 [1]	1928	1929 [1]	1930	1931 [1]	1932
1	2	3	4	5	6	7	8	9	10	11	12	13
Total enrollment	22,408,778	23,239,227	23,764,017	24,388,808	24,650,291	24,741,468	24,960,582	25,179,696	25,428,856	25,678,015	25,978,728	26,275,441
In elementary schools	19,872,124	20,366,218	20,632,624	20,898,930	20,998,988	20,984,002	21,126,210	21,268,417	21,273,505	21,278,593	21,207,007	21,135,420
In high schools	2,536,649	2,873,009	3,131,393	3,389,878	3,651,213	3,757,466	3,834,372	3,911,279	4,155,351	4,399,422	4,768,721	5,140,021
Percent in each grade:												
Kindergarten	2.26	2.28	2.40	2.51	2.43	2.72	2.74	2.76	2.79	2.82	2.74	2.67
First	18.97	17.98	17.60	17.23	16.42	16.07	16.32	16.57	16.36	16.16	15.56	14.96
Second	12.24	12.26	11.92	11.58	11.36	11.40	11.29	11.19	11.05	10.92	10.74	10.57
Third	11.63	11.69	11.60	11.51	11.08	11.03	10.80	10.57	10.60	10.64	10.38	10.14
Fourth	11.42	11.01	11.06	11.15	10.94	10.76	10.61	10.45	10.29	10.13	9.99	9.85
Fifth	9.91	9.85	9.95	10.05	10.20	10.00	9.83	9.67	9.47	9.26	9.32	9.37
Sixth	8.81	8.86	8.79	8.73	8.87	9.03	8.97	8.91	8.85	8.79	8.73	8.67
Seventh	7.44	7.50	7.55	7.60	7.83	7.79	7.91	8.03	7.97	7.90	7.86	7.81
Eighth	6.01	6.21	5.94	5.68	6.06	6.01	6.17	6.32	6.28	6.24	6.32	6.40
First year high school	4.75	5.22	5.35	5.47	5.78	5.76	5.81	5.86	6.10	6.33	6.55	6.76
Second year high school	3.03	3.36	3.58	3.79	3.94	4.06	4.11	4.15	4.40	4.64	4.96	5.26
Third year high school	2.03	2.22	2.45	2.68	2.90	2.98	3.01	3.05	3.24	3.42	3.75	4.06
Fourth year high school	1.50	1.56	1.79	2.02	2.19	2.39	2.43	2.47	2.60	2.73	3.03	3.32
Postgraduate											.07	.14
Number in each grade:												
Kindergarten	505,252	520,235	569,447	608,050	599,684	673,231	684,360	695,490	709,467	723,443	712,423	701,403
First	[2] 4,248,745	4,178,567	4,180,450	4,184,232	4,048,508	3,976,750	4,073,894	4,171,037	4,160,978	4,150,919	4,040,556	3,930,193
Second	2,743,417	[2] 2,849,019	2,831,210	2,813,400	2,799,520	2,819,598	2,818,218	2,816,840	2,809,727	2,802,614	2,769,646	2,736,678
Third	2,606,922	2,716,229	[2] 2,755,847	2,795,465	2,730,353	2,729,252	2,695,615	2,661,977	2,697,103	2,732,229	2,697,851	2,663,474
Fourth	2,556,036	2,559,677	2,634,064	[2] 2,708,491	2,696,470	2,662,205	2,647,339	2,632,474	2,615,551	2,599,629	2,594,164	2,588,699
Fifth	2,221,331	2,289,571	2,365,065	2,440,558	[2] 2,514,429	2,473,053	2,454,260	2,435,468	2,408,979	2,382,491	2,422,527	2,462,563
Sixth	1,974,256	2,058,019	2,089,418	2,120,817	2,186,346	[2] 2,234,246	2,238,844	2,243,443	2,219,546	2,256,249	2,267,061	2,277,873
Seventh	1,668,158	1,744,222	1,795,314	1,846,407	1,930,732	1,927,265	[1] 1,974,451	2,021,636	2,025,686	2,029,736	2,041,260	2,052,785
Eighth	1,346,007	1,443,635	1,411,680	1,379,692	1,492,843	1,488,104	1,539,229	[1] 1,590,354	1,595,463	1,601,373	1,641,447	1,681,520
First year high school	1,065,177	1,213,713	1,271,062	1,328,412	1,424,304	1,425,204	1,450,564	1,475,924	[1] 1,551,374	1,626,823	1,702,216	1,777,608
Second year high school	678,752	781,553	850,766	919,979	970,415	1,004,503	1,025,030	1,045,558	1,118,571	[1] 1,191,585	1,269,755	1,347,931
Third year high school	455,842	515,542	583,398	651,329	715,978	736,254	751,980	767,706	823,616	879,525	[1] 973,149	1,066,735
Fourth year high school	336,873	362,201	426,170	490,158	540,516	591,505	606,798	622,091	661,490	700,889	796,337	[1] 871,766
Postgraduate											15,270	36,541

[1] Estimated from other years.

[2] The class beginning in 1921.

TABLE 3.—PERCENT OF THE TOTAL POPULATION ENROLLED IN SCHOOL AND RATIO OF ENROLLMENT TO SCHOOL POPULATION OF DIFFERENT DATES

State or outlying part	Percent of total population enrolled in public schools								Ratio of number of children enrolled in public schools to population 5-17 years of age, inclusive							
	1870-71	1879-80	1889-90	1899-1900	1909-10	1919-20	1929-30	1931-32	1870-71	1879-80	1889-90	1899-1900	1909-10	1919-20	1929-30	1931-32
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental United States	19.1	19.7	20.3	20.6	19.4	20.4	20 9	21 1	0.615	0.655	0 688	0 794	0 735	0 778	0.813	0.820
Alabama	13.9	14.2	19 9	20 6	19.9	24.3	23.5	23 9	404	426	.558	.617	.625	.741	762	777
Arizona	.....	10.4	13.4	13.4	15.4	22.9	23.8	21 9	.....	532	.527	.519	.625	880	886	810
Arkansas	13.7	10 2	19 8	24.0	25.3	27.6	24.6	23.9	.403	.308	.554	.710	.801	.857	.815	.797
California	15.6	18.4	18.4	18.2	15.5	20.3	18.8	18.9	636	.734	.774	796	.797	1 025	.938	941
Colorado	9.3	11.4	15.9	21 8	21.1	23 4	23.2	23 6	423	.608	.722	.882	903	.950	922	935
Connecticut	20.8	19.2	17.0	17.0	17.3	18.9	19.9	19 9	808	770	.720	.745	744	803	703	790
Delaware	15.8	19 0	18.7	20.0	14.3	17.3	17 8	18.6	500	.652	.662	.753	718	.733	.735	765
District of Columbia	11.2	14.9	16.0	16.7	16.9	14.9	16.6	18 3	416	.554	.631	768	847	.843	919	1 006
Florida	7 2	15.6	23 6	20.6	19 7	23.2	23.6	24.1	212	442	.711	.666	.685	826	.915	940
Georgia	4.1	15.3	20.8	21 8	21 3	[1] 23.9	24.5	25 5	.119	.462	585	653	667	[1] 740	787	834
Idaho	5.6	17.9	17.0	22.7	23.4	26.7	27.2	26.6	461	779	627	792	.887	946	.951	931
Illinois	26 0	22.9	20.3	19 9	17.8	17 4	18.3	18.2	.810	746	720	.727	.723	721	789	789
Indiana	26.3	25 9	23.4	22.4	19 7	19 3	20 6	21.0	.786	.824	.792	.811	787	794	852	868
Iowa	28.2	26.2	25.8	25 4	23 1	21 4	22.4	22.4	.844	.835	.855	891	.874	861	902	900
Kansas	22.3	23.2	28.0	26 5	23 7	23 0	22.9	22.2	742	.732	.886	.892	892	.879	.905	881
Kentucky	13 2	16.7	21 5	23.3	21.7	[1] 22.2	22.5	23.2	.....	.....	.656	.753	.735	.762	.781	808
Louisiana	7.7	8.3	10.8	14.2	16.0	19.7	20 7	20 9	248	.259	.316	.436	508	.635	717	.731
Maine	24 3	23.1	21.1	18.9	19 5	17.9	19.4	20.2	[1] 874	.898	.859	.814	.849	.763	.789	819
Maryland	14 6	17 4	17.7	18.7	18.4	16.7	17.0	17.4	.467	581	.604	.670	701	669	669	707
Massachusetts	18.3	17.2	16.6	16.9	15.9	16.2	17.9	18.2	.723	.718	.726	.762	713	.713	760	.771
Michigan	24 0	22.2	20.4	20 9	19 3	18.9	20.0	20 0	.797	.781	.735	.771	783	.793	812	808
Minnesota	24.5	23 1	21 6	22.8	21 2	21.1	21.5	21 6	759	.759	.746	776	.783	818	.840	.843
Mississippi	13.7	20 9	25.9	24.9	26 1	[1] 23.1	29.6	28.6	406	.613	.706	.733	.802	[1] 698	.971	.945
Missouri	18.7	22.3	23 2	23.2	21 5	19 8	18.1	18.7	.560	.689	.744	.786	.822	.783	.763	.795
Montana	7.5	10 9	12.9	16 2	17 6	23.1	22.4	22.1	.702	.638	.711	.728	.817	.922	.853	.843

Footnotes at end of table.

TABLE 3.—PERCENT OF THE TOTAL POPULATION ENROLLED IN SCHOOL AND RATIO OF ENROLLMENT TO SCHOOL POPULATION OF DIFFERENT DATES—Continued

State or outlying part	Percent of total population enrolled in public schools								Ratio of number of children enrolled in public schools to population 5-17 years of age, inclusive							
	1870-71	1879-80	1889-90	1899-1900	1909-10	1919-20	1929-30	1931-32	1870-71	1879-80	1889-90	1899-1900	1909-10	1919-20	1929-30	1931-32
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Nebraska	16.6	20.5	22.7	27.0	23.7	24.1	23.6	23.4	.588	.685	.764	.895	.870	.905	.909	.903
Nevada	7.0	14.5	16.1	15.8	11.1	18.2	19.8	21.3	.540	.797	.738	.741	.759	.915	.949	1.023
New Hampshire	22.4	18.5	15.9	16.0	14.9	14.5	16.0	16.3	.913	.813	.713	.740	.670	.643	.680	.662
New Jersey	18.3	18.1	16.2	17.1	17.0	18.8	19.6	19.8	.632	.648	.622	.695	.706	.774	.804	.812
New Mexico	1.4	4.0	11.9	18.8	17.2	22.6	24.1	25.4	[1].044	.133	.423	.614	.593	.754	.802	.845
New York	23.2	20.3	17.4	16.6	15.6	16.6	17.0	17.4	.830	.771	.707	.696	.687	.728	.767	.787
North Carolina	10.5	18.1	19.9	21.1	23.6	27.0	27.3	26.7	[1].312	.559	.564	.636	.734	.824	.841	.822
North Dakota	9.3	10.2	19.5	24.3	24.2	26.0	24.9	24.2	[1].393	.417	.713	.813	.861	.846	.830	.809
Ohio	26.5	22.8	21.7	19.9	17.6	17.7	19.2	19.2	.840	.767	.765	.754	.744	.768	.799	.796
Oklahoma	.....	.....	.....	25.0	25.5	29.1	28.5	27.6	.....	.....	.....	.798	.831	.926	.982	.969
Oregon	21.6	21.5	20.2	21.6	17.6	19.3	21.2	21.0	.677	.750	.748	.821	.802	.841	.946	.938
Pennsylvania	23.2	21.9	19.4	18.3	16.7	18.5	20.1	20.6	.764	.744	.695	.689	.672	.715	.760	.777
Rhode Island	15.1	14.7	15.3	15.7	14.8	15.5	17.3	17.7	[1].592	.596	.627	.668	.638	.654	.699	.712
South Carolina	9.1	13.5	17.5	21.0	22.4	28.4	27.0	27.2	.273	.406	.471	.607	.673	.839	.862	.799
South Dakota	[4]	[4]	23.7	24.6	21.6	23.1	23.9	23.6	[4]	[4]	.810	.795	.781	.829	.847	.834
Tennessee	10.9	19.5	25.3	24.0	24.0	26.5	24.0	24.2	[1].320	.582	.741	.751	.795	.876	.835	.847
Texas	7.3	13.8	20.9	21.6	21.1	22.2	22.5	22.0	.210	[1].424	.595	.647	.673	.734	.804	.792
Utah	18.6	18.9	17.9	26.4	24.6	26.1	27.2	27.4	.534	.506	.553	.810	.845	.872	.898	.904
Vermont	[5]19.8	22.6	[5]19.7	19.2	18.7	17.5	18.3	18.4	.....	.872	.....	.822	.804	.734	.753	.753
Virginia	10.5	14.6	20.7	20.0	19.6	21.9	23.2	23.9	.323	.450	.605	.632	.642	.733	.786	.810
Washington	18.6	19.7	16.0	22.2	19.0	21.5	22.1	21.9	[1].690	.724	.706	.879	.862	.941	.966	.956
West Virginia	16.9	23.1	25.3	24.2	22.8	23.7	22.9	24.0	.495	.692	.753	.786	.782	.798	.760	.796
Wisconsin	24.6	22.8	20.9	21.5	19.9	17.7	19.2	19.5	.739	.738	.698	.725	.725	.682	.758	.772
Wyoming	4.6	14.0	11.6	15.7	16.9	22.2	24.1	24.7	[1].453	.774	.545	.657	.816	.916	.943	.959

Outlying parts of the United States							
Alaska	6 1	5.8	9 0	.268		.351	
American Samoa			19.1			.601	
Canal Zone	15.3	18.0	17.9	.854	.802	.755	
Guam		19 4	17.3		.710	.568	
Hawaii	16 2	19.5	20.0		.640	.711	
Philippine Islands	[4]9.0	9.2	9 7		.348	.350	
Puerto Rico	13 9	14 3	14 3		.417	.415	
Virgin Islands		13.9	14 7		.567	.547	

[1] Approximate.
[2] Enrollment figures for 1919.
[3] Enrollment figures from report of the Bureau of the Census.
[4] Included in report for North Dakota.
[5] Pupils of legal school age
[6] Population for Dec 31, 1918.

TABLE 4.—POPULATION, SCHOOL CENSUS, AND PUPILS ENROLLED (EXCLUDING DUPLICATES WITHIN STATES) 1931–32

State or outlying part	Total estimated population (thousands) July 1, 1932	Population 5-17 years both inclusive (estimated)	Elementary (including kindergarten) pupils			Secondary pupils			Total pupils		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	124,822	32,081,549	10,806,979	10,328,441	21,135,420	2,530,790	2,609,231	5,140,021	13,337,769	12,937,672	26,275,441
Alabama	2,682	823,100	291,847	278,843	570,690	31,435	37,661	69,146	323,332	316,504	639,836
Arizona	448	120,800	41,142	40,800	81,942	8,151	7,807	15,958	49,293	48,607	97,900
Arkansas	1,867	559,600	199,168	193,072	392,240	25,480	28,431	53,911	224,648	221,503	446,151
California	5,947	1,194,400	440,007	413,177	853,184	137,841	132,525	270,366	577,848	545,702	1,123,550
Colorado	1,047	264,200	102,492	96,693	199,185	23,597	24,292	47,889	126,089	120,985	247,074
Connecticut	1,634	412,000	130,119	122,816	252,935	38,543	34,015	72,558	168,662	156,831	325,493
Delaware	240	58,200	18,382	17,414	35,796	4,325	4,401	8,726	22,707	21,815	44,522
District of Columbia	493	89,400	35,691	35,715	71,406	8,929	9,752	18,681	44,620	45,467	90,087
Florida	1,528	391,100	158,487	156,777	315,264	24,438	28,056	52,494	182,925	184,833	367,758
Georgia	2,910	890,100	320,033	329,693	649,746	40,481	52,549	93,030	360,514	382,242	742,756
Idaho	447	127,900	46,710	43,895	90,605	13,900	14,618	28,518	60,610	58,513	119,123
Illinois	7,768	1,795,000	557,162	520,593	1,077,755	175,884	161,914	337,798	733,046	682,507	1,415,553
Indiana	3,275	792,000	270,344	256,214	526,558	81,708	79,365	161,071	352,050	335,579	687,629
Iowa	2,470	616,800	221,308	209,044	430,352	59,871	65,118	124,989	281,179	274,162	555,341
Kansas	1,894	478,100	166,638	156,280	322,918	48,634	49,802	98,436	215,272	206,082	421,354
Kentucky	2,838	759,100	276,699	264,475	541,174	34,560	37,385	71,945	311,259	301,860	613,119
Louisiana	2,138	612,200	192,751	190,777	383,528	29,243	34,746	63,989	221,994	225,523	447,517
Maine	801	197,600	66,009	62,249	128,258	16,149	17,349	33,498	82,158	79,598	161,756
Maryland	1,653	407,500	121,079	114,888	235,967	25,398	26,804	52,202	146,477	141,692	288,169
Massachusetts	4,297	1,014,600	298,182	281,373	579,555	103,966	98,704	202,670	402,148	380,077	782,225
Michigan	4,993	1,233,800	401,554	394,758	796,312	91,706	108,807	200,513	493,260	503,565	996,825
Minnesota	2,585	662,100	229,878	213,824	443,702	52,362	62,084	114,446	282,240	275,908	558,148
Mississippi	2,036	615,800	261,955	261,958	523,913	26,747	31,099	57,846	288,702	293,057	581,759
Missouri	3,656	880,200	275,857	262,882	538,739	72,142	72,949	145,091	347,999	335,831	683,830
Montana	538	141,349	46,791	43,249	90,040	14,033	15,061	29,094	60,824	58,310	119,134

Nebraska	1,388	350,200	126,213	120,796	250,009	35,082	39,150	74,232	104,295	159,946	324,241
Nevada	93	19,400	7,889	7,408	15,297	2,337	2,206	4,543	10,226	9,614	19,840
New Hampshire	468	110,400	30,681	28,815	59,476	8,416	8,539	16,955	39,077	37,354	76,431
New Jersey	4,148	1,011,300	343,140	323,423	666,563	81,274	73,695	154,969	424,414	397,118	821,532
New Mexico	431	120,800	47,729	46,750	94,479	7,490	7,566	15,046	55,209	54,316	109,525
New York	12,852	2,844,500	899,503	843,603	1,733,106	261,331	245,759	507,090	1,150,834	1,089,362	2,240,196
North Carolina	2,244	1,053,300	370,336	362,138	732,474	62,505	70,702	133,207	432,841	432,840	865,681
North Dakota	685	204,800	70,000	63,519	133,519	13,532	18,557	32,089	83,532	82,076	165,608
Ohio	6,753	1,631,700	519,902	484,124	1,004,016	146,172	149,024	295,196	666,074	633,148	1,299,212
Oklahoma	2,440	702,400	288,064	271,792	559,876	55,158	58,263	113,421	343,242	330,055	673,297
Oregon [1]	974	218,300	77,716	74,962	152,678	25,900	26,314	52,114	103,516	101,276	204,792
Pennsylvania	9,741	2,585,700	823,407	786,982	1,610,389	201,443	196,207	397,650	1,024,850	983,189	2,008,039
Rhode Island	698	173,100	50,130	47,841	97,971	12,877	12,391	25,268	63,007	60,232	123,239
South Carolina	1,745	594,700	205,807	211,496	417,193	25,297	32,584	57,881	230,994	244,080	475,074
South Dakota	700	197,700	67,677	63,050	130,927	15,402	18,585	33,987	83,279	81,635	164,914
Tennessee	2,650	757,500	286,286	276,101	562,387	30,519	42,645	70,164	322,805	318,746	641,551
Texas	5,904	1,653,900	541,302	511,525	1,052,827	125,914	131,005	256,919	687,216	642,530	1,329,746
Utah	515	156,000	52,469	49,925	102,394	19,604	18,850	38,454	72,273	68,775	141,048
Vermont	360	88,000	27,878	25,735	53,613	5,954	6,692	12,646	33,832	32,427	66,259
Virginia	2,435	719,700	253,154	246,292	499,446	36,946	46,590	83,536	290,100	292,892	582,992
Washington	1,588	382,800	130,528	120,773	251,301	47,843	47,889	95,732	178,371	168,822	346,993
West Virginia	1,761	530,400	184,866	174,789	359,655	30,813	31,889	62,702	215,679	206,678	422,357
Wisconsin	2,978	751,200	216,390	204,342	420,732	77,025	81,848	158,873	293,415	286,190	579,605
Wyoming	229	59,100	22,347	20,841	43,188	6,495	6,997	13,492	28,842	27,828	56,670
Outlying parts of the United States											
Alaska	60	14,200	2,183	2,294	4,477	462	475	937	2,645	2,769	5,414
American Samoa	11	3,500	1,026	1,076	2,102	----	----	----	1,026	1,076	2,102
Canal Zone	45	9,900	3,626	3,296	6,922	385	384	769	4,011	3,680	7,691
Guam	20	6,100	1,858	1,536	3,394	49	21	70	1,907	1,557	3,464
Hawaii	303	110,700	35,560	33,515	69,075	5,384	4,204	9,588	40,944	37,719	78,663
Philippine Islands	12,589	[2] 3,500,000	651,817	491,895	1,143,712	48,859	31,977	80,836	700,676	523,872	1,224,548
Puerto Rico	1,598	548,500	120,280	101,699	221,979	3,740	3,450	7,190	124,020	105,149	229,169
Virgin Islands	22	5,925	1,597	1,483	3,080	87	75	162	1,684	1,558	3,242

[1] Sex estimated basis city reports

[2] Estimated.

TABLE 4A.—POPULATION, SCHOOL CENSUS, AND PUPILS ENROLLED (EXCLUDING DUPLICATES WITHIN STATES), 1931–32 [1]

State or outlying part	Total estimated population (thousands) July 1, 1932	Population 5–17 years both inclusive (estimated)	Elementary (including kindergarten) pupils			Reorganized high schools									Regular and vocational high schools			Total		
						Junior			Junior-senior			Senior								
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Alabama	2,682	823,100	258,767	245,210	503,977				64,565	71,294	135,859							323,332	316,504	639,836
Arizona	448	120,800	40,681	40,440	81,121	461	360	821				370	300	670	7,781	7,507	15,288	49,293	48,607	97,900
Arkansas	1,867	559,600	181,822	174,978	356,800	8,251	8,534	16,785	20,444	22,674	43,118	3,542	3,740	7,282	10,569	11,577	22,166	224,648	221,503	446,151
California	5,947	1,194,400	397,923	372,062	769,985	64,605	62,072	126,677							115,320	111,568	226,888	577,848	545,702	1,123,550
Colorado	1,047	264,200	91,429	85,956	177,385	13,435	13,039	26,474				21,225	21,990	43,215				126,089	120,985	247,074
Connecticut	1,634	412,000	124,258	116,933	241,191	8,502	8,534	17,036							35,902	31,364	67,266	168,662	156,831	325,493
Delaware	240	58,200	15,583	14,492	30,075	2,450	2,350	4,800	2,979	3,381	6,360	1,493	1,592	3,085	202		202	22,707	21,815	44,522
Dist. of Columbia	493	89,400	30,599	29,934	60,533	6,606	7,499	14,105							7,415	8,034	15,449	44,620	45,467	90,087
Florida	1,528	391,100	143,145	140,737	283,882	22,227	23,237	45,464				17,553	20,859	38,412				182,925	184,833	367,758
Georgia	2,910	890,100	320,033	329,693	649,726										40,481	52,549	93,030	360,514	382,242	742,756
Idaho	447	127,900	46,710	43,895	90,605										13,900	14,618	28,518	60,610	58,513	119,123
Illinois	7,768	1,795,000	557,162	520,593	1,077,755										175,884	161,914	337,798	733,046	682,507	1,415,553
Indiana	3,275	792,000	246,816	234,471	481,287	15,703	15,088	30,791				89,531	86,020	175,551				352,050	335,579	687,629
Iowa	2,479	616,800	207,229	194,935	402,164	16,623	16,650	33,273	5,388	5,559	10,947	13,505	14,794	28,362	38,371	42,224	80,595	291,179	274,162	565,341
Kansas	1,804	478,100	152,692	145,605	298,297	15,072	14,893	29,965							47,508	45,584	93,092	215,272	206,082	421,354
Kentucky	2,638	759,100	276,699	264,475	541,174										34,560	37,385	71,945	311,259	301,860	613,119
Louisiana	2,138	612,200	192,751	190,777	383,528										29,243	34,746	63,989	221,994	225,523	447,517
Maine	801	197,600	66,009	62,249	128,258										16,149	17,349	33,498	82,158	79,598	161,756
Maryland	1,653	407,500	113,554	106,824	220,378	11,003	11,792	22,795				7,812	7,425	15,237	14,108	15,651	29,759	146,477	141,692	288,169
Massachusetts	4,297	1,014,600	264,788	248,798	513,586	49,852	48,628	98,480				44,564	46,240	90,804	42,944	36,411	79,355	402,148	380,077	782,225
Michigan	4,983	1,223,800	401,554	394,758	796,312										91,706	108,807	200,513	493,260	503,565	996,825
Minnesota	2,585	662,100	213,738	196,629	410,367	22,278	22,314	44,592	793	911	1,704	17,953	20,408	38,361	27,478	35,646	63,124	282,240	275,908	558,148
Mississippi	2,036	615,800	261,955	261,958	523,913										26,747	31,099	57,846	288,702	293,057	581,759
Missouri	3,656	860,200	275,857	262,882	538,739										72,142	72,949	145,091	347,999	335,831	683,830
Montana	538	141,349	46,791	43,249	90,040										14,033	15,061	29,094	60,824	58,310	119,134

Nebraska	1,398	359,200	129,213	120,796	250,009										35,082	39,150	74,232	164,295	159,946	324,241
Nevada	93	19,400	7,869	7,408	15,297										2,337	2,206	4,543	10,226	9,614	19,840
New Hampshire	468	110,400	27,234	25,693	52,927	3,425	3,124	6,549							8,418	8,537	16,955	39,077	37,354	76,431
New Jersey	4,146	1,011,300	329,349	310,004	639,353	18,844	18,421	37,265	3,750	3,791	7,521	10,171	9,592	19,763	62,320	55,310	117,630	424,414	397,118	821,532
New Mexico	431	129,600	47,729	46,750	94,479										7,450	7,506	15,046	55,209	54,316	109,525
New York	12,852	2,844,500	869,503	843,603	1,733,106										261,331	245,759	507,090	1,150,834	1,089,362	2,240,196
North Carolina	3,244	1,053,300	370,336	362,139	732,474										62,505	70,702	133,207	432,841	432,840	865,681
North Dakota	695	204,600	70,000	63,519	133,519								35,635		13,532	18,557	32,089	83,532	82,076	165,608
Ohio	6,753	1,631,700	490,657	481,352	892,009	48,210	47,163	95,373	49,597	48,377	96,972	58,540		74,415	70,020	70,423	140,443	699,004	633,148	1,299,212
Oklahoma	2,440	702,400	288,064	271,792	559,856										55,159	58,263	113,421	343,242	330,055	673,297
Oregon [1]	974	218,300	74,393	71,607	146,000	3,417	3,262	6,679				3,328	3,484	6,812	22,378	22,923	45,301	103,516	101,276	204,792
Pennsylvania	9,741	2,585,700	771,629	733,231	1,504,860	59,467	60,215	119,682	66,473	66,316	134,789	20,397	18,960	39,357	104,884	104,467	209,351	1,024,850	983,189	2,008,039
Rhode Island	888	173,100	45,278	42,895	88,173	8,695	8,946	17,641	224	229	453	6,027	5,796	11,823	2,563	2,366	4,949	63,007	60,232	123,239
South Carolina	1,745	594,700	205,697	211,496	417,193										25,297	32,584	57,881	230,904	244,060	475,074
South Dakota	700	197,700	67,577	63,050	130,927										15,402	18,585	33,987	83,279	81,635	164,914
Tennessee	2,650	757,300	286,296	276,101	562,397										38,519	42,645	79,164	322,805	318,746	641,551
Texas	5,964	1,653,800	541,302	511,525	1,052,827										125,914	131,005	256,919	667,216	642,530	1,309,746
Utah	515	158,000	45,462	43,004	88,466	11,764	11,296	23,060							15,047	14,475	29,522	72,273	68,775	141,048
Vermont	360	88,000	27,574	25,735	53,613										5,954	6,692	12,646	33,832	32,427	66,259
Virginia	2,435	719,700	250,405	243,437	493,842	7,476	7,762	15,238	2,564	3,255	5,819	5,215	6,004	11,219	24,420	32,424	56,844	290,100	292,682	582,982
Washington	1,558	362,800	130,528	120,733	251,261										47,843	47,849	95,732	178,371	168,622	346,993
West Virginia	1,761	530,600	173,453	163,055	336,508	16,239	16,560	32,799							25,957	27,093	53,050	215,678	206,678	422,357
Wisconsin	2,976	751,200	207,378	196,982	404,360	17,715	16,597	34,312				15,430	15,756	31,186	52,892	56,855	109,747	293,415	286,190	579,605
Wyoming	229	59,100	22,347	20,841	43,188										6,495	6,987	13,482	28,842	27,828	56,670
Outlying parts of the United States																				
Alaska	60	14,200	2,183	2,294	4,477										462	475	937	2,645	2,709	5,414
American Samoa	11	3,500	1,026	1,076	2,102													1,026	1,076	2,102
Canal Zone	43	9,800	3,024	2,793	5,817	602	503	1,105				385	384	769				4,011	3,680	7,691
Guam	20	6,100	1,858	1,536	3,394										49	21	70	1,907	1,557	3,464
Hawaii	393	110,700	32,189	30,233	62,421	3,918	3,601	7,520	1,959	1,797	3,756	1,904	1,459	3,363	944	629	1,573	40,944	37,719	78,663
Philippine Islands	12,589	[3]3,500,000	651,817	491,895	1,143,712										48,859	31,977	80,836	700,676	523,872	1,224,548
Puerto Rico	1,508	548,500	120,280	101,699	221,979										3,740	3,450	7,190	124,020	105,149	229,169
Virgin Islands	22	5,925	1,450	1,361	2,811	103	75	178	117	122	239				14		14	1,684	1,558	3,242

[1] Totals for United States omitted, as many States did not report the distribution.
[2] Sex estimated basis city reports
[3] Estimated.

TABLE 5.—AVERAGE DAILY ATTENDANCE, 1931–32

State or outlying part	Elementary schools [1]	Reorganized high schools			Regular and vocational high schools	Total
		Junior	Junior-senior	Senior		
1	2	3	4	5	6	7
Continental U S.	(2)	(2)	(2)	(2)	(2)	22,245,344
Alabama	394,599		114,238			508,837
Arizona	65,709	779		649	13,825	80,962
Arkansas	264,340	14,224	37,156	5,951	17,238	338,909
California	655,190	115,640			196,946	967,776
Colorado						199,165
Connecticut	211,381	15,031			58,794	285,206
Delaware	25,806	4,261	6,068	2,528	121	38,784
District of Columbia	47,692	12,676			13,102	73,470
Florida	222,958	37,193		32,577		292,728
Georgia						572,343
Idaho	78,080				23,913	101,993
Illinois	939,797				287,078	1,226,875
Indiana	467,213	29,580		152,555		649,348
Iowa	339,394	29,916	9,899	25,250	73,911	478,370
Kansas	273,202	31,003			79,715	383,920
Kentucky	402,013				61,429	463,442
Louisiana	314,834				55,390	370,224
Maine	115,634				30,465	146,099
Maryland	188,574	20,948		13,844	26,032	249,398
Massachusetts	455,969	90,503		80,533	71,427	698,432
Michigan						866,790
Minnesota	341,328	40,757	1,559	434,635	56,895	475,174
Mississippi	381,181				48,241	429,422
Missouri						602,204
Montana	80,853				26,871	107,724
Nebraska	214,466				67,422	281,888
Nevada	12,419				3,978	16,397
New Hampshire	47,472	5,894			15,260	68,626
New Jersey	530,388	34,685	6,675	17,780	102,424	691,952
New Mexico	71,135				12,522	83,657
New York	1,539,760				418,404	1,958,164
North Carolina	611,204				117,061	728,265
North Dakota						144,653
Ohio	810,673	87,455	62,488	89,196	129,073	1,178,885
Oklahoma	399,015				94,229	493,244
Oregon	140,706	5,708		6,222	44,588	197,224
Pennsylvania	1,300,425	104,500	118,205	34,263	178,164	1,735,557
Rhode Island						105,994
South Carolina	323,938				49,780	373,718
South Dakota	109,376				28,094	137,470
Tennessee	435,678				67,300	502,978
Texas	837,324				220,341	1,057,665
Utah	80,686	20,454			26,191	127,331
Vermont						58,169
Virginia						482,645
Washington	209,006				78,721	287,727
West Virginia	289,205	29,088			49,323	367,616
Wisconsin	360,628	31,452		28,482	89,708	510,270
Wyoming	36,129				11,525	47,654
Outlying parts of the United States						
Alaska						4,468
Canal Zone	4,706	965		666		6,337
Guam						3,347
Hawaii	58,597	7,211	3,519	3,404	1,508	74,239
Philippine Islands	1,043,255				74,900	1,118,155
Puerto Rico	195,971				6,142	202,113
Virgin Islands	2,692	172	234		14	3,112

[1] Includes kindergartens.
[2] United States totals not given because many States do not distribute their attendance to all types of schools

TABLE 6.—AGGREGATE NUMBER OF DAYS ATTENDED, 1931–32

State or outlying part	Elementary schools [1]	Reorganized high schools			Regular and vocational high schools	Total
		Junior	Junior-senior	Senior		
1	2	3	4	5	6	7
Continental U.S.	(2)	(2)	(2)	(2)	(2)	3, 807, 940, 714
Alabama	55, 308, 641	----------	19, 184, 260	----------	----------	74, 552, 901
Arizona	11, 356, 662	140, 170	----------	116, 872	2, 216, 519	13, 830, 223
Arkansas	35, 373, 383	1, 978, 828	5, 822, 555	1, 068, 315	2, 462, 205	46, 705, 286
California	116, 182, 270	21, 277, 760	----------	----------	35, 450, 280	172, 910, 310
Colorado	----------	----------	----------	----------	----------	35, 491, 203
Connecticut	38, 048, 580	2, 705, 580	----------	----------	10, 745, 514	51, 499, 674
Delaware	4, 807, 942	788, 223	1, 043, 284	467, 722	27, 728	7, 134, 879
District of Columbia	8, 592, 737	2, 242, 202	----------	----------	2, 370, 183	13, 205, 122
Florida	36, 850, 881	6, 454, 821	----------	5, 721, 632	----------	49, 027, 334
Georgia	----------	----------	----------	----------	----------	78, 647, 078
Idaho	13, 094, 572	----------	----------	----------	4, 074, 018	17, 168, 590
Illinois	176, 484, 852	----------	----------	----------	54, 544, 832	231, 029, 684
Indiana	72, 683, 065	5, 123, 370	----------	24, 660, 969	----------	102, 467, 404
Iowa	59, 652, 783	5, 345, 138	1, 745, 990	4, 512, 656	13, 031, 511	84, 288, 078
Kansas	46, 350, 580	5, 495, 904	----------	----------	14, 173, 392	66, 019, 876
Kentucky	61, 507, 989	----------	----------	----------	10, 504, 359	72, 012, 348
Louisiana	48, 371, 844	----------	----------	----------	9, 405, 459	57, 777, 303
Maine	20, 512, 716	----------	----------	----------	5, 561, 495	26, 074, 211
Maryland	35, 161, 410	3, 976, 850	----------	2, 607, 995	4, 861, 070	46, 607, 325
Massachusetts	81, 743, 382	16, 409, 057	----------	14, 618, 877	12, 920, 117	125, 691, 433
Michigan	----------	----------	----------	----------	----------	161, 726, 999
Minnesota	61, 456, 937	7, 357, 680	282, 634	6, 317, 390	9, 771, 689	85, 186, 330
Mississippi	----------	----------	----------	----------	----------	[3] 58, 164, 870
Missouri	----------	----------	----------	----------	----------	107, 554, 190
Montana	13, 925, 168	----------	----------	----------	4, 710, 351	18, 635, 519
Nebraska	37, 569, 842	----------	----------	----------	11, 751, 901	49, 321, 743
Nevada	2, 190, 481	----------	----------	----------	694, 082	2, 884, 563
New Hampshire	8, 411, 379	1, 055, 026	----------	----------	2, 732, 160	12, 198, 565
New Jersey	97, 121, 634	6, 333, 040	1, 205, 282	3, 246, 465	18, 786, 889	126, 693, 310
New Mexico	12, 092, 618	----------	----------	----------	2, 188, 135	14, 280, 763
New York	----------	----------	----------	----------	----------	356, 025, 833
North Carolina	92, 964, 128	----------	----------	----------	19, 514, 069	112, 478, 197
North Dakota	----------	----------	----------	----------	----------	24, 033, 622
Ohio	141, 020, 252	15, 843, 093	15, 797, 904	11, 116, 112	22, 251, 023	206, 028, 384
Oklahoma	67, 775, 616	----------	----------	----------	16, 670, 285	84, 445, 901
Oregon	21, 520, 337	857, 506	----------	1, 098, 044	8, 321, 002	31, 796, 889
Pennsylvania	235, 718, 797	18, 924, 286	21, 406, 160	6, 204, 684	32, 264, 358	314, 518, 285
Rhode Island	----------	----------	----------	----------	----------	19, 290, 908
South Carolina	45, 184, 990	----------	----------	----------	8, 738, 097	53, 923, 087
South Dakota	18, 617, 052	----------	----------	----------	4, 654, 263	23, 271, 315
Tennessee	68, 725, 368	----------	----------	----------	11, 614, 224	80, 339, 592
Texas	132, 551, 142	----------	----------	----------	36, 135, 650	168, 686, 792
Utah	13, 242, 669	3, 358, 939	----------	----------	4, 327, 792	20, 929, 400
Vermont	----------	----------	----------	----------	----------	10, 154, 035
Virginia	----------	----------	----------	----------	----------	81, 199, 388
Washington	37, 420, 547	----------	----------	----------	14, 217, 864	51, 638, 411
West Virginia	46, 834, 394	4, 830, 453	----------	----------	8, 721, 541	60, 386, 388
Wisconsin	64, 638, 888	5, 828, 120	----------	5, 426, 364	15, 732, 996	91, 626, 368
Wyoming	6, 332, 919	----------	----------	----------	2, 047, 886	8, 380, 805
Outlying parts of the United States						
Alaska	----------	----------	----------	----------	----------	759, 543
Canal Zone	1, 019, 859	216, 038	----------	118, 459	----------	1, 354, 356
Guam	----------	----------	----------	----------	----------	636, 002
Hawaii	10, 723, 251	1, 310, 613	643, 977	622, 932	275, 964	13, 585, 737
Philippine Islands	[3] 203, 434, 725	----------	----------	----------	14, 605, 500	218, 040, 225
Puerto Rico	37, 275, 579	----------	----------	----------	1, 179, 246	38, 454, 825
Virgin Islands	520, 035	32, 930	44, 215	----------	910	598, 090

[1] Includes kindergartens.
[2] United States totals not given because many States do not distribute their attendance to all types of schools.
[3] Statistics, 1930.

TABLE 7.—AVERAGE DAILY ATTENDANCE IN ELEMENTARY AND SECONDARY SCHOOLS AT DIFFERENT DATES

State or outlying part	1870–71 [1]	1879–80	1889–90	1899–1900	1909–10	1919–20	1929–30	1931–32
1	2	3	4	5	6	7	8	9
Continental U S	4, 545, 817	6, 144, 143	8, 153, 635	10, 632, 772	12, 827, 307	16, 150, 035	21, 264, 886	22, 245, 344
Alabama	107, 666	117, 978	182, 467	297, 805	266, 589	367, 551	473, 553	508, 837
Arizona	----	2, 847	4, 702	10, 177	20, 081	46, 120	75, 969	80, 962
Arkansas	46, 600	[1] 54, 700	[1] 118, 714	195, 101	255, 135	329, 053	340, 825	338, 909
California	64, 286	100, 966	146, 589	197, 395	286, 711	480, 861	908, 765	967, 776
Colorado	2, 611	12, 618	38, 715	73, 291	107, 520	150, 090	190, 742	199, 165
Connecticut	62, 683	73, 546	83, 656	111, 564	[2] 147, 190	205, 213	274, 482	285, 206
Delaware	12, 700	17, 439	19, 649	[1] 25, 300	22, 559	27, 308	36, 255	38, 784
District of Columbia	10, 261	20, 637	28, 184	35, 163	44, 627	52, 730	68, 312	73, 470
Florida	10, 000	27, 046	64, 819	75, 043	103, 892	165, 720	267, 042	292, 728
Georgia	31, 377	145, 190	240, 701	298, 237	346, 295	467, 081	538, 271	572, 343
Idaho	600	3, 863	[1] 9, 500	21, 962	51, 137	84, 642	98, 479	101, 993
Illinois	341, 686	431, 638	538, 310	737, 576	779, 040	956, 090	1, 203, 537	1, 226, 875
Indiana	295, 071	321, 659	342, 275	429, 566	420, 780	457, 113	596, 416	640, 348
Iowa	211, 562	259, 836	306, 309	373, 174	360, 178	405, 567	465, 051	478, 370
Kansas	52, 891	137, 669	213, 300	261, 783	291, 320	309, 505	364, 801	383, 920
Kentucky	129, 806	178, 000	225, 739	310, 339	315, 196	[3] 342, 660	432, 862	463, 442
Louisiana	40, 500	[1] 54, 800	87, 536	146, 323	182, 659	256, 133	349, 591	370, 224
Maine	100, 392	103, 115	98, 364	97, 697	106, 955	115, 885	138, 043	146, 099
Maryland	56, 435	85, 778	102, 351	131, 400	145, 762	175, 312	235, 555	249, 398
Massachusetts	201, 750	243, 127	273, 910	366, 136	444, 090	549, 905	675, 670	698, 432
Michigan	193, 000	[1] 240, 000	[1] 282, 000	355, 226	443, 458	521, 251	844, 967	866, 790
Minnesota	50, 694	[1] 78, 400	127, 025	243, 224	318, 500	394, 850	456, 836	475, 174
Mississippi	00, 000	156, 761	207, 704	224, 526	261, 384	[3] 259, 982	436, 162	420, 422
Missouri	187, 024	[1] 281, 000	384, 627	460, 012	490, 300	531, 221	576, 417	602, 204
Montana	1, 100	[1] 3, 000	10, 596	[1] 26, 300	41, 311	91, 714	105, 327	107, 724
Nebraska	14, 300	60, 150	146, 139	181, 874	191, 076	232, 515	250, 188	281, 888
Nevada	1, 800	5, 401	5, 094	4, 698	[1] 7, 400	10, 625	14, 977	16, 397
New Hampshire	48, 150	48, 966	41, 526	47, 276	50, 101	53, 215	65, 966	68, 626
New Jersey	86, 812	115, 104	133, 286	207, 947	321, 239	476, 261	662, 961	691, 952
New Mexico	880	3, 150	[1] 13, 000	22, 433	37, 389	59, 442	76, 216	83, 657
New York	493, 648	573, 089	642, 984	857, 488	1, 122, 649	1, 361, 600	1, 866, 243	1, 958, 164
North Carolina	73, 000	170, 100	203, 100	200, 918	331, 335	473, 562	672, 895	728, 265
North Dakota	1, 040	[1] 8, 530	20, 694	43, 500	90, 149	128, 436	148, 614	144, 653
Ohio	432, 452	476, 279	549, 269	616, 365	648, 544	808, 712	1, 141, 321	1, 178, 885
Oklahoma	----	----	----	63, 718	278, 650	355, 998	470, 090	493, 244
Oregon	15, 000	27, 435	43, 333	64, 411	103, 553	130, 575	155, 166	197, 224
Pennsylvania	507, 188	601, 627	682, 941	854, 640	1, 001, 464	1, 260, 350	1, 661, 128	1, 735, 557
Rhode Island	22, 485	27, 217	33, 905	47, 124	61, 487	73, 387	102, 584	105, 994
South Carolina	44, 700	[1] 90, 600	147, 799	201, 295	243, 901	331, 451	348, 482	373, 718
South Dakota	([4])	([4])	48, 327	[1] 68, 000	80, 032	98, 907	138, 635	137, 470
Tennessee	89, 000	208, 528	323, 518	338, 566	363, 953	457, 503	481, 962	502, 978
Texas	41, 000	[1] 132, 000	291, 941	438, 779	544, 661	745, 667	1, 073, 847	1, 057, 665
Utah	12, 819	17, 178	20, 967	50, 595	69, 246	97, 745	120, 573	127, 331
Vermont	44, 100	48, 606	45, 887	47, 020	52, 104	50, 180	57, 975	58, 169
Virginia	77, 402	128, 404	198, 290	216, 464	250, 391	351, 171	452, 567	482, 645
Washington	3, 300	10, 546	36, 946	74, 717	156, 064	211, 239	278, 520	287, 727
West Virginia	51, 336	91, 604	121, 700	151, 254	189, 900	256, 479	350, 046	367, 616
Wisconsin	132, 000	156, 000	200, 457	[1] 300, 800	320, 439	308, 712	473, 258	510, 270
Wyoming	250	1, 920	[1] 4, 700	[1] 9, 650	16, 730	33, 297	47, 730	47, 654
Outlying parts of the United States								
Alaska	----	----	----	----	----	2, 505	2, 800	4, 468
Canal Zone	----	----	----	----	----	2, 575	6, 070	6, 337
Guam	----	----	----	----	----	----	3, 532	3, 347
Hawaii	----	----	----	----	----	38, 451	68, 510	74, 239
Philippine Islands	----	----	----	----	----	750, 533	1, 008, 904	1, 118, 155
Puerto Rico	----	----	----	----	----	145, 250	193, 396	510, 270
Virgin Islands	----	----	----	----	----	----	3, 061	3, 112

[1] Approximate
[2] High-school attendance not reported.
[3] Figures for 1919.
[4] Included with North Dakota.

TABLE 8.--PUPILS ENROLLED IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS AT DIFFERENT DATES

State or outlying part	1870-71	1879-80	1889-90	1899-1900	1909-10	1919-20	1929-30	1931-32
1	2	3	4	5	6	7	8	9
Continental U.S.	7,561,582	9,867,595	12,722,631	15,503,110	17,813,852	21,578,316	25,678,015	26,275,441
Alabama	141,312	179,490	301,615	376,423	424,611	569,940	622,988	639,836
Arizona		4,212	7,989	16,504	31,312	76,505	103,806	97,900
Arkansas	69,027	81,972	223,071	314,662	395,978	483,172	456,185	446,151
California	91,332	158,765	221,756	269,736	368,391	696,238	1,068,683	1,123,550
Colorado	4,357	22,119	65,490	117,555	168,798	220,232	240,482	247,074
Connecticut	113,588	119,694	120,505	155,228	190,353	261,403	319,453	325,493
Delaware	20,058	27,823	31,434	30,895	35,950	38,483	42,360	44,522
District of Columbia	15,157	26,439	30,906	46,519	55,774	65,298	80,965	90,087
Florida	14,000	39,315	92,472	108,874	148,089	225,160	346,434	367,758
Georgia	49,578	230,533	381,297	482,673	555,794	690,918	713,290	742,756
Idaho	906	5,834	14,311	36,609	76,168	115,192	120,947	119,123
Illinois	672,787	704,041	778,319	958,911	1,002,687	1,127,560	1,395,907	1,415,553
Indiana	450,057	511,283	512,955	564,807	531,459	586,288	667,379	687,629
Iowa	341,938	426,057	493,207	566,223	510,661	514,521	554,655	555,341
Kansas	89,777	231,434	399,322	389,582	398,746	406,880	431,166	421,354
Kentucky	178,457	[1] 276,000	399,600	500,294	494,863	535,332	588,354	613,119
Louisiana	57,639	77,642	120,253	196,169	263,617	354,079	434,557	447,517
Maine	152,000	149,827	139,676	130,918	144,278	137,681	154,455	161,756
Maryland	115,683	162,431	184,251	222,373	238,393	241,618	277,459	288,169
Massachusetts	273,661	300,777	371,492	474,891	535,869	623,586	759,492	782,225
Michigan	202,406	302,556	427,032	504,985	541,501	691,674	970,582	996,825
Minnesota	113,083	180,248	280,900	390,207	440,083	503,597	551,741	558,148
Mississippi	117,000	236,654	334,158	380,507	469,137	[1] 412,670	595,449	581,759
Missouri	330,070	482,986	620,314	710,817	707,031	672,483	656,073	683,800
Montana	1,657	4,270	16,980	39,430	66,141	126,576	120,337	119,134
Nebraska	23,205	92,549	240,300	288,227	[1] 281,375	311,821	325,216	324,241
Nevada	3,100	6,015	7,387	6,676	[1] 10,200	14,114	18,041	19,840
New Hampshire	71,957	64,341	50,813	65,688	63,972	64,205	74,240	76,431
New Jersey	169,430	201,961	234,072	322,575	429,797	594,780	792,012	821,532
New Mexico	1,320	4,755	18,215	36,735	56,304	81,399	102,084	109,525
New York	1,025,110	1,031,593	1,042,160	1,209,574	1,422,969	1,719,841	2,141,479	2,240,196
North Carolina	115,000	252,612	322,533	400,452	520,404	691,249	866,939	865,681
North Dakota	1,000	13,718	35,543	77,680	139,802	168,283	169,277	165,608
Ohio	719,372	729,490	707,489	820,160	838,080	1,020,663	1,277,636	1,299,212
Oklahoma				99,602	422,309	589,282	682,650	673,297
Oregon	21,000	37,533	63,254	89,405	118,412	151,028	202,595	204,792
Pennsylvania	831,614	937,310	1,020,522	1,151,880	1,282,965	1,610,459	1,937,433	2,008,039
Rhode Island	34,000	40,004	52,774	67,231	80,061	93,501	118,704	123,239
South Carolina	66,056	134,072	201,260	281,891	340,415	478,045	469,370	475,074
South Dakota	(2)	(2)	78,043	98,822	126,253	146,955	165,624	164,914
Tennessee	140,000	300,217	447,950	485,354	521,753	619,852	627,747	641,551
Texas	63,504	[1] 220,000	400,872	659,568	821,631	1,035,648	1,308,028	1,309,746
Utah	16,182	24,329	37,270	73,042	91,611	117,406	138,046	141,048
Vermont	65,384	75,328	65,608	65,994	66,615	61,785	65,976	66,259
Virginia	141,088	220,730	342,260	370,595	402,109	505,190	562,956	582,982
Washington	5,000	14,780	55,984	115,104	215,688	201,053	344,731	346,993
West Virginia	76,000	142,870	193,004	232,343	276,458	346,256	395,505	422,357
Wisconsin	265,285	299,457	351,723	445,112	401,311	465,243	564,022	579,605
Wyoming	450	2,107	7,052	11,512	24,584	43,112	54,505	56,670
Outlying parts of the United States								
Alaska						3,360	3,436	5,414
American Samoa								2,102
Canal Zone						3,486	7,003	7,691
Guam							3,683	3,464
Hawaii						41,350	71,657	78,663
Philippine Islands						935,678	1,121,233	1,224,548
Puerto Rico						180,458	221,248	229,169
Virgin Islands							3,061	3,242

[1] Estimated
[2] Included in North Dakota.

TABLE 9.—AVERAGE LENGTH OF SCHOOL TERM AND SCHOOL ATTENDANCE

State or outlying part	Average number of days schools were in session, 1871–1932											Average number of days attended by each pupil enrolled 1932	Number attending for each 100 enrolled 1932
								1931–32					
	1870–71 [1]	1879–80	1889–90	1899–1900	1909–10	1919–20	1929–30	Elementary schools [2]	Reorganized high schools	Regular and vocational high schools	All schools		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	132	130	135	144	158	161.9	172.7	[3] 169.0	[3] 177 9	[3] 176.8	171.2	144.9	84.7
Alabama	67	81	74	78	117	123.1	150 0	140 3	167.9	.....	146.5	116.5	79 5
Arizona	....	109	126	125	[1] 138	162.6	175.1	172.8	180.0	160.3	170.8	141 3	82.7
Arkansas	....	....	[1] 75	78	107	126.3	149.4	133.8	154.7	142.8	137.8	104.7	76.0
California	123	147	158	166	175	174.0	178.3	173 3	184.0	180.0	178.7	153.9	86.1
Colorado	92	[1] 132	144	150	156	167.9	180.0	177.4	180.0	180.0	178.2	143 6	80.6
Connecticut	172	179	183	189	185	183.5	183.7	180.0	180.0	182.8	180 6	158.2	87.6
Delaware	132	158	166	170	173	181.7	183.0	186.3	178.8	229.2	184.0	160.3	87.1
District of Columbia	200	193	178	179	181	178 0	173.6	180 2	176 9	180 9	179.7	146.6	81.6
Florida	...	....	120	93	106	133.1	154.4	165.3	174 5	.. ...	167.5	133.3	79.6
Georgia	59	[1] 65	83	112	144	145.0	148.0	.....	.....	.. ...	137.4	105.9	77.1
Idaho	45	94	[1] 70	106	[1] 137	172.7	162.6	167.7	.....	170.4	168.3	144.1	85.6
Illinois	147	150	155	152	171	170.9	188.4	187 8	.....	190 0	188.3	163.2	86.7
Indiana	99	136	130	152	147	155.8	173.4	155.6	163.5	.....	157 8	149.0	94.4
Iowa	130	148	156	160	172	174.0	175.9	175.8	178.3	176.3	176.2	151.8	86.1
Kansas	116	120	135	126	164	164.0	169.8	169.7	177.3	177.8	172.0	156.7	91.1
Kentucky	110	102	94	118	125	[4] 123.0	165.0	153.0	.....	171.0	155.4	117.5	75.6
Louisiana	65	79	101	120	136	148.9	151.0	153.6	.....	169.8	156.1	129.1	82.7
Maine	98	109	112	141	159	169.2	179 0	177.4	.....	182.6	178.5	161.2	90.3
Maryland	183	187	184	183	[1] 185	179.6	186.1	186.5	189.3	186.7	186.9	161.7	86.5
Massachusetts	169	177	177	189	186	179 4	183.3	179.3	181.4	180 9	180 0	160.7	89 3
Michigan	140	150	156	164	171	172.0	185.6	.....	.....	.....	186.6	162.2	87.0
Minnesota	83	94	128	169	149	160.0	180 1	180.0	181.4	171.7	179.3	152.6	85.1
Mississippi	110	75	[1] 86	101	123	[4] 122.0	133.4	.....	.....	.....	132.9	98.1	73.8
Missouri	90	[1] 104	129	144	155	162.8	180.5	.....	.....	.....	178.6	157.3	88.1
Montana	89	96	143	107	185	166.4	173.5	172.2	.....	175.3	173.0	156 4	90 4
Nebraska	72	82	140	135	174	164.0	175.2	175.2	.....	174.3	175.0	152 1	86 9
Nevada	142	143	140	154	[1] 145	167.0	178.9	176.4	.....	174.5	175.9	145 4	82.6
New Hampshire	70	105	118	148	164	174.0	179.0	177.2	179.0	179.0	177.8	159.6	89.8
New Jersey	178	192	192	186	184	189.0	188.4	183.1	182.4	183.4	183.1	154.2	84.2
New Mexico	111	111	[1] 67	97	100	165.0	172.2	170.0	.....	174.7	170.7	130.4	76.4
New York	176	179	187	175	188	188.0	187.5	.....	.....	.....	181.8	158.9	87.4
North Carolina	50	50	59	71	102	134.0	154.3	152.1	.....	166.7	154.4	129.9	84.1
North Dakota	75	[1] 96	113	156	147	166.9	165.7	.....	.....	.....	166.1	145.1	87.3
Ohio	165	152	162	165	170	165.0	179.2	174.0	178.8	172.4	174.8	158.6	90.7
Oklahoma	.....	.....	.....	95	140	166.4	173.3	169.9	.....	176.9	171.2	125.4	73.3
Oregon	90	90	118	117	138	152.0	182.9	152.9	163.9	186.6	161.2	155.3	96 3
Pennsylvania	127	133	148	167	170	176.8	181.2	181.3	181.1	181.1	181.2	156.6	86.4
Rhode Island	170	184	188	191	193	182.1	175.3	.....	.....	.....	182.0	156.5	86.0
South Carolina	100	70	70	88	105	109.6	147.0	139.5	.....	175.5	144.3	113.5	78.7
South Dakota	[5]	[5]	145	129	166	167.0	178.5	170.2	.....	165.7	169.3	141.1	83.4
Tennessee	77	68	86	96	130	133.5	163.2	157.7	.....	172.6	159.7	125.2	78.4
Texas	140	72	100	108	131	155.6	146.0	158.3	.....	164.0	159.5	128.8	80.8
Utah	152	128	133	151	165	166.4	172.5	164.1	164.2	165.2	164.4	148.4	90.3
Vermont	116	126	136	156	160	162.0	172.1	.....	.....	.....	174.6	153.2	87.8
Virginia	93	113	118	120	140	147.0	164.1	.....	.....	.....	168.2	139.3	82.8
Washington	80	[1] 91	97	128	172	176.4	179.4	179 0	.....	180.6	179.5	148.8	82.9
West Virginia	77	90	97	106	134	138.9	165.7	161.9	166 1	176.8	164.3	143.0	87.0
Wisconsin	155	165	159	160	180	175 3	179 2	179.2	187.8	175.4	179.6	158.1	88.0
Wyoming	.....	119	[1] 120	[1] 110	141	152.0	161.3	175 3	.....	177 7	175.9	147.9	84.1

[1] Estimated.
[2] Includes kindergartens
[3] Total of States reporting.
[4] Statistics of 1918–19.
[5] Included in report for North Dakota.

TABLE 9.—AVERAGE LENGTH OF SCHOOL TERM AND SCHOOL ATTENDANCE—Continued

State or outlying part	Average number of days schools were in session, 1871–1932											Average number of days attended by each pupil enrolled 1932	Number attending for each 100 enrolled 1932
	1870–71	1879–80	1889–90	1899–1900	1909–10	1919–20	1929–30	1931–32					
								Elementary schools	Reorganized high schools	Regular and vocational high schools	All schools		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Outlying parts of the United States													
Alaska	-----	-----	-----	-----	-----	177.4	176.2	-----	-----	-----	170.0	140.3	82.5
American Samoa	-----	-----	-----	-----	-----	-----	142.0	162.0	-----	-----	162.0	-----	-----
Canal Zone	-----	-----	-----	-----	-----	154.6	207.6	216.7	205.1	-----	213.7	176.1	82.4
Guam	-----	-----	-----	-----	-----	-----	203.0	-----	-----	-----	190.0	183.6	96.6
Hawaii	-----	-----	-----	-----	-----	181.0	169.0	183.0	183.0	183.0	183.0	172.7	94.4
Philippine Islands	-----	-----	-----	-----	-----	193.0	192.0	195.0	-----	195.0	195.0	178.1	91.3
Puerto Rico	-----	-----	-----	-----	-----	181.0	191.2	190.2	-----	192.0	190.3	167.8	88.2
Virgin Islands	-----	-----	-----	-----	-----	-----	190.0	193.2	185.8	65.0	192.2	184.5	96.0

TABLE 10.—ENROLLMENT OF PUPILS BY GRADES, 1931–32

State or outlying part	In kindergarten and elementary grades										In secondary grades						Grand total
	Kindergarten	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Total	First year	Second year	Third year	Fourth year	Post-graduate	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Continental U S	701,493	3,930,196	2,776,378	2,663,524	2,589,068	2,462,563	2,277,913	2,052,825	1,881,520	21,135,420	1,777,608	1,387,331	1,066,755	871,786	36,541	5,140,021	26,275,441
Alabama	170	162,587	79,540	75,473	70,076	62,525	53,606	38,009	28,704	570,690	24,490	18,731	14,456	11,469	.....	69,146	639,836
Arizona	3,469	18,856	10,505	9,690	9,448	8,563	7,660	6,694	7,047	81,942	4,714	4,231	3,420	2,941	652	15,958	97,900
Arkansas	62	94,397	53,550	51,114	49,546	44,855	37,561	31,787	29,305	392,240	18,850	14,600	11,387	9,041	.....	53,911	446,151
California	78,573	132,318	100,356	98,160	96,091	95,866	87,822	82,390	81,578	853,184	80,307	73,414	58,690	46,729	11,171	270,366	1,123,550
Colorado	8,185	31,768	25,652	24,802	24,538	23,580	22,668	19,439	18,553	199,185	15,583	12,971	10,257	9,078	.....	47,889	247,074
Connecticut [1]	15,276	33,182	31,511	31,711	31,375	31,457	30,974	25,162	22,257	252,935	25,663	20,236	14,766	11,549	403	72,555	325,493
Delaware	691	5,181	4,406	4,392	4,466	4,617	4,347	3,980	3,716	35,796	3,043	2,230	1,817	1,469	27	8,726	44,522
District of Columbia	6,665	11,238	9,172	8,152	7,912	7,825	7,138	6,778	6,526	71,406	6,334	5,345	3,906	3,096	.....	18,681	90,087
Florida	551	79,801	41,772	40,557	38,509	35,673	31,111	25,756	21,304	315,264	18,574	13,969	10,679	9,272	.....	52,494	367,758
Georgia	6,146	182,629	102,112	91,005	83,259	70,922	57,661	48,725	7,244	649,726	34,471	26,358	18,704	13,457	.....	93,030	742,756
Idaho	36	12,461	11,457	11,110	11,142	11,392	11,353	10,819	10,920	90,605	9,410	7,669	6,174	5,265	.....	28,518	119,123
Illinois	62,042	151,796	126,549	123,738	129,783	124,205	128,477	107,753	121,405	1,077,755	130,063	85,280	61,464	49,352	8,599	337,798	1,415,553
Indiana	17,019	75,682	67,499	65,744	64,521	64,215	61,149	56,718	54,011	526,559	51,352	42,350	34,954	31,899	446	161,071	687,629
Iowa	18,753	62,912	51,674	50,574	51,033	51,700	49,433	47,369	46,653	430,352	37,409	32,521	25,912	25,380	707	124,929	555,341
Kansas	4,956	44,914	40,659	40,956	40,540	39,514	38,574	37,510	35,459	322,918	29,562	26,270	21,870	19,634	744	98,430	421,354
Kentucky	4,565	125,768	79,058	72,533	66,980	52,370	53,530	40,806	45,284	541,174	24,721	19,171	15,748	12,305	.....	71,945	613,119
Louisiana	5,008	113,886	60,214	54,461	49,475	40,654	32,600	27,230	.....	383,528	22,652	17,149	13,758	10,430	.....	63,989	447,517
Maine	9,736	18,032	16,092	15,696	15,393	15,196	14,775	12,379	10,953	128,258	10,112	9,206	7,673	6,507	.....	33,498	161,756
Maryland	5,675	38,659	33,351	32,773	31,349	30,144	28,256	24,206	11,514	235,967	18,738	14,194	10,791	8,306	153	52,202	288,169
Massachusetts	24,954	74,325	72,278	69,708	70,095	70,297	68,948	66,863	62,079	579,555	66,494	54,832	43,257	33,853	4,234	202,670	782,225
Michigan	94,177	104,720	94,860	91,390	89,210	85,835	80,994	78,023	77,110	796,312	63,916	57,260	42,813	33,471	3,053	200,513	996,825
Minnesota	23,769	60,568	53,243	51,869	51,625	51,981	50,060	49,770	50,816	443,702	35,581	30,928	25,351	20,851	1,405	114,446	558,148
Mississippi	2,240	163,571	72,238	66,879	60,356	51,440	42,633	34,866	29,685	523,913	20,363	15,450	12,088	9,945	.....	57,846	581,759
Missouri [1]	16,740	102,145	68,299	66,223	65,305	62,660	59,457	51,392	49,455	535,739	46,609	38,915	33,323	26,244	.....	145,091	683,830
Montana	598	12,236	10,785	10,842	11,301	11,287	11,250	10,659	11,023	90,040	8,617	7,415	6,217	5,294	551	28,094	118,134

Nebraska	12,721	34,414	30,289	30,210	29,477	30,158	28,065	27,096	27,579	160,009	23,250	18,896	17,032	15,054	.....	74,232	324,241
Nevada	727	2,351	1,965	1,850	1,724	1,829	1,781	1,530	1,540	15,297	1,430	1,151	1,000	827	135	4,543	19,840
New Hampshire	2,131	7,907	7,209	7,138	7,202	7,360	7,100	6,757	6,672	39,476	5,861	4,587	3,577	2,930	.....	16,955	76,431
New Jersey	45,267	99,917	79,262	78,075	77,912	79,109	76,549	69,994	60,495	666,563	61,220	42,589	28,318	22,842	.....	154,969	821,532
New Mexico	929	20,623	12,265	11,198	10,502	9,413	8,041	6,594	5,905	94,479	5,206	4,017	3,212	2,611	.....	15,046	109,525
New York	96,657	238,181	208,470	207,201	208,346	207,556	200,117	187,335	179,244	1,733,106	212,027	141,292	87,783	65,988	.....	507,090	2,240,196
North Carolina	.....	198,094	110,948	104,371	98,913	95,126	72,179	59,765	2,055	732,474	46,764	35,920	28,252	22,271	.....	133,207	865,681
North Dakota	903	19,264	16,379	16,272	16,303	16,336	15,924	15,300	16,855	133,519	10,173	8,401	7,124	6,391	.....	32,089	165,608
Ohio	32,961	134,514	127,542	125,239	122,274	123,157	116,092	111,663	103,516	1,004,016	100,292	81,182	62,490	50,738	494	245,196	1,249,212
Oklahoma	3,622	116,736	72,204	72,750	69,711	64,619	57,894	52,115	44,223	559,876	37,771	30,806	24,172	20,672	.....	113,421	673,297
Oregon	1,759	21,572	18,359	18,096	13,139	19,321	18,624	17,905	17,892	152,678	16,645	13,735	11,400	10,325	.....	52,114	204,792
Pennsylvania	37,591	226,326	204,643	199,349	198,740	202,826	191,437	181,556	167,351	1,610,384	141,172	107,342	81,462	64,512	3,162	397,650	2,008,039
Rhode Island [1]	6,339	12,711	12,109	11,923	11,576	11,833	11,354	10,471	9,499	97,971	9,333	6,671	4,758	4,506	.....	25,268	123,239
South Carolina	.....	131,342	67,079	58,161	52,644	44,662	35,738	27,357	.....	417,193	21,223	15,051	12,232	9,375	.....	57,881	475,074
South Dakota	1,656	17,167	16,149	16,144	16,059	16,301	16,198	15,875	15,376	130,927	10,501	8,667	7,748	7,071	.....	33,987	164,914
Tennessee	103	142,853	75,225	73,023	68,766	61,807	52,774	45,210	41,626	562,387	27,495	21,641	16,549	13,489	.....	79,164	641,551
Texas	8,847	266,980	163,532	145,834	135,494	123,005	104,608	100,529	.....	1,052,827	88,547	70,701	55,695	41,976	.....	256,919	1,309,746
Utah	.....	13,290	13,538	13,170	12,715	13,003	12,556	12,375	11,953	102,594	14,827	7,732	8,735	7,160	.....	38,454	141,048
Vermont [1]	503	7,323	6,677	6,611	6,670	6,816	6,576	6,255	6,179	53,613	4,226	3,342	2,760	2,264	46	12,646	66,259
Virginia	2,264	117,396	77,421	72,615	71,046	60,734	51,163	42,983	3,811	499,446	30,556	22,230	16,575	14,175	.....	83,536	582,982
Washington	4,278	35,017	29,728	30,110	30,551	31,273	30,502	29,035	30,467	251,261	27,977	25,115	20,113	22,527	.....	95,732	346,993
West Virginia	1,153	72,582	45,977	43,471	40,774	42,971	37,409	30,407	31,011	359,655	21,712	16,657	13,695	10,638	.....	62,702	422,357
Wisconsin	28,302	60,491	51,539	49,889	47,569	48,223	45,796	44,778	43,845	420,732	46,017	42,285	36,991	33,980	.....	158,873	579,605
Wyoming	653	6,482	5,736	5,593	5,246	5,346	5,029	4,526	4,590	43,188	4,052	3,615	3,031	2,327	457	13,482	56,670
Outlying parts of the United States																	
Alaska	94	.....	.....	.....	.....	.....	.....	.....	.....	4,477	.....	.....	.....	.....	.....	937	5,414
American Samoa	713	446	236	229	201	94	74	50	57	2,102	.....	.....	.....	.....	.....	.....	2,102
Canal Zone	.....	817	809	1,131	1,000	1,090	917	689	523	6,922	257	180	163	135	34	769	7,691
Guam	.....	1,033	663	612	518	250	179	104	35	3,394	21	18	16	15	.....	70	3,464
Hawaii	.....	11,743	9,766	9,872	9,641	9,051	7,630	6,244	5,128	69,075	4,363	2,179	1,610	1,436	.....	9,588	78,663
Philippine Islands	.....	345,350	257,492	191,357	144,832	89,078	64,274	51,329	.....	1,143,712	28,351	20,736	17,489	12,120	2,140	80,836	1,224,548
Puerto Rico	.....	59,839	48,036	40,677	27,036	18,452	12,258	8,760	6,919	221,979	2,533	1,860	1,388	1,109	.....	7,190	229,169
Virgin Islands	.....	555	501	463	497	486	309	176	93	3,080	110	36	10	6	.....	162	3,242

[1] Distribution estimated.

TABLE 10A—PERCENTAGE OF PUPILS ENROLLED IN EACH GRADE, 1931-32

State	In kindergarten and elementary grades										In secondary grades					
	Kindergarten	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Total	First year	Second year	Third year	Fourth year	Post graduate	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental United States	2.67	14.98	10.57	10.14	9.85	9.37	8.67	7.81	6.40	80.44	8.76	5.98	4.06	3.32	0.14	19.56
Alabama	.03	25.41	12.43	11.79	10.95	9.77	8.38	5.94	4.49	89.19	3.83	2.93	2.26	1.79	.....	10.81
Arizona	3.54	19.26	10.73	9.90	9.65	8.77	7.82	6.83	7.20	83.70	4.82	4.32	3.49	3.00	.67	16.30
Arkansas	.01	21.16	12.00	11.46	11.11	10.05	8.42	7.13	6.58	87.92	4.23	3.27	2.55	2.03	.....	12.08
California	6.99	11.78	8.94	8.74	8.55	8.53	7.82	7.33	7.26	75.94	7.15	6.53	5.22	4.16	1.00	24.06
Colorado	3.31	12.86	10.38	10.04	9.93	9.54	9.18	7.87	7.51	80.62	6.31	5.25	4.15	3.67	.....	19.38
Connecticut	4.69	10.20	9.68	9.74	9.64	9.66	9.52	7.73	6.85	77.71	7.88	6.22	4.52	3.55	12	22.29
Delaware	1.55	11.64	9.90	9.86	10.03	10.37	9.76	8.94	8.35	80.40	6.84	5.01	4.08	3.61	06	19.60
District of Columbia	7.40	12.48	10.18	9.05	8.78	8.69	7.92	7.52	7.24	79.26	7.03	5.93	4.34	3.44	.....	20.74
Florida	.15	21.70	11.36	11.04	10.47	9.70	8.46	7.00	5.85	85.73	5.05	3.80	2.90	2.52	.....	14.27
Georgia	.83	24.59	13.75	12.25	11.21	9.55	7.76	6.56	.96	87.48	4.64	3.55	2.52	1.81	.....	12.52
Idaho	.03	10.46	9.62	9.33	9.35	9.56	9.54	9.08	9.09	76.06	7.90	6.44	5.18	4.42	.....	23.94
Illinois	4.38	10.72	9.08	8.74	9.17	8.78	9.08	7.61	8.58	76.14	9.19	6.23	4.34	3.49	61	23.86
Indiana	2.48	11.01	9.82	9.56	9.38	9.34	8.89	8.25	7.55	76.58	7.47	6.16	5.08	4.64	07	23.42
Iowa	3.37	11.33	9.30	9.16	9.19	9.31	8.90	8.53	8.40	77.49	6.74	5.85	5.21	4.57	.14	22.51
Kansas	1.18	10.66	9.65	9.72	9.62	9.38	9.11	8.90	8.42	76.64	7.09	6.23	5.19	4.67	18	23.36
Kentucky	.75	23.51	12.90	11.88	10.92	8.54	6.73	6.66	7.38	88.27	4.03	3.12	2.57	2.01	.....	11.73
Louisiana	1.12	25.45	13.46	12.17	11.06	9.06	7.26	6.08	.....	85.70	5.05	3.83	3.08	2.33	.....	14.30
Maine	6.02	11.15	9.95	9.70	9.52	9.40	9.13	7.65	6.77	79.29	6.25	5.69	4.75	4.02	.....	20.71
Maryland	1.97	13.41	11.58	11.37	10.88	10.46	9.81	8.40	4.00	81.88	6.51	4.93	3.75	2.88	05	18.12
Massachusetts	3.19	9.50	9.24	8.91	8.96	8.99	8.81	8.55	7.94	74.09	8.59	7.01	5.53	4.33	54	25.91
Michigan	9.45	10.50	9.52	9.17	8.95	8.61	8.12	7.83	7.73	79.88	6.41	5.74	4.30	3.36	31	20.12
Minnesota	4.26	10.85	9.54	9.29	9.25	9.31	8.97	8.92	9.11	79.50	6.43	5.54	4.54	3.74	.25	20.50
Mississippi	.39	26.11	12.42	11.50	10.36	8.84	7.33	5.99	5.10	90.06	3.50	2.65	2.08	1.71	.....	9.94
Missouri	2.45	14.94	9.99	9.68	9.55	9.16	8.26	7.51	7.24	78.78	6.82	5.69	4.87	3.84	.....	21.22
Montana	50	10.31	9.06	9.10	9.49	9.47	9.45	8.95	9.25	75.58	8.07	6.23	5.22	4.44	.46	24.42
Nebraska	3.92	10.61	9.34	9.32	9.09	9.30	8.66	8.36	8.51	77.11	7.17	5.83	5.25	4.64	.....	22.89
Nevada	3.66	11.85	9.91	9.32	8.69	9.22	8.98	7.71	7.76	77.10	7.21	5.80	5.04	4.17	.68	22.90
New Hampshire	2.80	10.34	9.43	9.34	9.42	9.63	9.29	8.84	8.73	77.82	7.67	6.00	4.68	3.83	.....	22.18
New Jersey	5.51	12.16	9.65	9.50	9.49	9.63	9.32	8.52	7.36	81.14	7.45	5.18	3.45	2.78	.....	18.86
New Mexico	85	27.05	11.22	10.22	9.59	8.59	7.34	6.02	5.40	86.26	4.75	3.67	2.93	2.39	.....	13.74

New York	4.32	10.63	9.31	9.24	9.30	9.27	8.93	8.36	8.00	77.36	9 47	6.30	3.92	2.95	.....	22.64
North Carolina	.....	22.88	12.82	12.06	11.42	9.95	8.34	6.91	.23	84.61	5 40	4.15	3 27	2 57	.....	15.39
North Dakota	48	11.63	9.89	9.83	9.84	9 86	9 62	9.29	10 18	80 62	6.14	5 08	4 30	3.86	.....	19 38
Ohio	2.54	10.66	9.82	9.64	9.41	9.45	8.94	8 59	8 20	77 28	7 72	6.25	4.81	3 90	.04	22 72
Oklahoma	83	17 34	10.72	10.81	10.35	9.60	8.63	7.74	7 16	83.15	5.61	4.53	3 59	3 07	.....	16 85
Oregon	.86	10.53	8.96	8.94	9 35	9.43	9.10	8 74	8.74	74.55	8 13	6.71	5.57	5 04	.....	25 45
Pennsylvania	1.87	11.27	10.19	9.93	9.90	10.10	9 56	9 04	8 34	80 20	7.03	5 34	4 06	3.21	.16	19 80
Rhode Island	5.18	10 31	9 93	9.68	9.48	9.60	9.21	8.50	7 71	79 50	7.57	5.41	3 86	3 66	.....	20.50
South Carolina	.....	27.65	14.12	12 24	11 08	9.40	7.52	5 81	.....	87 82	4.47	3 17	2.57	1 97	.....	12.18
South Dakota	1.00	10.41	9 79	9.79	9.74	9.89	9.82	9 63	9 32	70 39	6.37	5 25	4.70	4.29	.....	20.61
Tennessee	.02	22.26	11 73	11.38	10.72	9 62	8.39	7.05	6.49	87.66	4.29	3.37	2 58	2 10	.....	12 34
Texas	.68	20.38	12.49	11 13	10 34	9 39	8.29	7.68	.....	80 38	6.76	5.40	4.25	3.21	.....	19 62
Utah	.....	9.42	9 60	9 34	9.02	9.22	8.90	8.77	8.47	72.74	10.51	5.48	6.19	5.08	.....	27 26
Vermont	.76	11 05	10 06	9.98	10.07	10 29	9 92	9.44	9.32	80.91	6.38	5.04	4.18	3 42	07	19 09
Virginia	.39	20.13	13.28	12.46	12 19	10 42	8.78	7.37	.65	85.67	5 24	3.82	2 84	2.43	.....	14.33
Washington	1 23	10.09	8.57	8.68	8.89	9 01	8.79	8 37	8.78	72.41	8.06	7 24	5 80	6 49	.....	27.59
West Virginia	.27	17.19	11.57	11.48	11.07	10 17	8.68	7.20	7.34	85.15	5 14	3 95	3 24	2.52	.....	14 85
Wisconsin	4.88	10.44	8.94	8.61	8.21	8.32	7.90	7 73	7.56	72.59	7 94	7.30	6 31	5 86	.....	27 41
Wyoming	1.15	11.44	10.12	9.85	9.26	9 43	8.87	7 99	8.10	76.21	7 15	6 38	5.35	4 10	.81	23.79

TABLE 11.—NUMBER AND SEX OF TEACHERS EMPLOYED, NOT INCLUDING SUPERINTENDENTS, SUPERVISORS, AND PRINCIPALS WHEN SEPARATELY REPORTED, 1931–32

State or outlying part	Elementary schools, including kindergartens			Reorganized high schools									Regular and vocational high schools			Total			Total number of teaching positions
				Junior			Junior-senior			Senior									
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Continental U.S.	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	(1)	153,861	717,746	871,607	863,348
Alabama	1,074	11,161	12,235				1,905	2,939	4,844							2,979	14,100	17,079	16,704
Arizona	300	2,367	2,667	4	34	38				8	18	26	321	405	726	633	2,824	3,457	3,457
Arkansas	2,101	6,886	8,987	218	302	520	550	810	1,360	77	182	259	279	289	568	3,225	8,469	11,694	11,694
California	1,084	22,652	23,736	1,451	3,534	4,985							4,316	5,953	10,269	6,851	32,169	39,020	39,020
Colorado	676	6,063	6,739										1,192	1,875	3,067	1,868	7,938	9,806	9,806
Connecticut	76	6,926	7,002	89	452	541							752	1,509	2,261	917	8,887	9,804	9,804
Delaware	47	907	954	27	122	149	105	197	302	33	71	104	8	3	11	220	1,300	1,520	1,520
District of Columbia	79	1,609	1,688	111	405	516							150	397	547	340	2,411	2,751	2,751
Florida	618	7,213	7,831	329	1,211	1,540				519	1,182	1,701				1,466	9,606	11,072	10,995
Georgia	1,177	14,309	15,486										1,789	2,259	4,048	2,966	16,568	19,534	19,534
Idaho	538	2,787	3,324	40	71	111				84	92	176	452	460	912	1,144	3,440	4,584	4,584
Illinois	4,323	31,460	35,783										4,725	6,964	11,689	9,048	38,424	47,472	47,472
Indiana	2,472	11,231	13,703	327	796	1,123				2,576	3,800	6,676				5,675	15,827	21,502	21,502
Iowa	554	17,405	17,959	298	1,190	1,488							2,148	3,208	5,356	3,000	21,803	24,803	24,803
Kansas	1,468	11,844	13,312	240	795	1,035							2,033	2,738	4,771	3,741	15,377	19,118	19,118
Kentucky	3,244	10,442	13,686										985	1,739	2,734	4,229	12,181	16,420	16,420
Louisiana	785	8,764	9,549										1,133	1,763	2,896	1,918	10,527	12,445	12,445
Maine	384	4,818	5,182										504	819	1,323	888	5,637	6,505	6,322
Maryland	428	5,608	6,036	161	640	801				295	271	566	525	872	1,397	1,409	7,391	8,800	8,538
Massachusetts	779	16,156	16,935	758	2,779	3,537				1,494	2,100	3,594	1,543	1,864	3,407	4,564	22,899	27,463	27,463
Michigan																6,507	28,153	34,660	34,660
Minnesota	627	14,494	15,121	260	1,111	1,371	18	45	63	639	1,361	2,000	836	1,657	2,493	2,360	18,668	21,048	21,049
Mississippi																3,375	12,157	15,532	15,532
Missouri	2,761	16,034	18,795										2,054	3,739	5,793	4,815	19,773	24,588	24,588
Montana	363	4,416	4,779										549	777	1,326	912	5,193	6,105	5,970

Nebraska	536	10,531	11,067										1,170	2,088	3,258	1,706	12,619	14,325	14,728
Nevada	75	590	665										96	133	229	171	723	894	894
New Hampshire	53	1,931	1,986	52	205	257							316	467	783	423	2,603	3,026	2,973
New Jersey	967	18,604	19,581	401	1,143	1,544	104	195	302	322	501	823	1,742	2,640	4,382	3,556	23,176	26,732	26,599
New Mexico	403	2,197	2,600	22	84	106							206	366	572	631	2,647	3,278	3 278
New York																12,245	73,585	85 830	79,495
North Carolina	1,801	16,345	18,146										1,624	2,735	4,359	3,425	19,080	22,505	22,505
North Dakota																1,693	6,944	8,607	8,426
Ohio	3,105	23,603	26,708	961	2,292	3,253	1,670	2,232	3,902	1,242	1,395	2,637	2,584	3,320	6,204	9,562	32,842	42,704	42,957
Oklahoma	2,223	11,664	13,887	150	465	615							1,310	2,348	3,658	3,653	14 477	18, 160	18, 160
Oregon [1]	250	5,256	5,506	91	171	262				106	200	306	679	1,141	1,840	1.108	6,768	7,876	7,876
Pennsylvania	3,997	37,067	41,064	1,621	3,842	5,463	1,633	2,730	4,363	645	758	1,406	3,027	3,905	6,933	10,927	48,302	59,229	59,228
Rhode Island	75	2,566	2,641	196	639	837	5	17	22	183	347	535	95	121	219	564	3,690	4,254	4,029
South Carolina	1,114	9,656	10,770										833	1,450	2,283	1,947	11,106	13,053	13,053
South Dakota	689	6,512	7,201										716	835	1,551	1,405	7,347	8,752	8,752
Tennessee	2,773	13,111	15,884										1,494	1,860	3,354	4,267	14,971	19,238	18,853
Texas	2,948	27,906	30,854	342	1,450	1,792							3,543	5,520	9,063	6,833	34 876	41,709	41,709
Utah	211	2,257	2,468	359	396	755							507	395	902	1,077	3,038	4,115	4,115
Vermont	83	2,230	2,313										196	356	552	279	2,586	2,865	2,865
Virginia	658	12,294	12,952	75	414	489	96	172	268	136	326	462	1,044	1,504	2,548	2,009	14,710	16,719	16,719
Washington	891	6,976	7,867										1,175	2,003	3,178	2,066	8,979	11,045	11,045
West Virginia	3,384	9,303	12,687	290	977	1,276							1,266	1,152	2,418	4,949	11,432	16,381	16,381
Wisconsin	1,296	13,536	14,832	360	722	1,082				460	635	1,115	1,422	2,304	3,726	3,558	17,197	20,755	20,755
Wyoming	159	1,925	2,084										265	404	669	444	2,329	2,773	2,773
Outlying parts of the United States																			
Alaska	19	171	190										28	36	64	47	207	254	254
American Samoa	22	2	24													22	2	24	24
Canal Zone	73	69	142	17	20	37				12	18	30				102	107	209	205
Guam																57	78	135	135
Hawaii																467	2,088	2,555	2,555
Philippine Islands	13,664	12,934	26,598										1,186	715	1,901	14,850	13,649	28,499	26,555
Puerto Rico	1,082	3,170	4,252										135	214	349	1,217	3,384	4,601	4,601
Virgin Islands	21	71	92	5	4	9	6	5	11				2	1	3	40	81	121	91

[1] United States totals not given because many States do not distribute their teachers to all types of schools.
[2] Sex estimated on basis of city school reports.

TABLE 12.—PERCENTAGE OF MEN TEACHERS

State or outlying part	Percentage of men teachers							
	1870-71[1]	1879-80	1889-90	1899-1900	1909-10	1919-20	1929-30	1931-32
1	2	3	4	5	6	7	8	9
Continental United States	**41.0**	**42 8**	**34.5**	**29 9**	**21 1**	**14.1**	**16.6**	**17.7**
Alabama	66 8	63.8	62.9	30 1	35 0	20 3	16 4	17 4
Arizona	-------	47. 5	38 8	27.3	17 0	10.8	16.9	18 3
Arkansas	75 6	78. 4	68 5	59 7	47.0	31 2	27 3	27 6
California	40.0	33 6	21 4	17.8	13.8	12 2	16 1	17 6
Colorado	48 8	36 4	26. 2	20. 9	15 6	9. 2	17 2	19.0
Connecticut	22 1	[1] 22. 8	[1] 13. 4	[1] 9. 0	6 2	7. 3	9. 1	9 4
Delaware	29 9	46. 6	[1] 31. 0	25 3	13 7	10 8	13.7	14 5
District of Columbia	8. 2	7. 8	13 0	13 1	11. 5	11 9	11. 9	12. 4
Florida	65 7	61 6	48 0	36. 9	25. 7	15 8	13 5	13 2
Georgia	71. 4	[1] 65. 2	53. 3	44. 0	24 4	13. 1	13 9	15 2
Idaho	04. 3	57. 4	[1] 33 4	31. 2	25. 5	14 8	23. 3	25 0
Illinois	43. 5	39. 7	32. 5	26 4	18. 5	15 0	19. 0	19 1
Indiana	60 5	57. 5	51 1	46. 2	35 7	16 9	25. 3	26 4
Iowa	39. 0	33 6	20. 6	17 2	9 8	8 2	8. 7	12. 1
Kansas	47 2	45 1	40 8	32. 7	18 0	12. 1	18. 1	19 6
Kentucky	66. 0	64 6	49 8	45 5	41. 7	21. 0	20. 9	25 8
Louisiana	50 9	46. 1	44. 7	47. 9	21 4	13 7	14. 3	15 4
Maine	24 4	[1] 27. 2	[1] 16. 0	[1] 16. 4	11 2	8. 5	14. 2	13 3
Maryland	45 0	42. 6	27. 8	21. 7	17. 1	11 5	14. 6	16. 0
Massachusetts	12. 7	13. 2	9 8	8. 8	9 1	8. 6	14. 7	16 6
Michigan	26 3	29. 2	22. 3	20. 3	14 0	11. 5	17 6	18. 8
Minnesota	33. 7	25 9	23. 9	19. 4	12 0	8. 8	12 9	11 3
Mississippi	60 8	61. 2	49. 6	44. 2	31. 0	22. 0	16. 1	21 7
Missouri	65. 3	58. 1	44. 4	37. 6	26. 4	16 2	18. 2	19 6
Montana	60 3	38. 5	22. 9	16. 6	12. 0	10 7	12. 8	14 9
Nebraska	51 9	40. 7	27. 1	21 8	11. 9	7. 3	10. 8	11 9
Nevada	32. 4	46. 7	16. 3	11 1	10 8	9. 0	14 5	19 1
New Hampshire	15. 0	16. 8	9. 8	8. 9	7. 1	8. 3	12. 6	14. 0
New Jersey	32. 5	28. 5	18. 4	12. 9	12. 3	10. 5	12. 0	13 3
New Mexico	91. 7	78. 0	[1] 62. 2	[1] 55. 2	34 4	20. 6	21 5	19. 2
New York	22 9	26. 0	16. 9	14. 9	11. 7	10. 3	13. 0	14 3
North Carolina	73. 2	[1] 71. 3	59 1	49. 4	28. 5	15. 8	16. 0	15 2
North Dakota	24 7	[1] 40 8	28 3	28. 8	17. 4	12 3	16. 8	19. 3
Ohio	43. 2	47. 8	43. 1	40. 4	31. 1	18. 0	20. 0	23 1
Oklahoma	-------	-------	-------	42. 8	26 2	18 9	23. 4	20 3
Oregon	51. 7	48. 3	43. 3	28. 4	19. 4	12. 8	11. 8	14. 1
Pennsylvania	42. 8	45. 5	34 2	32. 0	22. 6	16. 3	17 4	18 4
Rhode Island	20 4	20. 2	12. 6	9. 5	8. 9	7. 8	11 8	13 3
South Carolina	62. 4	59. 5	49. 6	[1] 43. 5	23. 1	14. 7	14. 8	14. 9
South Dakota	(2)	(2)	29. 0	24. 4	16 6	10. 5	15. 0	16 1
Tennessee	75. 0	74. 4	61. 8	[1] 54. 0	37. 0	22. 4	20 8	22. 2
Texas	77. 3	[1] 75. 0	61. 1	48. 9	30. 8	18 0	18. 2	16. 4
Utah	55. 0	54. 5	46 6	36. 5	26. 6	24. 9	29 2	26 2
Vermont	16 5	16. 8	12 0	13. 6	8. 9	3. 7	8. 6	9. 7
Virginia	64. 5	61. 8	41. 5	31. 5	19 9	10. 9	11. 3	12. 0
Washington	46. 5	37. 4	40 6	28. 9	20. 0	13. 9	17 0	18. 7
West Virginia	79. 0	75. 2	63. 4	57. 9	48. 0	28 7	28. 9	30 2
Wisconsin	28. 8	28. 9	19. 8	18. 4	11 8	8. 9	15 3	17 1
Wyoming	28. 6	44. 3	22 4	15. 6	12. 8	11. 0	14 8	16 0
Outlying parts of the United States								
Alaska	-------	-------	-------	-------	-------	11. 0	16 2	18 5
American Samoa	-------	-------	-------	-------	-------	-------	84 6	91 7
Canal Zone	-------	-------	-------	-------	-------	31. 4	47. 4	48 8
Guam	-------	-------	-------	-------	-------	-------	38 4	42 2
Hawaii	-------	-------	-------	-------	-------	11. 1	16. 9	18 3
Philippine Islands	-------	-------	-------	-------	-------	60. 6	55 0	52. 1
Puerto Rico	-------	-------	-------	-------	-------	27 8	26. 7	26 4
Virgin Islands	-------	-------	-------	-------	-------	-------	35 7	33 1

[1] Estimated
[2] Included in North Dakota.

TABLE 13.—PERSONNEL AND COST OF INSTRUCTION IN PUBLIC NIGHT, SUMMER, AND PART-TIME AND CONTINUATION SCHOOLS, 1931–32[1]

State or outlying part	Public night schools			Public summer schools			Public part-time and continuation schools		
	Teachers	Students	Total cost of instruction	Teachers	Students	Total cost of instruction	Teachers	Students	Total cost of instruction
1	2	3	4	5	6	7	8	9	10
Continental U.S.	24,281	1,063,779	[2]$10,773,128	14,668	485,501	[3]$3,788,060	4,151	256,900	[4]$7,947,701
Alabama	205	5,178	102,007	55	1,232	9,057	2	113	1,375
Arizona	56	1,278	6,491	28	1,184	4,462			
Arkansas				9	223	1,902	1	135	1,935
California	3,783	240,973	1,804,019	1,549	55,512	275,740	1,845	80,557	857,113
Colorado	118	3,904	62,896	94	3,335	16,718	57	9,007	160,269
Connecticut	686	24,142	373,517	217	9,799	20,008	172	4,300	8,921
Delaware	97	3,188	18,373	13	279		2	250	4,996
Dist. of Columbia	268	13,608	93,873	266	7,872	34,007			
Florida	115	4,401					48	3,662	
Georgia	138	8,641	73,604	20	555	5,869	2	112	2,372
Idaho	10	176	1,144						
Illinois	1,490	67,074	668,957	1,090	36,893	568,412	59	13,302	517,763
Indiana	419	21,952	140,988	340	10,479	83,035	2	71	7,820
Iowa	86	2,854	14,309	90	2,561	14,831	17	383	28,319
Kansas	185	5,620	40,618	105	3,127	15,038			
Kentucky	15	446	7,220	23	540	2,294	4	164	1,416
Louisiana	222	11,014	60,344						
Maine	149	3,598	32,637	11	275	400			
Maryland	342	14,140	122,760	169	8,487	35,757	16	406	9,785
Massachusetts	2,006	59,206	637,109	1,160	34,237	234,527	289	12,334	1,268,247
Michigan	767	38,524	375,925	224	14,696	132,379	168	4,857	356,783
Minnesota	378	11,333	118,425	403	11,048	63,378			
Mississippi	10	188	1,137	17	316	5,391	9	172	2,653
Missouri	694	20,537	275,200	682	15,570	195,858	11	591	23,131
Montana	15	434	1,345	28	668	1,650			
Nebraska	61	2,129	19,499	3	70	507	1	91	2,138
New Hampshire	91	2,014	12,815	21	391	2,235			
New Jersey	1,511	49,015	919,139	2,112	65,000	508,707	138	9,288	419,342
New Mexico	29	776	3,202	24	1,060	2,812			
New York	4,505	201,434	2,957,319	1,822	73,144	615,567	782	84,866	3,036,638
North Carolina	29	712	6,388	15	506	3,796			
North Dakota	23	339	2,580	12	246	2,201			
Ohio	1,092	62,313	330,069	1,180	36,753	281,931	130	4,175	568,212
Oklahoma	65	1,455	13,370	6	160	300	11	215	17,519
Oregon	133	3,017	42,731	4	92	2,049			
Pennsylvania	1,772	64,585	744,943	1,446	42,767	270,541	311	20,011	573,364
Rhode Island	458	15,252	113,220	24	728	4,437			
South Carolina	48	893	5,469	8	318	1,874			
South Dakota	24	524	5,162						
Tennessee	55	1,913	8,885	368	14,556	113,023	5	354	10,826
Texas	262	12,227	96,304	140	2,448	27,720			
Utah	44	1,756	6,910	17	529	2,808	48	4,519	23,148
Vermont	20	394	12,301						
Virginia	196	6,244	50,516	453	15,046	94,291	1	93	2,400
Washington	252	12,165	60,402	77	2,143	14,257	20	2,872	41,216
West Virginia	76	1,351	12,532	14	353	4,291			
Wisconsin	1,181	58,869	310,070	315	9,597	97,995			
Wyoming	91	1,843	5,844	5	106	915			
Outlying parts of the United States									
Alaska				10	179				
American Samoa				1	61				
Hawaii	37	1,629	11,627	28	595	7,600	6	303	
Philippine Islands	178	6,517							
Puerto Rico	129	1,265	50,621	71	635	4,910			
Virgin Islands				4	144	1,097			

[1] Much of the statistics in this table is incomplete as all States do not collect this information. In such cases reports of city, in these States, only are given.
[2] $3,928,542 of this amount is included in day-school costs.
[3] $2,480,314 of this amount is included in day-school costs.
[4] $2,619,538 of this amount is included in day-school costs.

TABLE 14.—CONSOLIDATED SCHOOLS AND SCHOOL BUILDINGS 1931–32

State or outlying part	Consolidated schools		School buildings used									
	Established this year	Total number	1 room only	Elementary only (including kindergarten)	Elementary and junior high only	Junior high only	Junior-senior high only	Senior or regular high schools only	Elementary and secondary	Other schools	Total buildings	Percent of 1-room buildings
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental U.S.	251	17,008	143,445	(1)	(1)	(1)	(1)	(1)	(1)	(1)	245,941	58 3
Alabama	27	699	2,800	1,018	1,201	22	204	23	312	-----	5,580	50 2
Arizona	4	76	[3] 172	-----	-----	-----	-----	-----	-----	-----	[3] 538	32 0
Arkansas	-----	[3] 353	2,707	1,350	-----	40	62	17	643	-----	4,819	56 2
California	8	198	[3] 1,519	-----	-----	-----	-----	-----	-----	-----	8,720	17.4
Colorado	-----	167	1,200	-----	-----	-----	-----	127	-----	-----	3,005	59.9
Connecticut	-----	-----	404	818	-----	17	-----	65	-----	-----	1,304	31.0
Delaware	-----	56	150	103	2	2	2	1	28	-----	288	52.1
District of Columbia	-----	-----	2	136	-----	17	-----	9	-----	5	169	1.2
Florida	-----	-----	[3] 946	-----	-----	-----	-----	-----	-----	-----	2,105	44.9
Georgia	35	706	3,288	-----	-----	-----	-----	30	-----	-----	6,102	53 9
Idaho	-----	[3] 41	839	674	-----	-----	-----	57	-----	-----	1,570	53.4
Illinois	-----	110	10,041	-----	-----	-----	-----	-----	-----	-----	14,247	70.5
Indiana	-----	[3] 992	1,830	1,402	15	26	69	136	642	8	4,128	44.3
Iowa	-----	384	9,279	-----	-----	-----	-----	-----	-----	-----	11,810	74.8
Kansas	3	621	6,983	-----	-----	-----	-----	-----	-----	-----	9,460	73.8
Kentucky	11	197	6,089	-----	-----	-----	-----	-----	-----	-----	8,009	76.0
Louisiana	5	300	[3] 1,381	-----	-----	-----	-----	25	-----	-----	[2] 2,987	46.2
Maine	-----	-----	1,690	642	-----	-----	-----	147	105	-----	2,584	65.4
Maryland	-----	[3] 329	833	339	4	21	10	30	132	208	1,673	49.8
Massachusetts	-----	-----	498	2,434	-----	157	-----	256	-----	-----	3,345	14.9
Michigan	-----	290	6,141	-----	-----	-----	-----	-----	-----	-----	8,814	69.7
Minnesota	2	413	6,888	1,384	-----	79	6	120	488	-----	8,965	76.8
Mississippi [3]	-----	988	2,897	-----	-----	-----	-----	-----	-----	-----	5,715	50.7
Missouri	-----	[3] 406	7,296	-----	-----	-----	-----	-----	-----	-----	[4] 9,810	74.4
Montana	1	93	2,637	548	-----	-----	-----	71	134	-----	3,390	77.8
Nebraska	-----	78	6,136	1,196	-----	-----	-----	789	----	-----	7,346	82.0
Nevada	3	17	198	88	-----	-----	-----	36	-----	-----	322	61.5
New Hampshire	6	23	503	-----	-----	-----	-----	36	-----	-----	938	53 6
New Jersey	3	64	271	1,873	15	37	12	99	55	55	2,417	11 2
New Mexico	-----	142	614	470	2	7	2	53	83	4	1,235	49.7
New York	7	492	7,360	-----	-----	-----	-----	-----	-----	-----	11,654	63.2
North Carolina	-----	[3] 951	1,688	-----	-----	-----	-----	-----	-----	-----	[2] 5,625	29.0
North Dakota	7	462	4,754	-----	-----	-----	-----	-----	-----	798	5,060	94.0
Ohio	-----	1,206	3,474	2,107	54	69	116	237	837	-----	6,894	50 4
Oklahoma	-----	474	2,500	-----	-----	-----	-----	-----	-----	-----	[3] 5,868	42.6
Oregon	-----	[3] 130	1,137	400	2	12	-----	50	227	-----	1,828	62.2
Pennsylvania	59	750	6,511	4,476	-----	-----	-----	586	746	-----	12,319	52.9
Rhode Island	-----	28	75	347	1	19	2	20	-----	-----	464	16.2
South Carolina	-----	328	1,637	-----	-----	-----	-----	-----	-----	-----	3,891	42.1
South Dakota	-----	104	4,731	-----	-----	-----	-----	-----	-----	-----	5,322	88.9
Tennessee	30	882	3,080	-----	-----	-----	-----	-----	-----	-----	5,920	52.0
Texas [3]	-----	1,540	3,100	-----	-----	-----	-----	400	-----	-----	12,236	25.3
Utah	-----	-----	80	382	67	45	62	54	33	-----	723	11 1
Vermont	-----	[3] 50	1,010	1,078	-----	3	47	44	-----	-----	2,181	46.3
Virginia	-----	873	2,607	2,146	-----	18	59	393	163	-----	5,386	48.4
Washington	40	420	899	1,235	-----	-----	-----	266	110	-----	2,510	35.8
West Virginia	-----	374	4,402	1,789	-----	215	-----	263	717	-----	6,622	66.5
Wisconsin	-----	68	6,600	875	-----	30	50	89	241	423	8,308	79.4
Wyoming	-----	[3] 133	968	488	2	1	-----	36	40	-----	1,535	63.1
Outlying parts of the United States												
Alaska	-----	-----	56	2	-----	-----	-----	2	33	-----	93	-----
American Samoa	-----	-----	15	8	1	-----	-----	-----	-----	-----	24	-----
Canal Zone	-----	-----	-----	14	8	-----	5	-----	1	-----	28	-----
Hawaii	-----	11	18	139	5	1	-----	8	-----	2	168	-----
Puerto Rico	3	39	1,184	790	-----	-----	-----	23	-----	-----	1,997	-----
Virgin Islands	-----	-----	6	-----	16	2	1	-----	-----	1	26	-----

[1] United States totals not given because many States do not report distribution of buildings according to use.

[2] Statistics, 1930. [3] Statistics, 1928. [4] Statistics, 1926.

TABLE 15.—VALUE OF PUBLIC PROPERTY USED FOR PUBLIC-SCHOOL PURPOSES, 1931–32

State or outlying part	Value of sites and buildings	Value of equipment (furniture, libraries, apparatus, etc.)	Value of all property used for school purposes	Average value of school property per pupil enrolled	Average value of school property per unit of average daily attendance	Average value of school property per unit of population	Average value of school property per unit of population 5–17 years, inclusive
1	2	3	4	5	6	7	8
Continental U.S.	**$5,229,071,964**	**$465,017,786**	**$6,581,539,756**	**$250**	**$296**	**$53**	**$205**
Alabama	51,309,762	5,449,728	56,819,490	89	112	21	69
Arizona			18,406,058	188	227	41	152
Arkansas	34,581,314	5,463,909	40,045,223	90	118	21	72
California	389,209,699	49,857,006	439,066,705	391	454	74	368
Colorado	56,492,473	6,524,933	63,017,406	255	316	60	239
Connecticut			116,200,546	359	407	71	282
Delaware	12,955,723	888,068	13,843,791	311	357	58	238
District of Columbia	37,480,579	[1]	37,480,579	416	510	76	419
Florida	66,560,284	6,173,236	72,733,520	198	248	48	186
Georgia	48,684,499	6,533,133	55,217,632	74	96	19	62
Idaho	18,393,172	3,647,065	22,040,237	185	216	49	172
Illinois	442,796,394	33,855,668	476,652,062	337	389	61	266
Indiana	172,446,721	13,646,198	186,092,919	271	287	57	235
Iowa			123,442,366	222	258	50	200
Kansas			115,620,030	274	301	61	242
Kentucky	56,288,569	5,711,512	62,000,081	101	134	24	82
Louisiana	50,057,013	5,271,505	55,328,518	124	149	26	90
Maine	30,021,976	3,365,076	33,387,052	206	229	42	169
Maryland			64,116,448	222	257	39	157
Massachusetts			264,079,000	338	378	61	260
Michigan	346,709,557	[1]	346,709,557	348	400	70	281
Minnesota	156,627,137	2,351,441	158,978,578	285	335	62	240
Mississippi			[2] 43,919,500	75	102	22	71
Missouri	144,248,930	14,286,885	158,535,815	232	263	43	184
Montana	28,354,075	4,288,813	32,642,888	274	303	61	231
Nebraska	75,157,895	8,676,111	83,834,006	259	297	60	233
Nevada	5,312,901	883,439	6,196,340	312	378	67	319
New Hampshire	17,867,492	2,000,122	19,867,614	260	290	42	180
New Jersey	298,902,874	22,034,129	320,937,003	391	464	77	317
New Mexico	10,032,736	1,484,400	11,517,136	105	138	27	89
New York	903,271,779	76,919,358	980,191,137	438	501	76	345
North Carolina	99,725,747	11,400,333	111,126,080	128	153	34	106
North Dakota			38,582,504	233	267	56	189
Ohio	359,106,817	25,675,766	384,782,583	296	326	57	236
Oklahoma			91,086,256	135	185	37	130
Oregon	48,119,273	5,534,066	53,653,339	262	272	55	246
Pennsylvania	530,439,786	48,600,030	579,039,816	288	334	59	224
Rhode Island	36,596,776	2,828,568	39,425,344	320	372	56	228
South Carolina	37,495,215	3,966,771	41,461,986	87	111	24	70
South Dakota	23,809,702	4,401,374	28,211,076	171	205	40	143
Tennessee	57,910,918	5,819,823	63,730,741	99	127	24	84
Texas	188,322,245	27,852,455	216,174,700	165	204	36	131
Utah	30,356,503	4,105,347	34,461,850	244	271	67	221
Vermont			11,997,298	181	206	33	136
Virginia	62,320,700	6,460,800	68,781,500	118	143	28	96
Washington	76,529,003	10,375,610	86,904,613	250	302	55	240
West Virginia	63,429,812	7,228,304	70,658,116	167	192	40	133
Wisconsin	148,047,185	19,192,868	167,240,053	289	328	56	223
Wyoming	13,038,728	2,263,936	15,302,664	270	321	67	259
Outlying parts of the United States							
Alaska			[2] 1,110,000	205	248	19	78
Canal Zone	901,300	128,053	1,029,353	134	162	24	105
Guam	103,450	6,790	110,240	32	33	6	18
Hawaii	958,761	573,212	1,531,973	195	206	39	138
Philippine Islands			[2] 23,744,137	19	21	2	
Puerto Rico	7,987,731	2,610,043	10,597,774	46	52	7	19
Virgin Islands	156,150	11,389	167,539	52	54	8	28

[1] No records of equipment.

[2] Statistics, 1930.

TABLE 16.—PERMANENT SCHOOL FUNDS, STATE DEBTS TO PERMANENT SCHOOL FUNDS, AND SCHOOL LANDS, 1931–32

State	Permanent school funds, including State debts to such funds				Unsold school lands	
	State	County	Local	Total	Number of acres	Value
1	2	3	4	5	6	7
Continental U.S.	$421,635,069	$23,583,341	$53,528,797	$498,747,207	41,512,308	$297,619,635
Alabama					130,000	2,000,000
Arizona	1,902,079			1,902,079	8,239,420	[1] 22,187,121
Arkansas	1,480,000			1,480,000		200,000
California	11,605,862			11,605,862		
Colorado	9,578,928			9,578,928	2,887,647	28,876,470
Connecticut	2,112,066		975,887	3,087,953		
Delaware	1,955,882		60,000	2,015,882		
Florida	4,635,327			4,635,327	183,432	1,834,320
Idaho [1]	7,480,889			7,480,889	2,464,755	24,647,555
Illinois			46,428,540	46,428,540	5,976	39,518,354
Indiana	17,293,422		2,493,395	19,786,817	540	5,444
Iowa	4,715,849			4,715,849		
Kansas	10,434,102			10,434,102		
Kentucky	2,367,627			2,367,627		
Louisiana	3,000,000			3,000,000	180,825	1,500,000
Maine	569,251		801,196	1,370,447		
Massachusetts	5,000,000			5,000,000		
Michigan	5,524,860			5,524,860		
Minnesota	68,957,258			68,957,258	678,347	3,391,735
Mississippi [2]	1,036,519			1,036,519		
Missouri		11,966,796	2,426,708	14,393,504		
Montana [3]	18,010,742			18,010,742	4,250,482	42,504,824
Nebraska	10,916,652			10,916,652	1,254,976	19,764,785
Nevada	3,056,153			3,056,153	389,604	487,005
New Hampshire			343,071	343,071		
New Jersey	12,209,616	219,000		12,428,616		
New Mexico	1,941,808			1,941,808	8,583,000	25,749,000
North Carolina	1,500,000			1,500,000		
North Dakota	42,410,757			42,410,757	[1] 1,949,555	[1] 22,418,334
Ohio	5,559,793			5,559,793	9,172	22,928
Oklahoma	30,557,735			30,557,735	350,000	6,101,619
Oregon	8,687,736			8,687,736	768,646	768,647
Pennsylvania	1,345,651			1,345,651		
Rhode Island	333,300			333,300		
South Dakota	15,725,030			15,725,030	1,629,731	None
Tennessee	2,512,500			2,512,500		
Texas	40,080,326	11,397,545		51,477,871	195,139	856,504
Utah	5,355,523			5,355,523	2,500,000	6,250,000
Vermont	1,375,603			1,375,603		
Virginia	6,228,822			6,228,822		
Washington	24,203,276			24,203,276	1,786,438	17,864,380
West Virginia [1]	1,000,000			1,000,000		
Wisconsin	10,102,000			10,102,000	12,562	50,000
Wyoming	18,872,125			18,872,125	3,062,061	30,620,610

[1] Statistics, 1930
[2] Statistics, 1925
[3] Statistics, 1928.

TABLE 17.—INDEBTEDNESS, SINKING FUNDS, AND PAYMENTS ON INDEBTEDNESS, 1931–32

State or outlying part	School bonds outstanding and other forms of debt	Total amount in school sinking funds	Bonds and other indebtedness paid in 1931–32	Transfers to sinking funds	Interest paid on indebtedness	Refunds
1	2	3	4	5	6	7
Continental U S	$3,121,538,276	$393,481,654	$182,943,930	$14,665,615	$140,234,782	$1,772,465
Alabama	28,631,048		434,480		1,653,749	14,881
Arizona	12,853,150	1,084,143	790,048		819,706	
Arkansas	20,231,371		2,145,695		1,097,930	
California	203,583,107		[1] 7,891,831		[1] 10,087,090	
Colorado	32,441,119		1,183,980		2,737,438	
Connecticut	46,438,275		2,043,775	545,706	1,774,931	
Delaware	2,134,075		148,911		113,006	3,002
Florida	61,638,491	1,689,386	5,380,831		2,646,933	20,270
Georgia	[2] 11,397,000		[1] 1,932,475		[1] 1,484,868	
Idaho	9,642,822	847,513	739,149		523,048	86,195
Illinois	58,926,218		5,625,704		10,145,790	
Indiana	59,767,655		7,668,495		2,722,193	
Iowa	55,615,181		2,761,146		2,554,194	
Kansas	31,176,952		[1] 1,856,935		[1] 1,332,058	
Kentucky	17,002,668		2,222,098		899,982	88,343
Louisiana	[2] 11,908,000		1,522,419		1,708,615	
Maine	[2] 4,672,000		315,281		271,672	
Maryland	41,939,399		1,458,292		1,791,198	9
Massachusetts [3]	60,909,000		5,940,902		2,713,898	
Michigan	179,089,919	17,456,278	[1] 16,801,181		[1] 8,029,583	
Minnesota	73,595,085	1,338,017	3,007,458		1,122,399	
Mississippi [3]	8,330,753		[1] 643,817		[1] 636,137	
Missouri	50,362,000		[1] 6,130,649		[1] 2,342,967	
Montana	10,042,800	754,236	1,334,787	554,274	431,975	30,162
Nebraska	33,776,228	1,278,623	606,780		854,965	263,112
Nevada	2,209,358		192,011		141,922	
New Hampshire	[3] 6,106,000		635,469		283,598	
New Jersey	221,157,472	16,445,361	7,762,301	546,837	10,239,222	
New Mexico	6,790,400		495,096		341,650	61,263
New York	645,381,501		26,135,985	267,197	26,376,605	78,277
North Carolina	60,000,000		[1] 2,562,159		[1] 3,633,000	
North Dakota	15,420,883	3,738,404	1,249,375	1,523,872	[1] 848,643	
Ohio	224,008,631	7,879,280	15,221,781		12,628,915	
Oklahoma	[2] 28,700,000		5,160,289		679,096	42,202
Oregon	24,632,758	155,398	1,269,942	155,388	916,614	
Pennsylvania	284,700,589	17,025,887	21,725,662	10,435,928	8,662,634	935,011
Rhode Island	29,358,967	3,838,107	800,279		1,159,999	
South Carolina	10,040,280	4,374,945	593,617		1,153,852	
South Dakota	17,070,469	1,813,700	2,789,468		911,296	
Tennessee	31,092,126		1,421,983		608,892	
Texas	131,353,449	10,492,156	[1] 3,139,816		[1] 6,567,672	
Utah	12,092,458	954,212	1,400,156		559,861	22,237
Vermont	2,899,481		[1] 232,233		[1] 140,000	
Virginia	[2] 20,694,000	[2] 329,000	1,707,041	98,056	669,358	97,317
Washington	36,051,000	580,724	1,890,082		1,750,103	
West Virginia	18,000,000		700,000		625,000	
Wisconsin	41,055,587		4,273,060		792,620	30,184
Wyoming	7,543,737	506,234		538,257	47,905	
Outlying part of the United States, Puerto Rico			124,412		40,627	

[1] Estimated basis, city school reports.
[2] Cities only.
[3] Statistics, 1930.

TABLE 18.—ADMINISTRATIVE OFFICERS, SUPERVISORS, PRINCIPALS, AND TEACHING POSITIONS WITH AVERAGE SALARIES FOR 3 INSTRUCTIONAL GROUPS, 1931–32

State or outlying part	Administrative officers and assistants						Supervisors of instruction			Principals			Total number of teachers, supervisors, and principals	Average annual salary of teachers, supervisors, and principals, 1931–32
	State administrative officers	State office assistants, clerks, and stenographers	County superintendents' offices	City superintendents' offices	District and township superintendents' offices	Total	Elementary schools[1]	Secondary schools[1]	Total	Elementary schools[1]	Secondary schools[1]	Total		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental U.S.	824	1,137	5,143	11,127	2,441	20,672	[2] 3,680	[2] 1,314	5,687	[2] 11,582	[2] 10,573	23,910	892,945	$1,417
Alabama	31	27	141	97	.....	296	.....	.....	144	102	116	218	17,066	710
Arizona	7	4	14	14	.....	39	.....	.....	.....	.....	.....	.....	3,457	1,605
Arkansas	21	12	125	68	.....	226	.....	.....	.....	92	163	255	11,949	593
California	25	116	151	80	203	575	328	142	470	673	355	1,028	40,518	2,189
Colorado	4	.....	63	100	.....	167	.....	.....	.....	.....	.....	.....	9,806	1,396
Connecticut	26	108	.....	21	87	242	162	16	178	515	147	662	10,644	1,970
Delaware	10	31	.....	41	47	129	12	6	18	21	34	55	1,593	1,631
District of Columbia	.....	.....	.....	94	.....	94	15	14	29	78	34	112	2,892	2,340
Florida	10	12	142	.....	.....	164	37	22	59	165	223	388	11 442	967
Georgia	10	13	194	130	.....	347	.....	.....	142	.....	.....	.....	19 676	690
Idaho	2	5	44	139	100	380	.....	48	48	.....	.....	136	4,768	1,166
Illinois	14	30	101	346	.....	581	.....	.....	.....	848	394	1,242	48,714	1,598
Indiana	14	15	184	426	93	732	372	62	434	792	563	1,355	29,291	1,497
Iowa	19	14	182	82	188	485	132	13	145	177	288	465	25,413	1,096
Kansas	1	23	181	1,250	.....	1,455	364	40	404	266	716	982	20,504	1,123
Kentucky	15	22	120	67	6	230	64	18	102	257	718	975	17,497	535
Louisiana	19	13	166	.....	.....	198	38	.....	38	.....	.....	.....	12,493	895
Maine	10	12	.....	9	135	166	.....	.....	.....	.....	.....	.....	6,322	952
Maryland	7	11	71	108	.....	197	134	21	155	156	50	206	8,899	1,523
Massachusetts	20	18	.....	223	.....	261	.....	.....	89	634	.....	634	28,186	1,845
Michigan	37	31	83	527	.....	678	57	4	61	787	710	1,497	36,218	1,522
Minnesota	23	32	116	340	.....	511	.....	.....	.....	38	570	608	21,656	1,305
Mississippi	[4] 27	[4] 40	82	38	.....	187	.....	.....	.....	.....	.....	.....	15,532	[5] 655
Missouri	6	39	129	709	.....	883	.....	.....	.....	.....	.....	.....	24,588	1,230
Montana	2	6	56	18	.....	82	.....	.....	.....	.....	.....	.....	5,970	1,184

Nebraska	7	17	93	367		484	86	74	160	122	133	255	15,143	1,051
Nevada	7	9		18		34							894	1,483
New Hampshire	7	6		18	59	90	52	19	71	26	13	39	3,063	1,258
New Jersey	8	41	51	425	427	952	426	87	513	646	170	816	27,928	2,192
New Mexico	7	8	62	126		203	27	27	54	287	100	387	3,719	1,096
New York	116			151	208	475							79,495	2,494
North Carolina	25	29	234	117		405			(5)			836	23,331	799
North Dakota	4	9	114			127			94				8,520	900
Ohio	33	54	229	1,470	101	1,887	117	96	213	626	358	984	43,584	1,573
Oklahoma	15	21	141	360		537				410	812	1,222	19,388	1,102
Oregon	6	5	56	69		130							7,976	1,439
Pennsylvania	45	116	171	807		1,232	741	240	981	1,693	888	2,581	62,791	1,630
Rhode Island	9	8		15	27	59			82			344	4,454	1,599
South Carolina	3	26	62	134		225				71	66	137	13,190	668
South Dakota	9	7	118	200		334					500	500	9,252	944
Tennessee	17	27	120	122		286							18,853	826
Texas	46	33	254	1,005		1,338	134	40	174	1,124	1,447	2,571	44,454	912
Utah	9	7	331	(5)		347	30	12	42	255	117	372	4,529	1,239
Vermont	6	2	91			99			117			92	3,074	931
Virginia	14	30	164	147		355			185			347	17,251	859
Washington	12	10	75		469	566	73	23	96	289	154	443	11,584	1,553
West Virginia	11		55	261	74	421	40	56	96	75	193	268	16,745	1,085
Wisconsin	35	30	256	287		608	26	234	260	345	530	875	21,890	1,388
Wyoming	10	6	31		127	173	33		33	16	11	27	2,833	1,250
Outlying parts of the United States														
Alaska	1	2		5		8							254	
American Samoa	2	2				4				8		8	32	475
Canal Zone	4	5				9	6	2	8	2	2	4	217	1,572
Guam	2	4				6	3		3	21		21	159	272
Hawaii	16	22				38			7	83	19	102	2,664	1,769
Philippine Islands	17	108	183	2	12	320	642		642	1,146	119	1,265	28,462	
Puerto Rico	11	39		78	45	171	10		10	52	23	75	4,586	882
Virgin Islands	1	9				10	1		1	19	5	24	116	644

[1] Includes kindergarten
[2] Includes reorganized and regular.
[3] Includes States reporting.
[4] Statistics, 1930
[5] Based on 1930 payments.
[6] Included in column 13.
[7] Included in column 4.

TABLE 19.—PERCENTAGE ANALYSIS OF REVENUE RECEIPTS, 1931-32

State or outlying part	Total revenue receipts						Receipts from taxation and appropriation		
	Receiving and disbursing body			From permanent funds and land leases	From taxation and appropriation	From other sources including Federal aid and subsidies	State	County	Local
	State and Federal aid and subsidies	County	Local						
1	2	3	4	5	6	7	8	9	10
Continental United States	20.3	8.8	70.9	1.4	95.5	3.1	19.5	8.8	71.7
Alabama	44.0	42.1	13.9		94.9	5.1	45.3	41.1	13.6
Arizona	23.7	40.1	36.2	2.3	94.7	3.0	22.0	41.7	36.3
Arkansas	21.2	5.1	73.7	.3	89.9	9.8	21.3		78.7
California	22.0	29.1	48.9	.4	96.2	3.4	21.9	30.2	47.9
Colorado	3.3	22.5	74.2	2.9	86.0	11.1	.1	26.1	73.8
Connecticut	7.7		92.3	.7	98.1	1.2	7.2		92.8
Delaware	88.3		11.7	1.8	95.4	2.8	88.8		11.2
District of Columbia	31.5		68.5		99.9	.1	31.5		68.5
Florida	35.5	25.2	39.3	1.2	96.0	2.8	34.0	24.5	41.5
Georgia	38.5	24.8	36.7		91.2	5.8	39.6	26.3	34.1
Idaho	8.5	32.1	59.4	7.2	81.7	11.1	1.2	39.3	59.5
Illinois	6.6		93.4	.9	92.6	6.5	6.6		93.4
Indiana	10.2		89.8	5.7	92.4	1.9	4.6		95.4
Iowa	2.1	3.4	94.5	.5	97.8	1.7	1.3	2.9	95.8
Kansas	1.8		98.2	1.5	93.3	5.2			100.0
Kentucky	29.8	28.7	41.5	.7	96.3	3.0	29.2	29.2	41.6
Louisiana	29.6	54.2	16.2	.9	97.2	1.9	28.9	54.5	16.6
Maine	29.6		70.4	.7	95.2	4.1	30.2		69.8
Maryland	21.2	32.9	45.9		99.4	.6	21.0	32.9	46.1
Massachusetts	8.5		91.5	.4	97.8	1.8	7.9		92.1
Michigan	24.0		76.0	.3	87.7	12.0	26.6		73.4
Minnesota	23.1	5.5	71.4	6.1	88.2	5.7	18.8	5.2	76.0
Mississippi [1]	33.5	22.5	44.0	1.5	97.3	1.2	32.9	23.1	44.0
Missouri	7.4	3.3	89.3	1.3	97.9	.8	7.0	2.4	90.6
Montana	10.8	44.0	45.2	7.2	89.1	3.7	3.4	49.5	47.1
Nebraska	5.7	3	94.0	4.5	84.4	11.1	.7		99.3
Nevada	27.6	56.9	15.5	6.3	88.8	4.9	22.8	64.1	13.1
New Hampshire	5.0		95.0	.5	95.4	4.1	4.6		95.4
New Jersey	19.7	.9	79.4	.6	98.8	.6	19.1	.9	80.0
New Mexico	19.1	62.4	18.5	15.4	83.1	1.5	3.0	74.7	22.3
New York	31.0		69.0		98.8	1.2	31.2		68.8
North Carolina	53.8	14.8	29.4	1.0	98.0	1.0	55.0	15.1	29.9
North Dakota	15.7	7.6	76.7	12.6	87.0	.4	3.2	8.7	88.1
Ohio	5.4	24.1	70.5	.4	96.7	2.9	4.8	24.9	70.3
Oklahoma	11.8	5.3	82.9	4.0	87.7	8.3	6.7	6.0	87.3
Oregon	3.2	13.2	83.6	2.8	95.2	2.0		13.9	86.1
Pennsylvania	19.4		80.6	.1	99.6	.3	19.1		80.9
Rhode Island	8.7		91.3	.1	99.7	.2	8.4		91.6
South Carolina	29.6	8.1	62.3		95.6	4.4	29.4	8.5	62.1
South Dakota	12.7		87.3	11.7	84.3	4.0			100.0
Tennessee	27.0	51.2	21.8	.7	93.1	6.2	27.0	50.9	22.1
Texas	39.1	2.4	58.5	4.7	94.4	.9	38.2		61.8
Utah	36.4		63.6	2.7	95.2	2.1	35.0		65.0
Vermont	13.3		86.7	.8	98.3	.9	11.9		88.1
Virginia	32.9	30.8	36.3	1.0	93.1	5.9	32.8	30.3	36.9
Washington	30.4	14.9	54.7	4.8	91.7	3.5	26.6	16.3	57.1
West Virginia	8.0		92.0	.2	98.0	1.8	7.2		92.8
Wisconsin	16.8	9.8	73.4	1.0	97.3	1.7	15.8	9.7	74.5
Wyoming	26.4	19.2	54.4	24.6	73.9	1.5	.9	26.0	73.1
Outlying parts of the United States									
Alaska	67.0		33.0		100.0		67.0		33.0
American Samoa	100.0				100.0		100.0		
Canal Zone	100.0				98.7	1.3	100.0		
Guam	100.0				95.3	4.7	100.0		
Hawaii	100.0				100.0		100.0		
Puerto Rico	79.1		20.9		97.6	2.4	78.6		21.4
Virgin Islands	100.0				100.0		100.0		

[1] Statistics, 1930

TABLE 20.—RECEIPTS FROM PERMANENT SCHOOL FUNDS AND LEASES OF SCHOOL LANDS, 1931–32

State	Receipts from—		Total receipts from permanent funds and leases of school lands			
	Permanent funds	Leases of school lands	State	County	Local	Total, including undistributed items
1	2	3	4	5	6	7
Continental United States	**$25,793,192**	**$3,142,906**	**$24,365,163**	**$2,631,238**	**$1,939,697**	**$28,936,098**
Arizona	115,383	105,673	221,056	----------	----------	221,056
Arkansas	40,725	----------	40,725	----------	----------	40,725
California	533,961	12,171	546,132	----------	----------	546,132
Colorado	673,635	----------	673,635	----------	----------	673,635
Connecticut	244,670	----------	125,564	----------	119,106	244,670
Delaware	77,461	----------	77,461	----------	----------	77,461
Florida	224,544	----------	224,544	----------	----------	224,544
Idaho	470,678	31,380	502,058	----------	----------	502,058
Illinois	1,066,498	----------	----------	----------	1,066,498	1,066,498
Indiana	3,195,086	178,666	3,195,086	----------	178,666	3,373,752
Iowa	215,031	----------	215,031	----------	----------	215,031
Kansas	581,174	----------	581,174	----------	----------	581,174
Kentucky	141,148	----------	141,148	----------	----------	141,148
Louisiana	115,876	56,394	115,876	56,394	----------	172,270
Maine	78,629	----------	34,155	----------	44,474	78,629
Massachusetts	358,112	----------	358,112	----------	----------	358,112
Michigan [1]	364,614	----------	364,614	----------	----------	364,614
Minnesota	2,874,016	[2]	2,874,016	----------	----------	2,874,016
Mississippi [3]	62,192	212,791	62,192	----------	212,791	274,983
Missouri [4]	702,532	----------	----------	530,325	172,207	702,532
Montana	832,623	[2]	832,623	----------	----------	832,623
Nebraska	1,040,364	24,182	1,064,546	----------	----------	1,064,546
Nevada	128,046	23,166	151,212	----------	----------	151,212
New Hampshire	37,229	----------	----------	----------	37,229	37,229
New Jersey	621,141	----------	597,953	23,188	----------	621,141
New Mexico	89,528	932,735	1,022,263	----------	----------	1,022,263
North Carolina	307,469	----------	7,162	300,307	----------	307,469
North Dakota	610,675	782,946	1,393,621	----------	----------	1,393,621
Ohio	304,801	108,726	304,801	----------	108,726	413,527
Oklahoma	894,767	148,769	1,043,536	----------	----------	1,043,536
Oregon	429,768	----------	429,768	----------	----------	429,768
Pennsylvania	116,753	----------	116,753	----------	----------	116,753
Rhode Island	14,577	----------	14,577	----------	----------	14,577
South Dakota	1,678,020	[2]	1,678,020	----------	----------	1,678,020
Tennessee	150,750	----------	150,750	----------	----------	150,750
Texas	3,428,528	----------	1,707,504	1,721,024	----------	3,428,528
Utah	253,733	[3]	253,733	----------	----------	253,733
Vermont	27,477	11,227	38,704	----------	----------	38,704
Virginia	230,556	----------	230,556	----------	----------	230,556
Washington	1,007,650	103,354	1,111,004	----------	----------	1,111,004
West Virginia [4]	55,000	----------	55,000	----------	----------	55,000
Wisconsin	442,612	----------	442,612	----------	----------	442,612
Wyoming	955,160	410,726	1,365,886	----------	----------	1,365,886

[1] Statistics, 1926–27.
[2] Included in column 2.
[3] Statistics, 1930.
[4] Estimated.

TABLE 21.—INCOME FROM APPROPRIATION AND TAXATION, 1931–32

State or outlying part	State	County	Local	Total
1	2	3	4	5
Continental United States	$384,799,151	$174,099,844	$1,415,592,888	$1,974,491,883
Alabama	7,830,613	7,108,904	2,342,660	17,282,177
Arizona	2,024,825	3,830,523	3,337,746	9,202,094
Arkansas	2,410,035	----------	8,932,941	11,351,976
California	28,651,352	39,624,847	62,695,973	130,972,172
Colorado	20,000	5,324,846	15,050,067	20,394,913
Connecticut	2,207,005	----------	29,772,467	32,070,462
Delaware	3,713,089	----------	469,396	4,182,485
District of Columbia	[1] 4,132,678	----------	9,000,000	13,132,678
Florida	6,093,194	4,316,070	7,211,104	17,620,368
Georgia	6,938,525	4,612,122	5,974,422	17,525,069
Idaho	66,048	2,253,435	3,411,504	5,730,987
Illinois	7,256,267	----------	102,245,962	109,502,229
Indiana	2,551,112	----------	52,460,510	55,011,622
Iowa	586,125	1,300,050	43,374,911	45,270,095
Kansas	----------	----------	35,395,970	35,395,970
Kentucky	6,152,423	6,137,199	8,748,888	21,038,510
Louisiana	5,246,119	9,880,072	3,018,820	18,145,011
Maine	3,149,131	----------	7,262,351	10,411,482
Maryland	5,028,756	7,896,468	11,058,413	23,983,637
Massachusetts	6,384,591	----------	74,386,498	80,771,089
Michigan	23,719,342	----------	65,510,637	89,229,979
Minnesota	7,704,714	2,137,447	31,525,786	41,457,947
Mississippi [2]	5,916,068	4,166,789	7,916,918	17,999,805
Missouri	3,673,900	1,245,897	47,508,487	52,428,290
Montana	351,892	5,055,479	4,814,492	10,221,863
Nebraska	147,695	----------	19,755,080	19,902,775
Nevada	486,390	1,363,201	278,904	2,128,495
New Hampshire	324,799	----------	6,759,421	7,084,220
New Jersey	19,746,183	898,586	82,425,828	103,070,597
New Mexico	163,708	4,125,041	1,232,155	5,520,964
New York	103,693,370	----------	228,100,685	331,794,061
North Carolina	16,949,355	4,669,082	9,233,155	30,851,592
North Dakota	307,639	841,506	8,504,778	9,653,923
Ohio	5,416,980	27,752,277	78,436,508	111,605,765
Oklahoma	1,543,657	1,401,642	20,239,802	23,185,101
Oregon	----------	2,041,203	12,656,359	14,697,562
Pennsylvania	32,830,045	----------	138,821,633	171,651,678
Rhode Island	1,309,435	----------	14,333,352	15,642,787
South Carolina	3,817,169	1,100,753	8,064,069	12,981,991
South Dakota	----------	----------	12,057,501	12,057,501
Tennessee	5,318,491	10,012,065	4,358,445	19,689,001
Texas	26,193,409	----------	42,345,151	68,538,560
Utah	3,112,783	----------	5,787,423	8,900,206
Vermont	570,476	----------	4,232,139	4,802,615
Virginia	6,795,403	6,289,288	7,652,592	20,737,283
Washington	5,724,167	3,492,876	12,254,404	21,471,447
West Virginia	1,528,542	----------	19,777,467	21,306,009
Wisconsin	6,782,919	4,136,722	31,856,538	42,776,179
Wyoming	38,640	1,067,445	3,002,576	4,108,661
Outlying parts of the United States				
Alaska	472,500	----------	232,489	704,989
American Samoa	20,573	----------	----------	20,573
Canal Zone	1,417,288	----------	----------	1,417,288
Guam	69,712	----------	----------	69,712
Hawaii	6,229,382	----------	----------	6,229,382
Puerto Rico	4,282,297	----------	1,166,692	5,448,989
Virgin Islands	116,092	----------	----------	116,092

[1] Federal funds.
[2] Statistics, 1930

TABLE 22.—INCOME FROM FEDERAL GOVERNMENT, FROM ALL OTHER SOURCES, AND TOTAL REVENUE RECEIPTS, 1931–32

State or outlying part	Receipts from revenue sources other than those designated in tables 20 and 21 and columns 6 and 7 in this table				Total revenue receipts					
	State	County	Local	Total	Federal aid for vocational education	Subsidies from educational foundations	State	County	Local	Total
1	2	3	4	5	6	7	8	9	10	11
Continental United States	$1,385,269	$4,305,189	$50,118,260	$55,808,718	$8,262,137	$530,463	$410,549,583	$181,036,271	$1,467,650,845	$2,068,029,299
Alabama		543,809	190,854	734,663	144,605	51,306	7,830,613	7,652,713	2,533,514	18,212,751
Arizona	5,931	53,898	177,507	237,336	53,315		2,251,812	3,893,421	3,515,253	9,713,801
Arkansas		651,401	375,522	1,026,923	173,246	39,582	2,459,760	651,401	9,308,463	12,632,452
California	585,767		3,869,239	4,455,006	205,518		29,783,251	39,624,847	66,565,212	136,178,828
Colorado			2,552,153	2,552,153	85,623		693,635	5,324,846	17,602,220	23,706,324
Connecticut			296,986	296,986	92,512		2,423,559		30,188,559	32,704,630
Delaware	49,054		44,082	93,136	29,164		3,839,604		513,478	4,382,246
District of Columbia			4,307	4,307			[1] 4,132,678		9,004,307	13,136,985
Florida	13,757	303,212		316,969	162,668	24,461	6,331,495	4,619,282	7,211,104	18,349,010
Georgia			850,722	850,722	185,281	35,873	6,938,525	4,612,122	6,825,144	18,596,945
Idaho			752,636	752,636	29,801		568,106	2,253,435	4,164,140	7,015,482
Illinois			7,123,235	7,123,235	535,088		7,256,267		110,435,695	118,227,050
Indiana			831,081	831,081	332,877		5,746,198		53,470,257	59,549,332
Iowa		265,506	327,076	592,582	190,906		801,156	1,574,565	43,701,987	46,268,614
Kansas			1,866,984	1,866,984	88,335		581,174		37,262,954	37,932,463
Kentucky		135,708	315,319	451,027	179,959	33,793	6,293,571	6,272,907	9,064,207	21,844,437
Louisiana	6,467	183,085		189,552	134,101	18,652	5,368,462	10,119,551	3,018,820	18,659,586
Maine			392,089	392,089	61,407		3,183,286		7,698,914	10,943,607
Maryland	102	51,873	12,601	64,576	71,396	11,695	5,028,858	7,948,341	11,071,014	24,131,304
Massachusetts			1,230,303	1,230,303	269,512		6,742,703		75,616,801	82,629,016
Michigan			11,834,285	11,834,285	350,269		24,083,956		77,344,922	101,779,147
Minnesota		441,965	2,032,456	2,474,421	182,104		10,668,730	2,579,412	33,558,242	46,988,488
Mississippi [2]					133,392	90,921	5,978,290	4,166,769	8,129,709	18,499,101
Missouri			126,732	126,732	263,148	[3] 12,103	3,673,906	1,776,222	47,807,426	53,532,805
Montana			366,549	366,549	55,383		1,184,515	5,055,479	5,181,041	11,476,418

[1] Federal appropriation for all purposes.

[2] Statistics, 1930

TABLE 22.—INCOME FROM FEDERAL GOVERNMENT, FROM ALL OTHER SOURCES, AND TOTAL REVENUE RECEIPTS, 1931–32—Continued

State or outlying part	Receipts from revenue sources other than those designated in tables 20 and 21 and columns 6 and 7 in this table				Total revenue receipts					
	State	County	Local	Total	Federal aid for vocational education	Subsidies from educational foundations	State	County	Local	Total
1	2	3	4	5	6	7	8	9	10	11
Nebraska		$70,614	$2,415,083	$2,485,697	$134,664		$1,212,241	$70,614	$22,170,163	$23,587,682
Nevada			92,558	92,558	24,846		637,602	1,364,201	371,462	2,397,111
New Hampshire			256,248	256,248	46,886		324,799		7,052,878	7,424,583
New Jersey		33,587	424,445	458,032	179,453		20,344,136	955,361	82,850,273	104,329,223
New Mexico	$42,837	20,886		63,723	38,471		1,228,868	4,145,927	1,232,155	6,647,421
New York			3,570,477	3,570,477	599,452		103,693,376		231,671,162	335,963,990
North Carolina					244,077	$59,029	16,956,517	4,969,389	9,233,155	31,462,167
North Dakota					41,323		1,701,290	841,506	8,504,778	11,088,897
Ohio			2,814,244	2,814,244	533,453		5,721,781	27,752,277	81,379,478	115,386,989
Oklahoma	274,007		1,673,901	1,947,908	209,872	38,691	2,861,200	1,401,642	21,913,703	26,425,108
Oregon			237,700	237,700	69,241		429,708	2,041,293	12,894,069	15,434,271
Pennsylvania					520,997		32,946,798		138,821,633	172,289,428
Rhode Island					36,094		1,324,012		14,333,352	15,693,458
South Carolina			395,865	395,865	146,001	49,543	3,817,169	1,100,754	8,459,934	13,573,400
South Dakota			428,672	428,672	139,457		1,678,020		12,486,173	14,303,650
Tennessee		818,066	242,133	1,060,199	231,586	14,222	5,469,241	10,830,131	4,690,578	21,145,758
Texas	166,829		177,711	344,540	305,666	12,339	28,067,742	1,721,024	42,522,882	72,629,653
Utah	6,239		157,354	163,593	33,066		3,372,755		5,944,777	9,350,598
Vermont			4,311	4,311	39,502		609,180		4,236,450	4,885,132
Virginia	51,878	567,000	439,560	1,058,438	203,905	38,253	7,077,837	6,856,286	8,092,152	22,268,435
Washington	182,401		554,515	736,916	92,260		7,017,572	3,492,876	12,808,919	23,411,647
West Virginia			238,547	238,547	146,982		1,583,542		20,016,014	21,746,538
Wisconsin		164,579	398,894	563,473	175,000		7,225,531	4,301,301	32,255,432	43,957,264
Wyoming			23,324	23,324	60,253		1,404,526	1,067,445	3,025,900	5,558,124

Outlying parts of the United States												
Alaska								472,500		232,489		704,989
American Samoa								20,573				20,573
Canal Zone		18,224		18,224				1,435,612				1,435,612
Guam		3,419		3,419				73,131				73,131
Hawaii								6,229,382				6,229,382
Philippine Islands												15,410,996
Puerto Rico		135,401		135,401				4,417,686		1,166,692		5,584,378
Virgin Islands								116,002				116,002

TABLE 23.—NONREVENUE RECEIPTS, TOTAL ALL RECEIPTS, AND BALANCES ON HAND 1931–32

State or outlying parts	Nonrevenue receipts				Total revenue and nonrevenue receipts, excluding balance on hand						Balance on hand from school year, 1930–31
	From loans and bond sales	From sales of property and insurance adjustments	Other nonrevenue receipts	Total	Subsidies from educational foundations	Federal	State	County	Local	Total	
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	$126,895,026	$5,294,498	$29,204,400	$161,393,924	$530,463	$8,262,197	$410,564,982	$196,935,410	$1,613,130,231	$2,229,423,223	$435,837,903
Alabama	870,343	144,388		1,014,731	51,306	144,605	7,630,613	8,489,568	2,711,390	19,227,482	1,083,519
Arizona		2,449	117,000	119,449		53,315	2,251,812	3,893,421	3,634,702	9,833,250	3,301,212
Arkansas	1,504,536		448,779	1,953,315	39,582	173,246	2,459,760	651,401	11,261,778	14,585,767	731,067
California	5,558,136			5,558,136		205,518	29,783,251	39,624,847	72,123,345	141,736,964	30,330,240
Colorado						85,623	693,635	5,324,846	17,602,220	23,706,324	3,260,406
Connecticut	623,527		642,305	1,265,832		92,512	2,423,559		31,454,391	33,970,462	1,673,420
Delaware	207,187	6,188	490	213,865		29,164	3,843,687		723,260	4,596,111	4,341,507
District of Columbia							[1] 4,132,678		9,004,307	13,136,985	2,382,393
Florida	3,057,132	46,986	227,266	3,331,384	24,461	162,668	6,331,495	7,950,666	7,211,104	21,680,394	3,430,986
Georgia	2,719,520	42,375		2,761,895	35,873	185,251	6,938,525	4,612,122	9,587,039	21,358,840	1,066,047
Idaho	75,384	47,666	91,305	214,355		29,801	568,106	2,253,435	4,378,495	7,229,837	892,916
Illinois	14,673,210	759,812		15,433,022		535,068	7,236,267		125,868,717	133,640,052	35,536,440
Indiana	947,530	330,320	1,205,978	2,483,828		332,877	5,746,198		55,954,085	62,033,160	22,906,567
Iowa	518,515	20,531	1,170,206	1,709,252		190,906	801,156	1,574,565	45,411,239	47,977,866	19,123,028
Kansas						85,335	551,174		37,292,954	37,932,463	527,973
Kentucky	1,453,302	119,229		1,572,531	33,793	179,959	6,293,571	6,869,410	10,040,235	23,416,968	493,674
Louisiana	631,336	157,813	106,026	895,175	18,652	134,101	5,368,462	11,014,726	3,015,820	19,554,761	4,070,100
Maine		75,876		75,876		61,407	3,153,266		7,774,790	11,019,463	364,455
Maryland	2,873,942	157,228	38,333	3,069,503	11,695	71,396	5,040,174	8,752,773	[2] 13,324,769	27,200,807	1,200,174
Massachusetts						269,512	6,742,703		75,616,801	82,629,016	
Michigan	1,637,421		9,591,780	11,229,201		350,269	24,063,956		88,574,123	113,008,348	26,717,782
Minnesota	2,221,326			2,221,326		182,104	10,668,730	2,579,412	35,779,568	49,209,814	12,193,618
Mississippi [3]	1,631,781			1,631,781	90,921	133,392	5,978,290	4,166,789	9,761,490	20,130,882	
Missouri					[3] 12,103	263,148	3,673,906	1,776,222	47,807,426	53,532,805	14,721,197
Montana	606,110	321,739		927,849		55,383	1,184,515	5,055,479	6,108,890	12,404,267	3,693,906

Nebraska	542,471	84,510	292,651	919,621		134,664	1,212,241	181,375	22,979,023	24,507,303	4,254,649
Nevada	251,659			251,659		24,846	637,602	1,363,201	623,121	2,648,770	610,615
New Hampshire	83,722	17,412	84,415	185,549		46,896	324,799		7,238,447	7,610,132	550,369
New Jersey	8,545,059	79,229		8,624,288		179,453	20,344,136	955,361	91,474,561	112,953,511	11,996,521
New Mexico	550,099			550,099		38,471	1,228,568	4,145,927	1,791,234	7,204,520	917,058
New York	24,516,006			24,516,006		599,452	103,693,376		256,187,108	360,479,996	113,745,126
North Carolina	3,000,000			3,000,000	59,029	244,077	16,956,517	7,469,389	9,733,155	34,402,167	725,107
North Dakota	839,559		1,309,590	2,149,747		41,323	1,701,260	841,506	10,454,525	13,238,614	4,921,929
Ohio	3,362,741	516,827	1,429,389	5,308,957		533,453	5,721,781	27,752,277	89,668,435	120,675,946	5,151,092
Oklahoma					39,691	209,572	2,861,200	1,401,642	21,913,703	26,425,108	
Oregon	2,509,810	44,374		2,554,184		69,241	429,765	2,041,203	15,448,243	17,988,455	2,071,794
Pennsylvania	18,864,863		8,683,360	27,548,053		520,997	32,946,798		166,363,650	199,837,461	27,191,359
Rhode Island						36,094	1,324,012		14,333,352	15,693,458	2,698,498
South Carolina	192,545	125,373	119,256	437,174	49,543	146,001	3,817,169	1,100,753	8,897,108	14,010,574	987,253
South Dakota	94,213	52,556		146,769		139,457	1,678,020		12,632,942	14,450,419	8,038,798
Tennessee	2,411,659	61,442	39,298	2,532,399	14,222	231,566	5,469,241	11,907,805	6,055,303	23,678,157	2,138,542
Texas	6,746,805	305,424	234,614	7,286,843	12,339	305,666	26,067,742	1,721,024	49,809,705	79,916,476	17,850,538
Utah	889,119	276,996	16,788	1,182,903		33,066	3,372,755		7,127,680	10,533,501	1,069,013
Vermont						39,502	609,180		4,236,450	4,885,132	191,645
Virginia	2,141,500			2,141,500	38,253	203,905	7,077,837	8,703,159	8,356,781	24,409,935	1,839,488
Washington	3,951,431			3,951,431		92,280	7,017,572	3,492,876	10,760,350	27,363,078	5,102,299
West Virginia		1,400,000	1,119,062	2,519,062		146,982	1,583,542		22,535,076	24,265,600	2,728,473
Wisconsin	5,503,209	67,804	1,685,928	7,256,941		175,000	7,225,531	8,200,785	35,612,889	51,214,205	23,001,950
Wyoming	79,189	9,942	550,302	639,433		60,253	1,404,526	1,067,445	3,665,333	6,197,557	962,960
Outlying parts of the United States											
Alaska							472,500		232,489	704,989	
American Samoa							20,573			20,573	
Canal Zone							1,435,512			1,435,512	16,805
Guam							73,131			73,131	
Hawaii							6,229,382			6,229,382	
Philippine Islands										15,410,996	2,236,152
Puerto Rico							4,417,698		1,166,692	5,584,390	
Virgin Islands							116,092			116,092	

[1] Federal appropriation for all purposes
[2] Local support for Baltimore City.
[3] Statistics, 1930

TABLE 24.—PAYMENTS FOR GENERAL CONTROL, INSTRUCTION, OPERATION, AND MAINTENANCE OF SCHOOL PLANT, 1931–32

State or outlying part	General control			Instruction				Operation of school plant			Maintenance (upkeep charges, replacements, and repairs)
	Salaries and expenses of administrative officers	Salaries and expenses of office assistants, clerks, and stenographers	Total	Salaries and expenses of supervisors and principals and salaries of teachers	Payments for textbooks	Supplies used in instruction and other expense of instruction	Total payments for instruction	Wages of janitors, engineers, etc.	Fuel, light, power, janitors, supplies, etc	Total cost of operation	
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	[1]$31,116,085	[1]$20,705,119	$74,910,121	$1,205,448,910	$20,361,978	$47,525,898	$1,333,331,826	[1]$68,743,979	[1]$54,084,526	$198,905,927	$58,518,348
Alabama	631,897	177,917	809,814	12,121,284	28,061	193,390	12,342,735	280,960	297,956	578,916	279,716
Arizona	225,811	261,933	487,744	5,548,039	114,639	344,653	6,007,331	440,291	306,482	746,773	223,120
Arkansas	537,483	234,865	772,348	7,086,530	.....	146,158	7,232,688	257,366	314,602	571,968	125,512
California	.....	.....	4,624,388	88,712,726	2,151,058	5,548,121	96,411,945	.....	.....	12,019,740	3,902,477
Colorado	.....	.....	819,827	13,593,709	.....	125,815	13,719,524	889,691	3,947,793	4,837,484	(2)
Connecticut	553,354	555,099	1,108,453	20,969,721	528,755	1,293,257	22,791,733	1,771,690	1,319,794	3,091,484	1,471,232
Delaware	93,402	61,387	154,789	2,598,705	98,972	146,806	2,844,485	175,710	132,401	308,111	123,263
District of Columbia	65,700	134,883	200,583	6,768,427	140,269	203,073	7,111,769	781,068	287,319	1,068,387	655,606
Florida	229,635	481,185	710,820	9,921,213	135,352	293,459	10,350,034	474,511	389,782	864,293	497,444
Georgia	592,035	194,928	786,963	13,576,934	108,025	151,246	13,836,205	351,973	283,498	635,471	376,762
Idaho	233,928	118,753	352,681	5,345,314	127,229	230,102	5,702,645	438,778	503,490	942,268	212,125
Illinois	1,998,107	2,619,500	4,617,607	77,558,954	[3]726,685	2,396,426	80,682,065	9,455,201	4,513,670	13,968,871	6,233,516
Indiana	1,017,555	237,169	1,254,724	34,855,980	.....	3,034,447	37,890,427	2,559,553	2,549,824	5,109,377	1,630,130
Iowa	1,159,715	433,248	1,592,963	27,858,811	.....	521,932	28,380,743	.....	.....	5,413,156	1,476,282
Kansas	.....	.....	1,051,411	23,023,828	.....	.....	23,023,828	.....	.....	2,583,944	1,349,092
Kentucky	619,692	739,318	1,359,010	14,607,661	16,520	177,731	14,801,912	659,147	681,042	1,340,189	519,896
Louisiana	629,998	141,610	771,608	11,173,789	680,334	170,790	12,024,913	517,789	381,312	899,101	594,979
Maine	300,399	66,489	366,888	6,020,178	264,660	274,663	6,579,501	552,103	438,842	991,005	270,295
Maryland	.....	.....	649,042	13,549,218	363,533	454,721	14,367,477	909,690	570,205	1,479,895	730,528
Massachusetts	.....	.....	2,592,624	52,001,355	1,055,933	2,270,264	55,327,552	.....	.....	7,937,825	3,438,086
Michigan	.....	.....	[4]1,356,211	55,132,527	(2)	1,874,538	57,007,065	.....	.....	27,238,295	(2)
Minnesota	3,101,701	110,828	3,212,529	28,253,024	925,749	1,291,071	30,469,844	3,045,754	2,755,255	5,801,009	1,970,449
Mississippi	.....	.....	734,584	10,179,315	(2)	480,000	10,659,315	.....	.....	719,997	560,936
Missouri	.....	.....	1,353,840	30,233,476	.....	.....	30,233,476	.....	.....	10,577,466	(2)
Montana	382,228	223,424	605,652	7,066,309	289,847	297,709	7,653,865	589,959	593,899	1,183,858	273,127

Nebraska	1,105,376	137,693	1,243,069	15,920,258	451,801	694,999	17,067,058	1,144,712	1,321,540	2,466,252	761,037
Nevada	80,092	56,636	136,728	1,398,214	51,866	108,394	1,456,474	157,638	117,198	275,036	72,419
New Hampshire			553,847	3,877,275	112,391	176,408	4,166,074	319,712	312,131	631,843	141,275
New Jersey	2,348,918	1,636,203	3,985,121	61,206,475	1,367,456	2,313,076	64,907,007	6,017,704	3,157,551	9,175,255	3,338,662
New Mexico	250,666	101,002	351,668	4,076,934	3,273	105,427	4,185,634	227,879	218,993	446,872	230,147
New York	5,144,165	2,660,107	7,806,272	198,252,012	2,587,806	5,040,564	205,920,382	12,805,420	9,139,151	21,944,571	9,342,664
North Carolina			1,020,038	18,633,375	9,554	206,474	18,851,408	627,324	930,867	1,558,191	703,833
North Dakota	112,513	85,577	198,090	7,668,798	195,984	206,055	8,070,827	502,368	875,539	1,377,907	303,579
Ohio	3,337,761	1,454,243	4,792,004	68,556,547	165,519	1,759,026	70,481,392	6,402,734	4,167,364	10,570,098	2,604,872
Oklahoma			1,440,063	20,007,687		766,074	20,773,771	1,188,855	1,093,508	2,282,363	600,672
Oregon	185,509	64,152	249,661	11,329,439	174,766	204,094	11,708,719	853,159	699,979	1,553,138	402,746
Pennsylvania	2,305,058	5,321,867	7,626,925	102,340,850	3,073,033	6,246,827	111,665,710	8,547,071	5,522,193	14,069,264	4,458,657
Rhode Island	370,829	9,573	380,402	7,123,111	162,315	353,578	7,549,004	741,875	441,674	1,183,352	495,577
South Carolina	255,156	336,152	591,308	8,813,391		128,403	8,941,794	195,679	246,721	442,400	143,301
South Dakota			597,207	8,731,011	466,931	59,938	9,197,880			1,441,503	334,069
Tennessee	457,980	538,738	996,718	15,574,558		328,292	15,902,850	542,094	593,262	1,135,356	403,694
Texas			4,389,267	40,537,495	2,232,370	3,764,103	46,533,968			4,324,819	1,704,410
Utah	230,257	192,530	422,787	5,611,687	107,955	307,793	6,027,435	447,195	376,942	824,137	300,416
Vermont	200,215	24,734	224,949	2,862,740	81,307	141,545	3,085,592	224,434	238,242	462,676	201,652
Virginia	311,832	438,977	750,809	14,823,725	103,520	427,392	15,354,637	667,827	611,337	1,279,164	481,524
Washington			1,396,558	17,988,409	369,370	719,326	19,077,105			2,800,037	1,086,197
West Virginia	286,473	343,316	629,789	18,171,699	135,563	195,874	18,503,136	1,205,530	944,104	2,149,634	852,367
Wisconsin	1,479,289	523,083	2,002,372	30,380,283	642,673	1,292,969	32,315,925	2,518,160	2,568,968	5,087,128	2,220,714
Wyoming	299,366	8,000	307,366	3,542,209	95,789	146,929	3,784,927	255,052	249,103	504,155	178,923
Outlying parts of the United States											
Alaska	18,900	14,272	33,172				457,941			89,617	17,625
American Samoa	2,400	270	2,670	15,206	732		15,938		69	69	735
Canal Zone	28,481	12,367	40,848	341,129	34,581	19,182	394,892	11,979	13,471	25,450	33,541
Guam	1,501	1,743	3,244	43,275	9,546	5,677	58,498	522		522	4,632
Hawaii	64,538	43,275	107,813	4,713,380	2,288	102,704	4,818,372	98,993	71,920	170,913	214,312
Philippine Islands			515,976								
Puerto Rico	201,553	69,591	271,149	4,045,533	99,972	118,047	4,263,552	140,377	162,191	302,568	101,598
Virgin Islands	4,125	6,575	10,700	74,743	4,503	100	79,351	1,860	878	2,738	17,512

[1] Totals for States reporting. [2] Included in column 11. [3] Cities only. [4] Statistics, 1930. [5] Included in column 7. [6] Estimated

TABLE 25.—PAYMENTS FOR AUXILIARY AGENCIES, FIXED CHARGES, TOTAL MISCELLANEOUS CURRENT EXPENSES, AND CAPITAL OUTLAY, 1931–32

State or outlying part	Auxiliary agencies						Fixed charges (pensions, rent, insurance, contributions, contingencies)	Total miscellaneous current expenses	Capital outlay		
	Libraries [1]	Promotion of health	Transportation of pupils	Compulsory attendance	Other auxiliary agencies	Total auxiliary agencies			New buildings and grounds alterations (not repairs)	Cost of new equipment (not replacements)	Total capital outlay
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	$3,004,030	$10,508,060	$57,864,761	$3,978,439	$25,035,877	$98,707,181	$45,586,213	$401,697,069	$141,813,510	$22,401,589	$210,998,282
Alabama	14,987	42,222	1,417,660	131,892	6,404	1,613,165	231,160	2,702,957	530,801	148,153	678,954
Arizona	38,803	85,041	322,659	12,858	38,276	497,637	155,449	1,622,979	115,840	157,187	273,027
Arkansas			598,504		95,312	693,816	248,395	1,639,691	621,151	291,355	912,506
California			2,838,970		2,510,446	5,349,416	2,411,939	23,653,622			15,004,302
Colorado			822,938			822,938	(2)	5,660,422			763,874
Connecticut	5,088	454,457	794,991	57,129	59,362	1,371,027	5,063	5,838,806	1,454,230	391,050	1,845,309
Delaware		24,315	278,147	16,767	96,518	415,747	43,644	890,765	2,156,365	176,885	2,333,250
District of Columbia			18,545	35,553	100,345	154,473	176,225	2,057,693	4,110,732	343,517	4,454,249
Florida		52,617	1,093,311	38,053		1,183,981	216,875	2,760,593	369,491	181,645	551,136
Georgia	43,548	14,373	1,170,002	36,807	194,874	1,459,602	210,143	2,681,978	259,296	133,355	392,651
Idaho	45,339	18,272	340,440	11,058	48,048	463,157	130,580	1,748,123	267,972	92,844	360,816
Illinois	426,915	276,000	536,430	318,492	7,350,527	8,908,364	2,325,052	31,435,803	11,952,430	951,345	12,903,775
Indiana			4,004,098		553,428	4,557,526	1,015,887	12,303,920	3,303,849	508,563	3,812,412
Iowa			1,914,937		2,299,553	4,214,490		11,003,928	1,082,597		1,082,897
Kansas			649,847		1,102,871	1,752,718		5,685,744			2,295,243
Kentucky	22,897	58,762	438,707	30,371	157,723	706,550	381,535	2,950,170	1,395,903	347,557	1,743,460
Louisiana		97,845	1,708,173		115,272	1,921,290	375,298	3,789,668	2,057,169	279,460	2,336,659
Maine		151,154	699,923	12,300	351,986	1,215,363	121,801	2,898,467	894,055		894,055
Maryland		159,928	856,163	73,702	72,879	1,162,672	1,442,844	4,646,242			4,328,946
Massachusetts	90,087	1,179,334	1,949,300		538,822	3,757,543		15,133,454	9,191,774	906,718	10,098,492
Michigan			[3] 773,988			(2)	(2)	27,258,295	6,554,347		6,554,347
Minnesota			1,708,484			1,708,484	2,375,620	11,855,562			2,975,232
Mississippi [4]			2,188,975		418,143	2,607,118	475,773	4,363,824			1,631,782
Missouri			[3] 150,000			(2)	(2)	10,577,466			5,548,251
Montana		38,268	566,549	20,129	84,841	709,787	196,055	2,362,857	600,272	148,189	748,461

Nebraska	119,970	98,400	291,704	1,898	160,464	672,436	401,431	4,301,156	1,041,014	277,584	1,318,598
Nevada		6,682	116,886		51,866	175,434	24,102	547,081	85,067	41,880	126,967
New Hampshire		99,206	461,871		173,798	734,875	212,833	1,720,826	337,209	74,732	411,941
New Jersey	239,019	1,574,007	2,406,927	528,641	553,092	5,331,776	669,047	18,564,760	10,210,539	1,345,378	11,556,217
New Mexico	15,597	40,739	578,344	20,752	3,240	658,672	141,052	1,476,743	374,120	42,226	416,346
New York	1,398,726	2,775,353	3,457,976		2,667,624	10,299,679	17,609,846	59,196,760	37,704,626	8,018,234	45,722,860
North Carolina	86,443	68,917	2,266,468		84,038	2,505,866	384,058	5,211,948			1,390,720
North Dakota	53,842	50,796	813,477	422,050	471,730	1,811,895	355,017	3,848,368	362,040	106,398	468,438
Ohio	33,943	534,147	5,139,611	234,180	724,695	6,666,579	3,401,578	23,243,127	9,644,730	2,092,160	11,736,890
Oklahoma		106,574	1,167,963		115,494	1,390,031	616,546	5,059,612	239,138	558,575	797,713
Oregon		62,019	880,144	18,371		960,534	159,213	3,105,661			1,174,774
Pennsylvania		1,551,384	3,316,483	903,696	931,557	6,703,122	4,944,358	30,205,401	19,222,539	1,261,468	20,484,007
Rhode Island	14,000	131,428	147,978	72,504	373,735	739,645	166,674	2,495,448	2,206,843	342,266	2,549,109
South Carolina			701,127		90,260	791,387	92,040	1,469,128	250,266	85,009	335,275
South Dakota			429,472		251,534	681,006	237,352	2,693,950			775,568
Tennessee		30,750	820,822	85,563	47,724	984,859	309,737	2,833,646	1,463,838	198,731	1,682,569
Texas			[2] 1,290,523		1,137,566	2,428,089	1,157,693	9,675,011			11,402,491
Utah		24,390	462,739	23,227	8,606	538,962	99,522	1,763,037	349,721	151,064	500,785
Vermont		19,769	325,226	4,616	56,897	408,508	60,446	1,133,262	54,737	31,629	86,366
Virginia	82,812	113,269	1,065,115	15,690	159,821	1,436,716	632,397	3,849,801	1,362,308	196,004	1,558,312
Washington		108,875	1,654,703			1,763,578	507,300	6,157,112	1,771,905	532,641	2,304,546
West Virginia		84,237	743,993	79,002	75,652	982,884	344,049	4,328,954	689,638	755,136	1,444,774
Wisconsin	272,016	344,245	900,462	67,107	577,847	2,161,677	380,893	9,850,412	6,860,160	1,154,548	8,014,728
Wyoming		30,195	452,918	5,990	91,004	610,107	89,601	1,382,786	204,129	78,023	282,152
Outlying parts of the United States											
Alaska						13,144		120,386			93,480
American Samoa								804		400	400
Canal Zone								58,991			596,811
Guam	420		135			555	2,978	8,687			
Hawaii			42,750			42,750		427,975	499,175	52,837	552,012
Philippine Islands											3,814,451
Puerto Rico	4,671	25,767			236,310	266,748	24,735	695,649	42,183	36,597	78,780
Virgin Islands		1,860				1,860	780	22,890		2,054	2,054

[1] Public libraries under board of education.
[2] Included in operation.
[3] Statistics, 1930.

TABLE 26.—RECAPITULATION OF EXPENDITURES IN PUBLIC DAY SCHOOLS, 1931–32

State or outlying part	General control	Instruction	Miscellaneous current expenses	Total current expenses	Outlays, new buildings, sites, and new equipment	Interest	Total current expenses, outlays, and interest	Debt service	
								Payment of bonds and short-time loans	Payment to sinking funds
1	2	3	4	5	6	7	8	9	10
Continental United States	$74,910,121	$1,333,331,826	$401,697,069	$1,809,939,016	$210,996,282	$140,234,782	$2,161,170,080	$182,943,930	$14,747,048
Alabama	809,814	12,342,735	2,702,957	15,855,506	678,854	1,053,749	18,188,209	434,480	.....
Arizona	487,744	6,007,331	1,622,979	8,118,054	273,027	819,706	9,210,787	790,048	.....
Arkansas	772,348	7,232,688	1,639,691	9,644,727	912,506	1,097,930	11,655,163	2,145,695	.....
California	4,624,388	96,411,945	23,693,622	124,719,955	15,004,302	[1] 10,087,090	149,811,347	[1] 7,891,831	.....
Colorado	819,827	13,719,524	5,660,422	20,199,773	763,874	2,737,435	23,701,085	1,183,960	.....
Connecticut	1,108,453	22,791,733	5,838,806	29,738,992	1,845,309	1,774,931	33,379,232	2,943,775	545,706
Delaware	154,789	2,844,495	890,785	3,890,039	2,333,250	113,006	6,336,295	148,911	.....
District of Columbia	200,583	7,111,739	2,057,693	9,370,065	4,454,249	.....	13,824,314	.....	.....
Florida	710,820	10,350,054	2,760,593	13,821,467	551,136	2,646,933	17,019,536	5,349,841	20,276
Georgia	766,963	13,936,205	2,681,978	17,385,146	392,651	[1] 1,484,568	19,162,365	[1] 1,932,475	.....
Idaho	352,681	5,702,645	1,748,123	7,803,449	300,816	523,048	8,627,313	739,149	.....
Illinois	4,617,607	80,982,065	31,435,803	117,035,475	12,903,775	10,145,790	140,085,040	5,625,704	.....
Indiana	1,254,724	37,890,427	12,303,920	51,449,071	3,812,412	2,722,193	57,983,676	7,668,495	.....
Iowa	1,592,963	28,380,743	11,003,928	40,977,634	1,082,897	2,554,194	44,614,725	2,761,146	.....
Kansas	1,051,411	23,023,828	5,685,744	29,760,983	2,295,243	[1] 1,342,058	33,398,284	[1] 1,956,935	.....
Kentucky	1,359,010	14,801,912	2,950,170	19,111,092	1,743,490	899,982	21,754,564	2,222,095	.....
Louisiana	771,608	12,024,913	3,789,668	16,586,189	2,336,659	1,706,615	20,631,463	1,522,419	.....
Maine	366,888	6,579,501	2,896,467	9,844,856	894,055	271,672	11,010,583	315,281	.....
Maryland	649,042	14,367,477	4,646,242	19,662,761	4,326,946	1,791,198	25,802,905	1,468,292	.....
Massachusetts	2,892,624	55,327,552	15,133,454	73,353,630	10,089,492	[2] 2,713,508	86,156,630	[3] 5,940,902	.....
Michigan	1,356,211	57,007,065	27,258,295	85,621,571	6,554,347	[1] 8,029,563	100,205,501	[1] 10,891,181	.....
Minnesota	3,212,529	30,469,844	11,855,562	45,537,935	2,975,232	1,122,399	49,635,566	3,007,458	.....
Mississippi [4]	734,584	10,659,315	4,363,824	15,757,723	1,631,782	[1] 636,137	18,025,642	[1] 643,817	.....
Missouri	1,353,840	30,233,476	10,577,466	42,164,782	5,548,251	[1] 2,342,967	50,056,000	[1] 6,130,049	.....
Montana	605,652	7,653,865	2,362,857	10,622,374	748,461	431,975	11,802,810	1,334,757	554,274
Nebraska	1,243,069	17,067,058	4,301,156	22,611,283	1,318,598	854,965	24,784,846	606,786	.....
Nevada	136,728	1,486,474	547,081	2,170,283	126,967	141,922	2,439,172	192,011	.....
New Hampshire	553,847	4,168,074	1,720,826	6,440,747	411,941	283,598	7,136,286	635,469	.....
New Jersey	3,985,121	64,907,007	18,564,760	87,456,888	11,558,217	10,238,222	109,252,327	7,762,301	548,937
New Mexico	351,668	4,185,634	1,476,743	6,014,045	416,346	341,650	6,772,041	495,096	61,263

New York	7,806,272	205,920,382	50,196,760	272,923,414	45,722,640	26,376,605	345,022,879	26,125,955	267,197
North Carolina	1,030,038	19,851,406	5,211,948	25,093,394	1,380,720	[1] 3,633,060	30,097,114	[1] 2,592,159	.....
North Dakota	198,090	8,070,827	3,848,398	12,117,315	468,435	[1] 848,643	13,434,396	1,249,375	1,523,872
Ohio	4,782,004	70,481,392	23,243,127	98,506,523	11,736,490	12,628,915	122,872,328	15,221,781	.....
Oklahoma	1,440,063	20,773,771	5,089,612	27,303,446	797,113	679,096	28,780,255	5,160,259	.....
Oregon	249,661	11,708,719	3,105,661	15,064,041	1,174,774	916,614	17,155,429	1,269,942	155,348
Pennsylvania	7,626,925	111,665,710	30,205,401	149,498,036	20,494,007	5,662,634	175,644,677	21,725,662	10,435,928
Rhode Island	380,402	7,549,004	2,495,448	10,424,854	2,549,109	1,159,999	14,133,962	800,279	.....
South Carolina	591,308	8,941,794	1,469,128	11,002,230	335,275	1,153,852	12,491,357	793,617	.....
South Dakota	567,207	9,197,880	2,903,950	12,469,037	775,568	911,296	14,175,901	2,789,468	.....
Tennessee	980,718	15,902,850	2,833,646	19,723,214	1,682,569	608,892	22,014,675	1,421,993	.....
Texas	4,599,267	46,533,998	9,675,011	60,808,246	11,462,491	[1] 6,567,672	78,778,409	[1] 3,139,816	.....
Utah	422,787	6,627,435	1,763,037	8,213,256	500,735	559,691	9,273,905	1 460,156	.....
Vermont	224,949	3,065,592	1,133,282	4,443,823	86,366	[1] 140,006	4,670,189	[1] 232,233	.....
Virginia	750,809	15,354,637	3,849,801	19,955,247	1,558,312	669,358	22,182,917	1,707,041	98,056
Washington	1,306,558	19,077,105	6,157,112	26,630,775	2,304,546	1,750,103	30,685,424	1 890,082	.....
West Virginia	629,789	16,503,136	4,328,954	23,461,879	1,444,774	625,000	25,531,653	700,000	.....
Wisconsin	2,002,372	32,315,925	9,850,412	44,168,709	8,014,726	792,620	52,976,057	4,273,060	.....
Wyoming	307,366	3,784,927	1,382,786	5,475,079	282,152	47,905	5,805,136	.....	538,257
Outlying parts of the United States									
Alaska	33,172	457,941	120,386	611,499	93,489	.....	704,988	.....	.....
American Samoa	2,670	15,938	804	19,412	400	.....	19,812	.....	.....
Canal Zone	40,848	394,892	58,991	494,731	596,811	.....	1,091,542	.....	.....
Guam	3,244	58,498	8,687	70,429	.....	.....	70,429	.....	.....
Hawaii	107,813	4,818,372	427,975	5,354,160	552,012	11,548	5,917,720	.....	.....
Philippine Islands	515,978	.....	.....	11,725,177	3,814,451	.....	15,539,628	.....	.....
Puerto Rico	271,149	4,203,552	695,649	5,230,350	78,780	40,627	5,349,757	124,412	.....
Virgin Islands	10,700	79,351	22,890	112,941	2,054	.....	114,995	.....	.....

[1] Estimated basis city school reports
[2] Cities only
[3] Statistics, 1930.

TABLE 27.—PERCENTAGE ANALYSIS OF EXPENDITURES, 1931–32

State or outlying part	Total expenditures, excluding payments of bonds							Total expenditures, excluding payments for outlays, bonds, and interest					
	General control	Salaries of teachers, supervisors, and principals	Textbooks and other instructional supplies	Total for instruction	Miscellaneous current expense	Outlays	Interest	General control	Instruction	Operation	Maintenance	Auxiliary activities	Fixed charges
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	3.5	58.6	3.1	61.7	18.6	9.7	6.5	4.1	73.7	11.0	3.2	5.5	2.5
Alabama	4.4	66.7	1.2	67.9	14.9	3.7	9.1	5.1	77.8	3.6	1.8	10.2	1.5
Arizona	5.3	60.2	5.0	65.2	17.6	2.9	9.0	6.0	74.0	9.2	2.8	6.1	1.9
Arkansas	6.6	60.8	1.3	62.1	14.1	7.8	9.4	8.9	75.0	5.9	1.3	7.2	2.6
California	3.1	59.2	5.2	64.4	15.8	10.0	6.7	3.7	77.3	9.7	3.1	4.3	1.9
Colorado	3.5	57.4	.5	57.9	23.9	3.2	11.5	4.1	67.9	23.9	...	4.1	----
Connecticut	3.3	62.9	5.4	68.3	17.5	5.6	5.3	3.7	76.7	10.4	4.6	4.6	----
Delaware	2.4	41.0	3.9	44.9	14.1	36.8	1.8	4.0	73.1	7.9	3.2	10.7	1.1
District of Columbia	1.5	48.9	2.5	51.4	14.9	32.2	----	2.1	75.9	11.4	7.0	1.7	1.9
Florida	4.2	58.3	2.5	60.8	16.2	3.2	15.6	5.1	74.9	6.2	3.6	8.6	1.6
Georgia	4.0	70.8	1.4	72.2	14.0	2.1	7.7	4.4	80.1	3.7	2.2	8.4	1.2
Idaho	4.1	62.0	4.1	66.1	20.3	3.5	6.0	4.5	73.1	12.1	2.7	5.9	1.7
Illinois	3.3	55.6	2.2	57.8	22.4	9.2	7.3	3.9	69.2	12.0	5.3	7.6	2.0
Indiana	2.2	60.1	5.2	65.3	21.2	6.6	4.7	2.4	73.7	9.9	3.2	8.8	2.0
Iowa	3.6	62.4	1.2	63.6	24.7	2.4	5.7	3.9	69.3	13.2	3.3	10.3	----
Kansas	3.1	69.0	----	69.0	17.0	6.9	4.0	3.5	77.4	8.7	4.5	5.9	----
Kentucky	6.3	67.1	.9	68.0	13.6	8.0	4.1	7.1	77.5	7.0	2.7	3.7	2.0
Louisiana	3.7	54.2	4.1	58.3	18.4	11.3	8.3	4.7	72.5	5.4	3.6	11.6	2.2
Maine	3.5	57.5	5.4	62.9	27.7	3.3	2.6	3.7	66.8	10.1	5.8	12.3	1.3
Maryland	2.5	52.8	3.3	55.8	18.0	16.8	6.9	3.3	73.1	7.5	2.9	5.9	7.3
Massachusetts	3.4	60.3	3.9	64.2	17.6	11.7	3.1	4.0	75.4	10.8	4.7	5.1	----
Michigan	1.4	55.0	1.9	56.9	27.2	6.5	8.0	1.6	66.6	31.8	(1)	(1)	(1)
Minnesota	6.5	56.9	4.5	61.4	23.9	6.0	2.2	7.1	66.9	12.7	4.3	3.8	5.2
Mississippi [2]	4.1	56.5	2.6	59.1	24.2	9.0	3.6	4.7	67.7	4.6	3.5	16.5	3.0
Missouri	2.7	60.4	----	60.4	21.1	11.1	4.7	3.2	71.7	25.1	(1)	(1)	(1)
Montana	5.1	59.9	5.0	64.9	20.0	6.3	3.7	5.7	72.1	11.1	2.6	6.7	1.8
Nebraska	5.0	64.3	4.6	68.9	17.4	5.3	3.4	5.5	75.5	10.9	3.3	3.0	1.8
Nevada	5.6	54.4	6.6	61.0	22.4	5.2	5.8	6.3	68.5	12.7	3.3	8.1	1.1
New Hampshire	7.8	54.3	4.1	58.4	24.1	5.7	4.0	8.6	64.7	9.8	2.2	11.4	3.3
New Jersey	3.6	56.0	3.4	59.4	17.0	10.6	9.4	4.6	74.2	10.5	3.9	6.1	.7
New Mexico	5.2	60.2	1.6	61.8	21.8	6.2	5.0	5.8	69.6	7.4	3.8	11.0	2.4
New York	2.3	57.5	2.2	59.7	17.2	13.2	7.6	2.9	75.4	8.0	3.4	3.8	6.5
North Carolina	3.4	61.9	.7	62.6	17.3	4.6	12.1	4.1	75.1	6.2	3.1	10.0	1.5
North Dakota	1.5	57.1	3.0	60.1	28.6	3.5	6.3	1.6	66.6	11.4	2.5	15.0	2.9
Ohio	3.9	55.8	1.6	57.4	18.9	9.5	10.3	4.8	71.6	10.7	2.6	6.8	3.5
Oklahoma	5.0	69.5	2.7	72.2	17.7	2.8	2.3	5.3	76.1	8.3	2.9	5.1	2.3
Oregon	1.5	66.1	2.2	68.3	18.1	6.8	5.3	1.7	77.7	10.3	2.7	6.4	1.2
Pennsylvania	4.3	57.3	5.2	62.5	16.9	11.5	4.8	5.1	74.7	9.4	3.0	4.5	3.3
Rhode Island	2.7	50.4	3.0	53.4	17.7	18.0	8.2	3.7	72.4	11.3	3.9	7.1	1.6
South Carolina	4.7	70.6	1.0	71.6	11.8	2.7	9.2	5.4	81.3	4.0	1.3	7.2	.8
South Dakota	4.2	61.6	3.3	64.9	19.0	5.5	6.4	4.8	73.6	11.5	2.7	5.5	1.9
Tennessee	4.5	70.7	1.5	72.2	12.9	7.6	2.8	5.0	80.6	5.7	2.1	5.0	1.6
Texas	5.8	51.5	7.6	59.1	12.3	14.5	8.3	7.6	76.5	7.1	2.9	4.0	1.9
Utah	4.6	60.5	4.5	65.0	19.0	5.4	6.0	5.1	73.4	10.0	3.7	6.6	1.2
Vermont	4.8	61.3	4.8	66.1	24.3	1.8	3.0	5.1	69.4	10.4	4.5	9.2	1.4
Virginia	3.4	66.8	2.4	69.2	17.4	7.0	3.0	3.8	76.9	6.4	2.4	7.3	3.2
Washington	4.5	58.6	3.6	62.2	20.1	7.5	5.7	5.3	71.6	10.5	4.1	6.6	1.9
West Virginia	2.5	71.2	1.3	72.5	17.0	5.6	2.4	2.7	78.9	9.2	3.6	4.2	1.4
Wisconsin	3.8	57.3	3.7	61.0	18.6	15.1	1.5	4.5	73.2	11.5	5.0	4.9	.9
Wyoming	5.3	61.0	4.2	65.2	23.8	4.9	.8	5.6	69.1	9.2	3.3	11.1	1.7
Outlying parts of the United States													
Alaska	4.7	----	----	65.0	17.1	13.2	----	5.4	74.9	14.7	2.9	2.1	----
American Samoa	13.5	76.7	3.7	80.4	4.1	2.0	----	13.8	82.1	.3	3.8	----	----
Canal Zone	3.7	31.3	4.9	36.2	5.4	54.7	----	8.3	79.8	5.1	6.8	----	----
Guam	4.6	61.5	21.6	83.1	12.3	----	----	4.6	83.1	.7	6.6	.8	4.2
Hawaii	1.8	79.6	1.8	81.4	7.3	9.3	.2	2.0	90.0	3.2	4.0	.8	----
Philippine Islands	----	----	----	----	----	----	----	4.4	----	----	----	----	----
Puerto Rico	5.1	75.6	4.1	79.7	13.0	1.5	.7	5.2	81.5	5.8	1.9	5.1	.5
Virgin Islands	9.3	65.0	4.0	69.0	19.9	----	1.8	9.5	70.2	2.4	15.5	1.7	.7

[1] Included in operation.

[2] Based on 1930 expenditures.

TABLE 28.—SCHOOL FUNDS AND LANDS—PER CAPITA COSTS, 1931–32

State or outlying part	Annual income from funds and lands per pupil enrolled	Annual cost of education: Total per capita of population	Annual cost of education: Per pupil enrolled: For current expense [1]	Annual cost of education: Per pupil enrolled: For outlays	Annual cost of education: Per pupil in average daily attendance: For current expense [1]	Annual cost of education: Per pupil in average daily attendance: For outlays	Daily cost per pupil in average daily attendance: For current expense [1]	Daily cost per pupil in average daily attendance: For outlays
1	2	3	4	5	6	7	8	9
Continental United States	**$1.10**	**$17.31**	**$74.22**	**$8 03**	**$87.67**	**$9 48**	**$0.513**	**$0 055**
Alabama		6 78	27. 37	1. 06	34. 41	1 33	235	009
Arizona	2. 20	20 56	91. 29	2 79	110 39	3 37	634	.019
Arkansas	.09	6. 24	24. 08	2. 05	31. 70	2 69	.23	02
California	.49	25. 10	119. 98	13 35	139 30	15 50	.78	087
Colorado	2. 73	22 64	92. 84	3. 09	115 17	3. 84	.646	.022
Connecticut	75	20. 42	96. 82	5. 67	110 50	6. 47	.612	.036
Delaware	1. 74	20 40	89. 91	52 41	103 21	60 16	561	327
District of Columbia		28 04	104. 01	49 44	127. 54	60. 63	71	.337
Florida	.61	11 14	44 78	1. 50	56 26	1. 88	336	011
Georgia		6 59	25 27	.53	32 79	60	.239	005
Idaho	4 21	19. 30	69. 90	2. 53	81 64	2. 95	485	018
Illinois	75	18 03	89 85	9. 12	103. 66	10 52	.55	056
Indiana	4 91	17 70	78. 78	5 54	83. 42	5 87	.482	.034
Iowa	30	18. 00	78 39	1. 95	91 00	2. 26	.516	.013
Kansas	1 38	17 63	73 70	5. 45	80 99	5 98	471	035
Kentucky	.23	8 25	32. 64	2 84	43. 18	3 76	278	.024
Louisiana	35	9 65	40. 88	5. 22	49. 42	6. 31	.317	.04
Maine	.49	13 07	62. 54	2. 16	69. 24	2. 39	.388	013
Maryland		15. 61	74 52	15. 02	86 10	17. 36	461	.093
Massachusetts	.46	20. 05	97. 25	12 91	108 91	14. 46	.605	.08
Michigan	.37	20 11	93 95	6. 58	108. 04	7 56	579	041
Minnesota	5 15	19. 20	83 60	5. 33	98. 20	6. 26	548	035
Mississippi [2]	47	8. 85	28. 18	2 80	38 18	3 80	.282	028
Missouri	1. 03	13. 60	65. 00	8. 11	73. 91	9 21	414	052
Montana	6. 90	21. 94	92. 79	0. 28	102 62	6 95	.593	.04
Nebraska	3. 28	17. 86	72. 37	4. 07	83. 25	4 68	476	027
Nevada	7. 62	26. 23	116. 54	6. 40	141. 01	7. 74	802	044
New Hampshire	.49	15. 25	87. 98	5. 39	97 99	6. 00	551	.034
New Jersey	76	26 34	118. 92	14 07	141. 10	16. 70	771	.091
New Mexico	9. 33	15 71	58. 03	3. 80	75 97	4 98	445	.029
New York		26. 85	133. 60	20. 41	152. 85	23 35	.841	128
North Carolina	.36	9. 28	33. 17	1. 50	39 43	1 90	255	.012
North Dakota	8. 42	19. 61	78 29	2. 83	89 03	3. 24	.539	.019
Ohio	.32	18 20	85. 54	9 03	94. 27	9 96	.539	.057
Oklahoma	1. 55	11. 80	41. 56	1. 18	56. 73	1. 62	.331	.009
Oregon	2. 10	17. 01	78. 03	5. 74	81. 03	5. 96	503	.037
Pennsylvania	.06	18. 34	78. 76	10 20	91 13	11 80	.503	.065
Rhode Island	.12	20. 25	94. 00	20. 68	109 30	24. 05	601	.132
South Carolina		7. 16	25. 59	.71	32. 53	.90	.225	006
South Dakota	10. 18	20. 25	81. 20	4. 70	97 48	5. 64	.576	033
Tennessee	.23	8. 31	31. 69	2. 62	40. 42	3. 35	.253	.021
Texas	2. 62	13. 21	51 44	8 71	63. 70	10 78	.399	.068
Utah	1. 80	18. 01	62. 20	3. 55	68. 90	3. 93	.419	024
Vermont	58	12. 97	69 18	1. 30	78. 80	1 48	.451	.009
Virginia	.40	9 11	35. 38	2. 67	42. 73	3. 23	.254	019
Washington	.32	19. 32	81. 79	6 64	98. 64	8 01	55	.045
West Virginia	.13	14. 50	57. 03	3. 42	65. 52	3 93	.399	.024
Wisconsin	76	17. 80	77. 57	13. 83	88 11	15. 71	.491	.087
Wyoming	24. 10	25. 35	97. 46	4. 98	115. 90	5. 92	659	.034
Outlying parts of the United States								
Alaska		11. 75	112. 95	17. 27	136 86	20. 92	.805	123
American Samoa		18. 01	9. 24	.19				
Canal Zone		25. 38	64. 33	77. 60	78. 07	94. 18	.365	.441
Guam		3. 52	20. 33		21. 04		.111	
Hawaii		15. 06	68. 21	7. 02	72. 28	7. 44	395	.041
Philippine Islands		12. 34	9. 58	3. 11	10. 49	3 41	54	.017
Puerto Rico		3. 35	23. 00	.34	26 08	39	.137	002
Virgin Islands		5. 23	34. 84	.63	36. 29	66	.189	.003

[1] Including interest as in previous years.

[2] Based on 1930 receipts.

TABLE 29.—STATISTICS OF ELEMENTARY AND SECONDARY SCHOOLS FOR 23 STATES AND 2 TERRITORIES, 1931–32

I—ELEMENTARY DAY SCHOOLS, INCLUDING KINDERGARTEN

State or outlying part	Teachers, principals, and supervisors	Average daily attendance	Salaries of teachers, principals, and supervisors	Payments for current expenses	Payments for outlays	Average annual salaries of teachers, principals, and supervisors	Cost per pupil attending: For current expenses	Cost per pupil attending: For outlays
1	2	3	4	5	6	7	8	9
Continental U S	**216, 642**	**5,766,642**	**$258,284,080**	**$347,214,101**	**$28,289,349**	**$1, 192**	**$60. 21**	**$7. 33**
Alabama	12, 103	304, 599	7, 267, 592	8, 972, 852		600	22 74	------
Arizona	2, 667	65, 709	3, 993, 600	5, 436, 556	179, 847	1, 497	82. 74	2. 74
Arkansas	9, 079	264, 340	4, 402, 683	5, 606, 806		495	21 21	------
California	24, 737	655, 190	47, 029, 638	61, 042, 182	6, 651, 521	1, 901	94. 54	10. 15
Connecticut	7, 679	211, 381	13, 073, 543	18, 847, 523	992, 563	1, 781	89 16	4. 70
District of Columbia	1, 781	47, 692	3, 864, 007	5, 206, 120	1, 797, 064	2, 170	110. 42	22. 64
Florida	7, 001	222, 958	5, 796, 127	7, 746, 986	321, 012	725	34 74	1. 44
Indiana	14, 867	467, 213	19, 016, 412	29, 046, 818		1, 319	62. 17	------
Kentucky	14, 027	402, 013	9, 941, 993	12, 085, 736		709	30. 06	------
Maine	5, 034	115, 634	4, 233, 085	6, 030, 256		841	60. 01	------
Maryland	6, 212	188, 574	8, 703, 457	12, 328, 133	1, 971, 758	1, 401	65. 38	10. 46
Montana	4, 690	80, 853	5, 173, 209	7, 308, 559	332, 251	1, 103	90 39	4. 11
Nebraska	11, 343	214, 466	10, 429, 986	13, 703, 402	570, 339	920	64. 32	2. 66
Nevada	665	12, 419	866, 644	1, 454, 987	66, 256	1, 409	117 16	5. 34
New Hampshire	2, 282	53, 366	2, 571, 957	3, 981, 604		1, 127	74. 61	------
New Jersey	20, 662	530, 388	41, 971, 547	57, 533, 422	7, 613, 788	2, 031	108 48	14. 36
Oregon	5, 506	140, 706	7, 414, 007	9, 448, 841	975, 392	1, 347	67 15	6 93
South Carolina	10, 841	323, 938	6, 399, 450	7, 340, 566	213, 192	590	22. 66	.66
Tennessee	15, 533	435, 678	11, 027, 030	13, 240, 494	1, 142, 735	710	30 39	2. 62
Utah	2, 709	80, 686	3, 040, 943	4, 104, 245	126, 237	1, 123	50. 87	1. 56
Washington	8, 220	209, 006	11, 892, 262	16, 603, 718		1, 445	79. 44	------
West Virginia	12, 802	289, 205	11, 727, 006	14, 327, 920	774, 482	916	49. 54	2. 68
Wisconsin	15, 203	360, 628	17, 004, 553	23, 856, 455	4, 500, 912	1, 118	66. 15	12. 65
Outlying parts of the United States								
Canal Zone	142	4, 706	206, 072	274, 958	97, 047	1, 451	58 43	20 62
Puerto Rico	4, 237	105, 971	3, 741, 202	4, 602, 058	78, 780	883	23. 48	40

II—SEPARATELY ORGANIZED JUNIOR HIGH SCHOOLS

Continental U.S	**9, 100**	**222, 730**	**$15, 209, 880**	**$20, 037, 672**	**$3, 912, 556**	**$1, 671**	**$89. 96**	**$21. 87**
Arizona	38	779	57, 998	72, 740	635	1, 526	93. 38	.82
Arkansas	534	14, 224	474, 513	608, 007		889	42. 75	------
Connecticut	568	15, 031	1, 332, 757	1, 706, 009	143, 495	2, 346	113. 51	9. 55
District of Columbia	531	12, 676	1, 238, 660	1, 683, 163	1, 317, 982	2, 333	132. 78	103 97
Florida	1, 567	37, 193	1, 631, 471	2, 133, 780	35, 809	1, 011	57. 37	.96
Indiana	1, 185	29, 580	1, 595, 287	2, 104, 021		1, 346	71. 13	------
Maryland	824	20, 048	1, 559, 103	2, 023, 363	1, 209, 929	1, 892	96. 59	60. 62
New Jersey	1, 598	34, 685	3, 729, 340	4, 865, 264	394, 687	2, 334	140 27	11 38
Oregon	262	5, 708	360, 067	452, 263	3, 543	1, 374	79 23	62
Utah	844	20, 454	1, 092, 094	1, 497, 632	36, 416	1, 294	73 22	1. 78
Wisconsin	1, 149	31, 452	2, 138, 590	2, 891, 340	710, 000	1, 861	91. 93	22. 57
Outlying part of the United States								
Canal Zone	37	965	53, 349	76, 332	164, 922	1, 442	79. 10	170 90

TABLE 29.—STATISTICS OF ELEMENTARY AND SECONDARY SCHOOLS FOR 23 STATES AND 2 TERRITORIES, 1931–32—Con.

III—JUNIOR-SENIOR HIGH SCHOOL UNDER 1 ORGANIZATION

State or outlying part	Teachers, principals, and supervisors	Average daily attendance	Salaries of teachers, principals, and supervisors	Payments for current expenses	Payments for outlays	Average annual salaries of teachers, principals, and supervisors	Cost per pupil attending	
							For current expenses	For outlays
1	2	3	4	5	6	7	8	9
Continental U.S.	**10,691**	**236,480**	**$13,305,279**	**$17,141,910**	**$757,773**	**$1,245**	**$72.49**	**$8 91**
Alabama	4,963	114,298	4,853,692	6,072,840	----------	978	53 16	------
Arkansas	1,470	37,156	1,285,206	1,586,757	----------	874	42 71	------
New Jersey	315	6,675	721,688	978,143	87,481	2,291	146 54	13 11
West Virginia	3,943	78,111	6,411,693	8,504,170	670,292	1,634	108 46	8.55

IV—SEPARATELY ORGANIZED SENIOR HIGH SCHOOLS

Continental U S	**12,348**	**258,060**	**$23,022,230**	**$31,311,467**	**$1,769,120**	**$1,864**	**$121.33**	**$17 77**
[illegible]	26	619	52,743	67,099	7,383	2,029	103 39	11 38
Arkansas	267	5,951	371,837	505,780	----------	1,393	84.99	------
Florida	1,881	32,577	2,493,615	3,229,881	194,255	1,324	99 15	5.96
Indiana	7,239	152,555	13,644,251	19,043,478	----------	1,885	124.83	------
Maryland	582	13,844	1,276,940	1,735,849	35,293	2,194	125 39	2.55
New Jersey	850	17,780	2,414,171	3,030,951	666,197	2,840	170.81	37 47
Oregon	308	6,222	424,090	593,379	17,992	1,377	95 37	2.89
Wisconsin	1,102	28,482	2,314,550	3,099,050	848,000	1,907	108.81	29 77
Outlying part of the United States, Canal Zone	30	666	81,708	102,593	334,842	----------	154 04	502.77

V—REGULAR AND VOCATIONAL HIGH SCHOOLS

Continental U.S	**37,055**	**793,128**	**$65,843,146**	**$89,917,069**	**$10,278,538**	**$1,780**	**$113.37**	**$17 42**
Arizona	726	13,825	1,443,608	2,053,915	85,102	1,989	148 57	6.16
Arkansas	568	17,238	462,281	565,029	----------	772	32.78	------
Connecticut	2,397	58,791	5,963,421	8,076,917	709,251	2,488	137 38	12.06
District of Columbia	580	13,102	1,665,760	2,220,199	1,339,203	2,872	169 45	102.21
Kentucky	3,470	61,429	4,992,668	5,666,346	----------	1,344	92.24	------
Maine	1,288	30,465	1,757,093	2,538,712	----------	1,387	83 33	------
Maryland	1,251	26,032	2,089,718	2,946,374	1,051,966	1,569	113 18	40.41
Montana	1,280	26,871	1,893,199	2,708,163	410,210	1,479	100 78	15.49
Nebraska	3,800	67,422	5,490,272	7,574,722	748,259	1,445	112.35	11.10
Nevada	229	3,978	329,570	578,568	60,711	1,439	145.44	15.26
New Hampshire	801	15,290	1,305,318	1,905,296	----------	1,630	124.86	------
New Jersey	4,503	102,421	12,399,728	17,057,987	2,794,064	2,747	166.54	27 28
Oregon	1,800	44,588	3,131,675	4,319,897	177,847	1,740	96.88	3 99
South Carolina	2,349	49,780	2,413,932	3,070,350	122,083	1,028	61 68	2.45
Tennessee	3,320	67,300	4,547,528	5,496,002	539,834	1,370	81 66	8.02
Utah	931	20,191	1,478,650	2,188,595	338,132	1,588	83.56	12.91
Washington	3,355	78,721	6,096,146	8,630,499	----------	1,817	109 63	------
Wisconsin	4,346	89,708	8,892,590	12,319,492	1,895,816	2,046	137 33	21.13
Outlying part of the United States, Puerto Rico	349	6,142	304,331	357,142	----------	872	58 15	------

TABLE 30.—ENROLLMENTS BY LENGTH OF SCHOOL TERM IN 2[illegible] STATES IN PUBLIC DAY SCHOOLS THAT WERE ACTUALLY IN SESSION THE FOLLOWING LENGTH OF TERM IN 1931–32

State or outlying part	Number of days								Total enrollment
	90 or less	91–110	111–130	131–150	151–170	171–190	191–210	More than 210	
1	2	3	4	5	6	7	8	9	10
Continental U S.	192,644	209,647	304,628	407,163	2,622,546	7,461,329	411,730	712	11,610,39[illegible]
Alabama	46,144	64,253	48,359	173,814	52,002	255,438			640,01[illegible]
Arkansas	56,223	47,022	62,852	35,580	116,355	128,119			446,15[illegible]
Connecticut						321,204			321,20[illegible]
Delaware					63	43,546		202	43,81[illegible]
District of Columbia						90,087			90,08[illegible]
Florida					367,758				367,75[illegible]
Georgia		42,611	149,074	108,343	60,020	382,708			742,75[illegible]
Indiana					312,148	309,981	65,500		687,62[illegible]
Kansas					116,084	273,135			389,21[illegible]
Louisiana	33,116	38,039	23,271	11,636	46,989	294,466			447,51[illegible]
Maine	4			427	19,204	142,033	88		161,75[illegible]
Maryland	53		14		21,972	227,294	41,511		290,84[illegible]
Massachusetts					19,171	763,054			782,225
Minnesota				5,575	85,289	465,884	1,400		558,148
Nebraska		37	122	532	7,760	315,790			324,241
New Jersey					19,991	746,526	54,962	53	821,532
Ohio					496,181	803,031			1,299,212
Oregon					150,000	54,000	792		204,792
Pennsylvania					317,045	1,402,880	247,361		1,967,286
Rhode Island						122,666	116	457	123,239
South Dakota					12,031	152,833			164,914
Utah			580	18,069	68,095	54,304			141,048
Wisconsin	57,104	17,685	20,356	53,187	314,418	75,600			538,350
Wyoming					19,920	36,750			56,670
Outlying parts of the United States									
Alaska					1,688	3,613			5,301
Canal Zone						3,276		4,415	7,691
Guam						3,464			3,464
Hawaii						78,663			78,663
Puerto Rico							229,169		229,169
Virgin Islands						3,242			3,242

TABLE 31.—STATISTICS OF WHITE AND NEGRO SCHOOL POPULATION, ENROLLMENT, AND TEACHERS IN 18 STATES 1931–32

State	Population 5 to 17 years of age, inclusive		Percent of school population		Enrollment in elementary and secondary schools		Ratio of enrollment in public schools to school population		Number of teachers employed	
	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro
1	2	3	4	5	6	7	8	9	10	11
Continental U.S.	**9,174,600**	**2,903,700**	**76 0**	**24 0**	**7,562,872**	**2,353,320**	**0.824**	**0.810**	**234,958**	**54,242**
Alabama	520,600	293,500	64.3	35 7	432,699	207,137	.817	706	12,714	4,365
Arkansas	421,500	138,100	75.3	24 7	345,542	100,609	820	.729	9,447	2,247
Delaware	50,100	8,100	86.1	13 9	37,615	6,907	.751	.853	1,310	210
District of Columbia	62,700	26,700	70.1	29.9	59,698	30,389	952	1 138	1,873	878
Florida	276,100	115,000	70.6	29 4	266,201	101,557	.964	883	8,491	2,581
Georgia	552,000	338,100	62.0	38.0	479,655	263,101	869	778	14,007	5,527
Kentucky	705,000	54,100	92.9	7 1	565,135	47,984	.802	.887	14,842	1,578
Louisiana	385,200	227,000	62.9	37 1	286,988	160,529	745	707	9,263	3,182
Maryland	336,800	70,700	82.7	17.3	234,039	54,130	.695	766	7,271	1,529
Mississippi	302,100	313,700	49.1	50.9	292,634	289,125	969	922	9,802	5,730
Missouri	814,000	46,200	94.6	5 4	645,559	38,271	.793	828	23,312	1,276
North Carolina	729,400	323,900	69.2	30.8	599,900	265,781	.822	.821	16,449	6,056
Oklahoma	653,000	49,400	93 0	7 0	622,999	50,298	.954	1 018	16,660	1,500
South Carolina	305,000	289,700	51.3	48.7	251,364	223,710	824	.772	8,460	4,593
Tennessee	629,200	128,300	83 1	16 9	527,954	113,597	.839	885	16,374	2,864
Texas	1,411,100	242,700	85 3	14.7	1,095,350	214,396	776	883	36,501	5,208
Virginia	511,400	208,300	71 1	28.9	422,957	160,025	827	.768	12,802	3,917
West Virginia	500,400	30,200	94 3	5 7	396,583	25,774	793	853	15,380	1,001

TABLE 32.—SCHOOL TERM AND SCHOOL ATTENDANCE OF WHITE AND NEGRO PUPILS IN 17 STATES, 1931–32

State	Length of school term (days) in—		Average number of days attended by each pupil enrolled in—		Percent of school term not attended in—		Percent of pupils attending daily in—	
	White schools	Negro schools	White schools	Negro schools	White schools	Negro schools	White schools	Negro schools
1	2	3	4	5	6	7	8	9
Continental United States	**164**	**135**	**133**	**103**	**19**	**23**	**81**	**77**
Alabama	156	127	124	101	20	21	80	79
Arkansas	143	116	112	81	22	31	78	69
Delaware	184	185	162	153	12	17	88	83
District of Columbia	180	179	147	146	19	18	81	82
Florida	170	162	135	130	20	20	80	80
Georgia	146	121	114	90	22	25	78	75
Kentucky	159	105	122	74	24	26	76	74
Louisiana	176	119	147	97	17	19	83	81
Maryland	189	179	165	147	12	18	88	82
Mississippi					23	29	77	71
North Carolina	159	143	137	114	14	21	86	79
Oklahoma	171	169	126	120	27	29	73	71
South Carolina	169	114	137	86	19	24	81	76
Tennessee	161	154	126	121	22	21	78	79
Texas	164	137	134	104	18	24	82	76
Virginia	170	163	144	128	16	22	84	78
West Virginia					13	10	87	90

TABLE 33.—GRADE ENROLLMENTS OF WHITE AND NEGRO PUPILS IN 17 STATES, 1931–32

Grade	White pupils		Negro pupils	
	Number	Percent of total	Number	Percent of total
1	2	3	4	5
Kindergarten	61,416	0 8	4,340	0 2
First	1,338,969	17 7	787,604	33 5
Second	884,893	11 7	334,156	14 2
Third	843,340	11 2	295,788	12 6
Fourth	808,622	10 7	261,962	11 1
Fifth	736,070	9.7	211,539	9 0
Sixth	660,397	8 7	161,336	6 8
Seventh	576,613	7 6	117,596	5 0
Eighth	314,642	4 2	43,018	1 8
First year high school	457,531	6 1	55,422	2.3
Second year high school	361,443	4 8	37,675	1 6
Third year high school	288,901	3 8	24,926	1 1
Fourth year high school	229,861	3 0	17,952	.8
Postgraduate	174	----------	6	----------
Total	7,562,872	100 0	2,353,320	100.0

TABLE 34.—TOTAL ENROLLMENT OF NEGRO PUPILS IN 18 STATES, 1931–32

State	Kindergarten and elementary			Secondary			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Continental U.S.	1,078,734	1,138,605	2,217,339	50,726	85,255	135,981	1,129,460	1,223,860	2,353,320
Alabama	98,278	100,684	198,962	2,591	5,584	8,175	100,869	106,268	207,137
Arkansas	47,922	49,314	97,236	1,281	2,092	3,373	49,203	51,406	100,609
Delaware	3,070	3,153	6,223	291	393	684	3,361	3,546	6,907
District of Columbia	12,298	13,144	25,442	2,003	2,944	4,947	14,301	16,088	30,389
Florida	46,672	50,857	97,529	1,489	2,539	4,028	48,161	53,396	101,557
Georgia	120,392	133,917	254,309	2,942	5,850	8,792	123,334	139,767	263,101
Kentucky	21,779	21,528	43,307	1,838	2,839	4,677	23,617	24,367	47,984
Louisiana	73,995	79,290	153,285	2,433	4,811	7,244	76,428	84,101	160,529
Maryland	24,058	24,589	48,647	2,309	3,174	5,483	26,367	27,763	54,130
Mississippi	138,760	144,709	283,469	2,018	3,638	5,656	140,778	148,347	289,125
Missouri	16,471	16,747	33,218	2,201	2,852	5,053	18,672	19,599	38,271
North Carolina [1]	118,832	127,915	246,747	6,517	12,517	19,034	125,349	140,432	265,781
Oklahoma	22,874	22,641	45,515	2,048	2,735	4,783	24,922	25,376	50,298
South Carolina	101,190	113,109	214,299	3,107	6,304	9,411	104,297	119,413	223,710
Tennessee	52,144	53,213	105,357	3,091	5,149	8,240	55,235	58,362	113,597
Texas	95,604	96,186	191,790	9,385	13,221	22,606	104,989	109,407	214,396
Virginia	73,226	76,184	149,410	3,828	6,787	10,615	77,054	82,971	160,025
West Virginia	11,169	11,425	22,594	1,354	1,826	3,180	12,523	13,251	25,774

[1] Sex estimated.

TABLE 35.—STATISTICS OF NEGRO SCHOOLS—ATTENDANCE AND TEACHERS IN 18 STATES, 1931-32

State	Average daily attendance			Aggregate days attended			Teachers								
	Elementary schools	Secondary schools	Total	Elementary schools	Secondary schools	Total	Elementary schools			Secondary schools			Total		
							Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Continental U.S.	[1] 1,145,485	[1] 75,859	1,809,846	[1] 116,963,001	[1] 9,604,858	942,978,653	6,288	42,031	48,997	2,761	3,184	5,945	9,027	45,215	54,242
Alabama	157,689	6,540	164,229	19,799,527	1,052,940	20,852,467	377	3,420	3,797	221	347	568	598	3,767	4,365
Arkansas	66,787	2,776	69,563	7,687,589	415,994	8,103,563	516	1,609	2,125	52	70	122	568	1,679	2,247
Delaware	5,167	568	5,735	948,863	110,874	1,059,737	23	165	188	9	13	22	32	178	210
District of Columbia	21,026	3,864	24,890	3,743,797	699,384	4,443,181	74	614	688	72	118	190	146	732	878
Florida	78,038	3,313	81,351	12,584,008	583,120	13,167,128	269	2,134	2,403	66	112	178	335	2,246	2,581
Georgia			196,600			23,768,600	377	4,742	5,119	210	198	408	587	4,940	5,527
Kentucky	32,410	2,938	35,348			[1] 5,620,332	205	1,096	1,301	134	143	277	339	1,239	1,578
Louisiana	124,563	6,074	130,637	14,887,668	725,843	15,613,511	404	2,400	2,804	100	278	378	504	2,678	3,182
Maryland	39,766	4,701	44,467	7,088,307	857,820	7,946,127	159	1,163	1,322	93	114	207	252	1,277	1,529
Mississippi	200,057	4,278	204,335			[2] 21,376,755	813	4,407	5,220	314	196	510	1,127	4,603	5,730
Missouri			[2] 28,193			[2] 4,792,810	126	886	1,012	172	92	264	298	978	1,276
North Carolina			211,219			30,281,847	704	4,786	5,490	255	311	566	959	5,097	6,056
Oklahoma	31,988	3,826	35,814			6,052,566	204	1,011	1,215	147	138	285	351	1,149	1,500
South Carolina	161,606	7,648	169,254	18,094,493	1,211,364	19,305,857	613	3,660	4,273	147	173	320	760	3,833	4,593
Tennessee	82,839	6,613	89,452	12,659,871	1,082,724	13,742,595	434	2,111	2,545	158	161	319	592	2,272	2,864
Texas	143,103	19,840	162,943	19,493,898	2,864,775	22,358,673	588	3,939	4,527	314	367	681	902	4,306	5,208
Virginia			125,510			20,467,712	318	3,226	3,544	159	214	373	477	3,440	3,917
West Virginia	20,426	2,860	23,286			[2] 4,005,192	[3] 62	[3] 662	724	[3] 138	[3] 139	277	[3] 200	[3] 801	1,001

[1] Total States reporting this item
[2] Estimated basis 1930
[3] Sex estimated basis 1930.

TABLE 36.—GRADE ENROLLMENT OF NEGRO PUPILS, BY STATES, IN 18 STATES, 1931–32

State	In kindergarten and elementary grades										In secondary grades						Grand total
	Kindergarten	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Total kindergarten and elementary	First year	Second year	Third year	Fourth year	Post-graduate	Total secondary	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Continental U.S.	4,340	787,604	534,156	495,788	361,962	311,589	161,336	117,596	43,018	2,217,389	55,492	37,675	24,928	17,952	6	135,981	2,353,370
Alabama	.....	75,892	28,914	26,256	23,156	18,793	14,428	7,143	4,360	198,962	3,359	2,046	1,522	1,178	.....	8,175	207,137
Arkansas	.....	32,103	14,245	13,078	12,425	9,869	7,221	4,843	3,454	97,236	1,513	924	801	375	.....	3,373	100,609
Delaware	88	1,394	802	803	772	837	865	476	356	6,223	302	217	93	72	.....	684	6,907
District of Columbia	2,008	4,446	3,626	3,067	2,866	2,787	2,457	2,109	2,046	25,442	1,758	1,501	909	779	.....	4,947	30,389
Florida	.....	38,613	13,248	12,536	10,941	8,742	6,733	3,905	2,721	97,539	1,704	1,061	736	527	.....	4,028	101,567
Georgia	604	93,895	44,015	35,815	30,048	22,547	15,738	10,167	1,460	254,309	4,008	2,558	1,357	809	.....	8,792	263,101
Kentucky [1]	.....	13,526	5,905	5,236	4,736	4,439	3,409	3,059	2,897	43,307	1,605	1,459	929	684	.....	4,677	47,984
Louisiana	.....	85,148	23,453	20,387	18,068	12,416	8,124	5,671	.....	153,265	2,854	1,978	1,420	952	.....	7,244	160,529
Maryland	1,052	10,222	7,584	7,672	6,562	5,757	4,766	3,738	1,244	48,647	2,166	1,478	1,025	813	.....	5,483	54,130
Mississippi	.....	106,698	41,927	36,921	30,790	24,534	18,716	13,403	10,180	283,469	2,836	1,592	759	469	.....	5,656	289,125
Missouri [2]	.....	5,204	4,472	4,376	4,227	4,178	3,912	3,556	3,293	33,218	2,056	1,394	784	789	6	5,023	38,271
North Carolina	.....	92,952	35,072	31,891	29,426	23,757	18,351	15,296	.....	246,747	7,430	5,259	3,651	2,644	.....	19,084	265,831
Oklahoma	501	12,748	5,695	5,801	5,567	4,795	3,979	3,553	2,856	45,515	1,850	1,272	868	734	.....	4,724	50,239
South Carolina	.....	87,117	35,313	28,246	24,049	18,482	12,768	8,324	.....	214,299	4,212	2,579	1,512	808	.....	9,111	223,710
Tennessee	.....	32,094	14,880	13,518	12,558	10,756	8,923	6,531	5,792	105,357	3,052	2,313	1,609	1,237	.....	8,210	113,567
Texas	.....	64,722	27,263	25,068	23,261	19,770	16,919	14,787	.....	191,790	9,114	6,169	4,281	3,012	.....	22,606	214,396
Virginia	87	45,211	24,690	21,943	19,554	16,078	12,103	8,881	883	149,410	4,342	2,919	1,836	1,415	.....	10,515	159,925
West Virginia	.....	5,621	3,052	3,076	2,916	2,702	2,089	1,712	1,435	22,594	1,151	858	638	303	.....	3,180	25,774

[1] Distribution estimated basis 1930 report.
[2] Distribution estimated.

TABLE 37.—ENROLLMENTS IN URBAN AND RURAL PUBLIC DAY SCHOOLS COMPARED

State	Population, 1930		Population 5–17 years, both inclusive 1930		Enrollment, 1931–32			
					Urban		Rural	
	Urban	Rural	Urban	Rural	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9
Continental U S	**68, 954, 823**	**53, 820, 223**	**15, 685, 345**	**15, 885, 977**	**6, 819, 884**	**6, 633, 954**	**6, 517, 854**	**6, 303, 749**
Alabama	744, 273	1, 901, 975	184, 349	633, 016	78, 883	81, 080	244, 449	235, 424
Arizona	149, 856	285, 717	35, 686	81, 532	23, 169	21, 767	26, 124	26, 840
Arkansas	382, 878	1, 471, 604	90, 330	469, 718	51, 262	52, 191	173, 386	169, 312
California	4, 100, 596	1, 516, 655	780, 242	358, 982	442, 917	423, 469	134, 931	122, 233
Colorado	519, 882	515, 909	111, 703	149, 045	60, 325	58, 630	65, 764	62, 355
Connecticut	1, 131, 770	475, 133	282, 020	120, 753	121, 490	115, 186	47, 172	41, 645
Delaware	123, 146	115, 231	28, 386	29, 224	11, 454	10, 948	11, 253	10, 867
District of Columbia	486, 869	----------	88, 104	----------	44, 020	45, 467	----------	----------
Florida	759, 778	708, 433	171, 792	206, 654	100, 411	102, 458	82, 514	82, 375
Georgia	895, 492	2, 013, 014	222, 597	672, 126	101, 560	110, 765	258, 954	271, 477
Idaho	129, 507	315, 525	33, 126	94, 075	20, 931	20, 993	39, 679	37, 520
Illinois	5, 635, 727	1, 994, 927	1, 240, 216	530, 099	478, 614	448, 053	254, 432	234, 454
Indiana	1, 705, 892	1, 412, 611	400, 536	383, 017	181, 757	175, 416	170, 293	160, 163
Iowa	979, 202	1, 191, 647	216, 070	398, 670	105, 551	104, 802	175, 628	169, 360
Kansas	720, 834	1, 151, 165	165, 483	310, 981	87, 459	86, 380	127, 813	119, 702
Kentucky	799, 026	1, 815, 563	178, 036	575, 027	73, 544	73, 338	237, 715	228, 522
Louisiana	833, 532	1, 268, 061	196, 477	409, 841	78, 825	82, 894	143, 169	142, 629
Maine	321, 506	475, 917	74, 602	121, 194	30, 738	29, 773	51, 420	49, 825
Maryland	971, 869	656, 657	220, 854	181, 708	82, 064	79, 968	64, 413	61, 724
Massachusetts	3, 831, 426	418, 188	807, 837	101, 859	353, 362	337, 346	48, 786	42, 731
Michigan	3, 302, 075	1, 540, 250	768, 935	426, 122	318, 363	311, 522	174, 897	192, 043
Minnesota	1, 257, 616	1, 306, 337	284, 670	372, 414	130, 379	130, 340	151, 830	145, 599
Mississippi	338, 850	1, 670, 971	78, 452	534, 696	38, 497	41, 286	250, 205	251, 771
Missouri	1, 859, 119	1, 770, 248	373, 567	486, 527	156, 562	151, 822	191, 437	184, 009
Montana	181, 036	356, 570	41, 716	99, 033	19, 313	18, 620	41, 511	39, 690
Nebraska	486, 107	891, 856	109, 813	247, 835	55, 685	54, 560	108, 610	105, 386
Nevada	34, 464	56, 594	6, 549	12, 458	4, 853	4, 687	5, 373	4, 927
New Hampshire	273, 079	192, 214	64, 933	44, 308	20, 765	19, 708	18, 312	17, 646
New Jersey	3, 339, 244	702, 090	809, 568	175, 706	343, 427	324, 197	80, 987	72, 921
New Mexico	106, 816	316, 501	28, 142	99, 182	14, 878	14, 480	40, 331	39, 836
New York	10, 521, 952	2, 066, 114	2, 302, 900	489, 906	910, 029	867, 929	240, 805	221, 433
North Carolina	809, 847	2, 360, 429	215, 064	815, 253	103, 980	108, 190	328, 861	324, 650
North Dakota	113, 306	567, 530	27, 807	176, 203	11, 415	11, 781	72, 117	70, 295
Ohio	4, 507, 371	2, 139, 326	1, 022, 527	577, 027	432, 370	414, 625	233, 694	218, 523
Oklahoma	821, 681	1, 574, 359	192, 040	503, 294	105, 564	103, 340	237, 678	226, 715
Oregon	489, 746	464, 040	97, 218	116, 961	52, 010	51, 111	51, 506	50, 165
Pennsylvania	6, 533, 511	3, 097, 839	1, 628, 881	921, 023	639, 449	616, 630	385, 401	366, 559
Rhode Island	635, 429	52, 068	157, 081	12, 808	59, 139	56, 259	3, 808	3, 973
South Carolina	371, 080	1, 367, 685	100, 557	491, 490	54, 512	59, 325	176, 482	184, 755
South Dakota	130, 907	561, 942	30, 982	164, 495	15, 357	15, 617	67, 922	66, 018
Tennessee	896, 538	1, 720, 018	206, 293	545, 880	90, 064	93, 589	232, 741	225, 157
Texas	2, 389, 348	3, 435, 367	561, 662	1, 066, 174	271, 796	266, 038	395, 420	376, 492
Utah	266, 264	241, 583	73, 390	80, 296	37, 504	36, 723	34, 769	32, 052
Vermont	118, 760	240, 845	26, 571	60, 992	10, 346	10, 416	23, 486	22, 011
Virginia	785, 537	1, 636, 314	187, 802	528, 643	82, 756	85, 077	207, 344	207, 805
Washington	884, 539	678, 857	182, 223	174, 805	99, 345	96, 187	79, 026	72, 435
West Virginia	491, 504	1, 237, 701	122, 131	398, 105	60, 913	60, 104	154, 766	146, 574
Wisconsin	1, 553, 843	1, 385, 163	349, 026	394, 818	141, 689	139, 071	151, 726	147, 119
Wyoming	70, 097	155, 468	16, 393	41, 402	9, 988	9, 796	18, 854	18, 032

TABLE 38.—ENROLLMENT OF URBAN PUPILS BY GRADES, 1931–32

State	In kindergarten and elementary grades										In secondary grades						Grand total
	Kindergarten	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Total	First year	Second year	Third year	Fourth year	Post-graduate	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Continental U.S.	614,876	1,552,913	1,295,590	1,240,356	1,218,239	1,203,741	1,129,677	1,061,714	921,559	10,237,765	1,093,847	876,627	672,173	541,827	33,090	3,216,073	13,453,838
Alabama	170	27,519	18,985	18,127	16,963	15,881	13,708	11,598	8,819	131,860	9,324	7,525	6,532	4,722	.....	28,103	159,963
Arizona	2,172	7,550	5,093	4,811	4,532	4,472	3,963	3,870	3,179	39,142	1,815	1,425	1,158	1,145	251	5,794	44,936
Arkansas	62	15,684	11,445	10,654	10,148	9,499	8,614	7,852	6,927	80,883	6,902	5,936	5,252	4,490	.....	22,570	103,453
California	69,829	96,260	73,863	71,979	71,007	70,264	65,238	62,057	62,318	642,844	65,120	61,405	48,215	37,531	11,171	223,742	866,586
Colorado	7,678	13,084	11,097	10,779	10,637	10,108	9,763	9,088	8,545	90,779	9,113	7,859	6,198	5,006	.....	28,176	118,955
Connecticut	15,276	23,110	21,673	21,514	20,804	21,552	21,066	20,110	18,736	163,841	18,814	14,552	11,134	7,930	403	52,835	216,676
Delaware	356	2,103	1,912	1,900	1,966	2,106	2,068	2,053	2,011	16,535	2,052	1,609	1,163	956	27	5,807	22,402
District of Columbia	6,665	11,238	9,172	8,152	7,912	7,825	7,136	6,778	6,528	71,406	6,334	5,345	3,906	3,096	.....	18,681	90,087
Florida	551	33,242	21,963	20,859	20,527	20,375	18,302	14,927	13,018	163,814	12,869	11,426	8,304	6,454	.....	39,055	202,869
Georgia	5,704	36,481	25,634	23,790	22,636	20,874	16,919	15,387	6,562	174,267	12,996	11,009	7,758	6,275	.....	38,038	212,305
Idaho	.....	4,104	3,660	3,667	3,528	3,720	3,415	3,453	3,364	28,811	4,110	3,494	2,915	2,591	.....	13,113	41,924
Illinois	61,507	104,099	86,603	83,150	82,506	83,368	80,959	78,400	78,175	736,898	67,605	53,073	34,510	26,157	6,444	187,779	924,677
Indiana	16,982	37,935	32,746	31,461	30,867	30,616	29,432	26,796	25,240	262,079	30,804	25,021	20,037	15,745	456	92,063	354,142
Iowa	10,291	18,897	17,614	16,923	17,116	17,155	16,378	15,373	15,120	150,870	17,796	15,557	13,478	11,855	707	59,393	210,263
Kansas	4,966	23,122	15,773	14,900	15,161	14,626	13,709	12,800	12,346	127,424	14,154	13,063	9,946	8,508	744	46,415	173,839
Kentucky	4,493	21,004	16,125	15,154	14,237	13,333	11,961	10,877	9,379	116,563	10,326	8,293	6,456	5,234	.....	30,309	146,872
Louisiana	5,008	26,930	20,511	17,872	17,720	15,695	13,406	10,851	.....	128,093	10,623	8,432	8,029	6,542	.....	33,626	161,719
Maine	3,720	6,331	5,308	5,230	5,040	5,031	5,162	4,491	4,567	44,900	5,142	4,115	3,459	2,895	.....	15,611	60,511
Maryland	5,575	20,852	17,633	17,462	15,770	15,599	15,075	12,457	10,071	130,623	11,327	8,452	6,412	5,035	133	31,409	162,032
Massachusetts	24,954	66,827	64,280	61,351	61,769	62,428	61,631	58,294	54,725	516,262	57,474	46,914	37,069	28,725	4,234	174,416	690,705
Michigan	52,510	63,413	58,089	52,939	51,416	52,178	48,245	47,097	45,364	471,251	50,804	44,845	33,351	26,681	3,053	158,634	629,885
Minnesota	19,411	22,970	21,092	20,622	20,594	20,560	19,753	19,473	19,747	184,222	23,587	21,243	16,623	13,639	1,405	76,497	260,719
Mississippi	2,240	15,055	8,996	8,221	7,532	7,094	5,973	5,493	4,830	65,484	4,848	3,878	2,933	2,642	.....	14,299	79,783
Missouri	16,740	33,745	29,856	28,606	28,232	27,050	25,272	21,753	22,644	233,788	28,057	19,424	16,816	10,299	.....	74,596	308,384
Montana	508	4,452	3,624	3,542	3,706	3,740	3,688	3,623	2,732	29,713	2,906	2,067	1,575	1,415	157	8,220	37,933
Nebraska	7,922	10,108	9,517	9,363	8,921	9,114	8,521	7,791	7,732	78,989	9,898	7,785	7,442	6,131	.....	31,256	110,245
Nevada	566	990	843	782	735	808	822	681	725	6,952	965	600	596	421	3	2,588	9,540
New Hampshire	2,070	3,655	3,268	3,296	3,343	3,392	3,316	3,413	3,460	29,203	3,952	3,161	2,400	1,757	.....	11,270	40,473
New Jersey	43,610	73,764	62,735	61,862	61,489	62,166	60,639	56,523	48,978	531,816	51,847	37,141	28,290	20,740	.....	135,818	667,634
New Mexico	929	4,864	3,169	2,887	2,596	2,538	2,370	1,864	1,847	23,064	2,134	1,661	1,373	1,126	.....	6,294	29,358

New York	88,248	170,279	162,080	161,514	162,127	161,807	157,826	142,283	142,827	1,361,948	102,919	117,697	77,223	58,171	.....	416,010	1,777,958
North Carolina	.....	24,765	25,264	24,101	24,027	21,244	18,000	15,465	2,058	165,584	15,913	12,680	10,202	7,791	.....	46,586	212,170
North Dakota	803	2,112	1,997	1,902	1,849	1,886	1,834	1,789	1,767	15,930	2,202	1,967	1,632	1,465	.....	7,266	23,196
Ohio	32,961	86,855	79,494	76,587	74,355	74,670	69,959	68,575	65,234	628,960	74,658	60,684	45,861	36,628	494	218,325	846,985
Oklahoma	5,304	26,611	21,084	20,536	19,772	18,804	17,241	15,605	14,004	159,951	16,866	13,632	10,766	9,589	.....	49,853	208,804
Oregon	1,765	10,310	8,548	8,306	8,335	8,979	8,419	8,316	8,416	72,887	9,651	8,422	6,952	6,209	.....	31,234	103,121
Pennsylvania	35,525	120,960	117,347	114,429	114,115	117,301	113,877	107,690	98,321	939,565	107,046	81,533	63,809	51,871	3,162	307,421	1,256,079
Rhode Island	5,813	11,921	11,356	11,137	10,950	11,087	10,648	9,820	8,909	91,701	8,753	6,256	4,482	4,220	.....	23,697	115,398
South Carolina	.....	21,865	14,732	12,893	12,052	10,920	9,149	7,533	.....	89,174	8,027	6,215	5,462	4,359	.....	24,063	113,237
South Dakota	1,656	2,772	2,449	2,552	2,525	2,546	2,344	2,334	2,232	21,410	2,842	2,506	2,304	1,912	.....	9,564	30,974
Tennessee	168	31,647	22,142	20,264	19,471	18,474	16,443	14,258	13,131	155,953	9,527	7,371	5,972	4,830	.....	27,700	183,653
Texas	6,879	98,274	65,787	57,726	53,501	48,004	36,944	30,145	.....	401,259	44,805	33,355	30,800	27,615	.....	136,575	537,834
Utah	.....	9,842	6,679	6,294	6,339	6,611	6,146	6,377	6,487	54,775	6,499	5,802	4,962	2,189	.....	19,452	74,227
Vermont	803	2,081	1,853	1,694	1,863	1,923	1,921	1,871	1,715	15,374	1,730	1,388	1,227	1,015	48	5,388	20,762
Virginia	2,264	22,523	19,820	18,555	17,842	17,173	15,318	13,687	3,811	130,993	12,629	9,778	7,377	7,056	.....	36,840	167,833
Washington	4,269	18,508	15,417	15,504	15,847	16,198	15,904	15,035	15,082	131,726	18,678	17,499	13,752	13,874	.....	63,803	195,532
West Virginia	1,180	12,873	12,500	11,956	11,678	11,349	10,431	9,303	8,816	91,149	9,491	8,206	6,856	5,315	.....	29,868	121,017
Wisconsin	28,302	28,431	22,514	20,602	19,980	19,726	18,970	19,268	19,298	194,111	26,885	22,690	19,758	17,316	.....	86,649	280,760
Wyoming	510	2,202	1,882	1,806	1,840	1,744	1,597	1,411	1,441	14,233	1,628	1,536	1,318	962	107	5,551	19,784

TABLE 39—ENROLLMENT OF RURAL PUPILS BY GRADES, 1931-32

State	In kindergarten and elementary grades										In secondary grades						Grand total
	Kindergarten	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Total	First year	Second year	Third year	Fourth year	Post-graduate	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Continental U. S.	86,527	2,377,983	1,480,988	1,423,168	1,370,859	1,258,822	1,148,236	991,111	759,961	10,897,655	683,761	511,704	394,582	330,459	3,442	1,923,948	12,821,603
Alabama	.....	135,068	60,555	57,346	53,113	48,644	39,805	26,411	19,885	418,830	15,166	11,206	7,924	6,747	.....	41,043	459,873
Arizona	1,297	11,306	5,412	4,879	4,916	4,111	3,697	3,314	3,868	42,800	2,899	2,306	2,262	1,796	401	10,164	52,964
Arkansas	.....	78,713	42,105	40,460	39,400	35,356	28,947	23,935	22,441	311,357	11,978	8,664	6,135	4,564	.....	31,341	342,698
California	8,744	36,049	26,703	26,181	25,084	25,602	22,584	20,333	19,290	210,540	15,247	12,009	10,475	8,893	.....	46,624	257,164
Colorado	507	18,684	14,555	14,023	13,901	13,472	12,905	10,351	10,006	108,404	6,470	5,112	4,059	4,072	.....	19,713	128,119
Connecticut	.....	10,072	9,338	10,197	10,571	9,905	9,905	5,052	3,551	68,094	6,849	5,656	3,570	3,618	.....	19,723	88,817
Delaware	335	3,078	2,494	2,432	2,500	2,511	2,279	1,927	1,705	19,261	991	561	654	653	.....	2,859	22,120
Florida	.....	46,559	19,789	18,696	17,982	15,265	12,509	10,829	8,496	151,429	5,765	2,541	2,375	2,818	.....	13,499	164,859
Georgia	442	146,146	76,478	67,218	60,623	50,045	40,762	33,335	3[illegible]	475,489	21,475	15,[illegible]49	10,946	7,222	.....	54,992	530,431
Idaho	36	8,357	7,797	7,543	7,614	7,672	7,944	7,366	7,465	61,794	5,300	4,175	3,256	2,674	.....	15,405	77,199
Illinois	445	47,700	41,946	40,598	47,275	40,817	47,515	29,344	18,291	333,887	62,[illegible]43	35,[illegible]07	29,[illegible]21	23,[illegible]25	2,163	152,[illegible]19	486,[illegible]87
Indiana	37	37,747	34,733	34,263	33,654	33,597	31,717	29,920	26,771	261,479	20,[illegible]56	17,[illegible]29	14,917	13,[illegible]35	.....	65,[illegible]77	330,456
Iowa	2,462	44,015	34,020	33,951	33,917	34,545	33,057	31,982	31,533	279,482	19,[illegible]13	16,[illegible]94	15,[illegible]41	13,[illegible]25	.....	63,[illegible]73	343,[illegible]55
Kansas	.....	21,791	24,886	26,056	25,365	24,585	24,655	24,710	23,113	195,191	15,[illegible]08	13,[illegible]21	11,924	11,[illegible]76	.....	52,[illegible]29	247,[illegible]15
Kentucky	72	104,764	62,963	57,679	52,743	39,037	41,569	29,929	35,[illegible]55	424,611	14,[illegible]97	10,[illegible]75	9,[illegible]52	7,671	.....	41,[illegible]93	466,[illegible]37
Louisiana	.....	86,956	39,705	36,589	31,755	24,959	19,194	16,279	.....	255,[illegible]37	12,029	8,717	5,[illegible]39	3,[illegible]88	.....	30,[illegible]73	285,[illegible]10
Maine	6,018	11,701	10,764	10,465	10,353	10,167	9,613	7,[illegible]85	6,[illegible]36	83,[illegible]55	4,970	5,091	4,414	3,612	.....	17,[illegible]87	101,245
Maryland	.....	17,807	15,743	15,296	15,570	14,545	13,181	11,739	1,447	105,344	7,431	5,712	4,[illegible]79	3,271	.....	20,793	126,137
Massachusetts	.....	7,496	7,905	8,357	8,329	7,860	7,317	8,[illegible]74	7,351	63,[illegible]39	8,996	7,[illegible]95	6,[illegible]44	5,[illegible]15	.....	28,[illegible]24	91,517
Michigan	41,667	41,307	36,771	38,451	37,794	33,650	32,749	30,935	31,[illegible]79	325,[illegible]03	13,112	12,415	9,[illegible]62	6,[illegible]90	.....	41,579	366,940
Minnesota	4,358	37,598	32,151	31,247	31,032	31,421	30,307	30,297	31,079	329,490	12,294	9,635	8,[illegible]35	7,242	.....	37,949	367,429
Mississippi	.....	148,516	63,243	58,658	52,774	44,346	36,[illegible]69	29,[illegible]71	24,[illegible]39	458,429	15,515	11,574	9,[illegible]55	7,303	.....	44,547	501,976
Missouri	.....	68,400	38,643	37,527	37,076	35,610	31,215	29,[illegible]29	26,[illegible]41	304,951	18,552	19,491	16,307	15,945	.....	70,195	375,446
Montana	.....	7,834	7,164	7,300	7,593	7,541	7,565	7,[illegible]66	8,231	60,327	6,711	5,345	4,542	3,679	394	20,674	81,201
Nebraska	4,799	24,306	20,772	20,647	20,556	21,044	19,541	19,360	19,847	171,020	13,352	11,111	9,590	8,923	.....	42,976	213,996
Nevada	161	1,361	1,122	1,068	959	1,021	929	849	815	8,345	465	551	401	406	132	1,955	10,300
New Hampshire	61	4,252	3,941	3,552	3,839	3,968	3,791	3,344	3,212	30,273	1,909	1,426	1,177	1,173	.....	5,685	35,958
New Jersey	1,657	26,153	16,531	16,213	16,423	16,942	15,850	13,461	11,517	134,747	9,573	5,448	2,028	2,102	.....	19,151	153,898
New Mexico	.....	24,759	9,099	8,311	7,906	6,875	5,673	4,730	4,062	71,415	3,072	2,356	1,839	1,485	.....	8,752	80,167
New York	8,409	61,903	46,434	45,687	46,219	45,749	42,265	38,055	36,417	371,158	49,108	23,595	10,560	7,817	.....	91,080	462,238

North Carolina	.....	163,329	85,064	80,270	74,886	64,882	54,119	44,320	.....	566,890	30,851	23,240	18,050	14,490	.....	86,621	653,511
North Dakota	.....	17,151	14,382	14,380	14,454	14,440	14,090	13,601	15,091	117,589	7,971	6,434	5,492	4,926	.....	24,823	142,412
Ohio	.....	51,659	48,124	48,652	47,919	48,459	46,133	43,094	41,252	373,292	27,624	20,495	16,629	14,110	.....	78,871	452,227
Oklahoma	226	90,127	51,120	52,214	49,839	45,815	40,653	36,510	34,219	400,825	21,495	17,174	13,406	11,053	.....	63,568	464,393
Oregon	.....	11,266	9,811	9,790	10,304	10,342	10,210	9,592	9,476	80,791	6,997	5,316	4,446	4,119	.....	20,880	101,671
Pennsylvania	2,066	96,357	87,296	84,966	84,625	85,435	78,060	73,866	69,060	659,731	34,126	25,599	17,653	12,641	.....	90,220	751,960
Rhode Island	578	790	753	742	735	736	706	651	590	6,270	560	415	296	250	.....	1,571	7,841
South Carolina	.....	109,437	52,337	45,268	40,592	33,742	26,589	20,054	.....	328,019	12,796	8,836	6,770	5,016	.....	33,218	361,237
South Dakota	.....	14,397	13,700	13,592	13,534	13,755	13,854	13,541	13,144	109,517	7,659	6,161	5,444	5,159	.....	24,423	133,940
Tennessee	.....	111,206	53,063	52,739	49,295	43,333	37,331	30,952	28,495	406,434	17,905	14,270	10,577	8,659	.....	51,464	457,898
Texas	1,968	173,706	97,745	88,109	81,993	75,001	71,662	61,384	.....	651,568	44,742	37,346	24,895	14,361	.....	120,344	771,912
Utah	.....	3,438	6,859	6,876	6,380	6,392	6,410	5,998	5,466	47,819	8,328	1,930	3,773	4,071	.....	19,002	66,821
Vermont	.....	5,292	4,824	4,917	4,807	4,893	4,655	4,367	4,464	38,239	2,496	1,974	1,539	1,249	.....	7,258	45,497
Virginia	.....	94,963	57,601	54,063	53,204	43,561	35,865	29,296	.....	368,453	17,827	12,452	9,198	7,119	.....	46,596	415,149
Washington	39	16,514	14,311	14,606	15,004	15,075	14,598	14,000	15,385	119,532	9,299	7,616	6,361	5,653	.....	31,929	151,461
West Virginia	.....	58,709	36,377	36,515	35,096	31,622	26,978	21,014	22,195	268,506	12,221	8,451	6,839	5,323	.....	32,834	301,340
Wisconsin	.....	35,060	29,325	29,287	27,589	28,497	26,826	25,490	24,547	226,621	19,132	19,505	16,833	16,664	.....	72,224	298,845
Wyoming	143	4,280	3,854	3,777	3,606	3,602	3,429	3,115	3,149	28,955	2,424	2,079	1,713	1,365	350	7,931	36,886

TABLE 40.—ATTENDANCE AND LENGTH OF SCHOOL TERM IN URBAN AND RURAL PUBLIC DAY SCHOOLS, 1931–32

State	Aggregate days attended		Average daily attendance		Average number of days attended by each pupil enrolled		Percentage average daily attendance is of pupils enrolled		Average length of school term	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1	2	3	4	5	6	7	8	9	10	11
Continental United States	**2,110,252,001**	**1,697,688,713**	**11,625,461**	**10,619,883**	**156 9**	**132.4**	**86.4**	**82.8**	**181 5**	**159 9**
Alabama	23,106,256	51,446,645	132,262	376,575	144.4	107 2	82.7	78 5	174.7	136.6
Arizona	6,152,864	7,677,359	34,974	45,988	136.9	145.0	77 8	86 8	175.9	166.9
Arkansas	14,763,605	31,941,681	85,275	253,634	142.7	93.2	82.4	74.0	173.1	125.9
California	132,296,491	40,613,819	718,742	249,034	152.7	157.9	83 0	96.8	184.1	163.1
Colorado	17,644,832	17,846,371	97,429	101,736	148.3	139.3	81 9	79 4	181 1	175.4
Connecticut	37,086,170	14,413,504	207,493	77,713	156 7	161 7	87 7	87.5	178.7	184 8
Delaware	3,566,338	3,568,541	19,280	19,504	159 2	161 3	86.1	88 2	185 0	183 0
District of Columbia	13,205,122	----------	73,470	----------	146 6	------	82.3	------	179.7	------
Florida	28,493,538	20,533,796	163,932	128,796	140 5	124 5	80 8	78 1	173 8	159.4
Georgia	30,885,649	47,761,429	173,807	399,036	145 5	90 0	81 6	75 2	178.2	119 7
Idaho	6,298,059	10,870,531	35,999	65,994	150 2	140 8	85 9	85 5	175 0	164 7
Illinois	149,506,132	81,523,552	790,091	436,784	161 3	166.8	85.3	89 3	189.2	186 6
Indiana	56,447,122	46,020,282	309,093	340,255	158.0	139 2	86.5	------	182.6	135 3
Iowa	33,073,000	51,215,078	184,508	293,862	157 2	148 5	87 7	85 2	179 2	174.3
Kansas	26,103,587	39,916,289	148,770	235,150	150 2	161.3	85.6	95.0	175 5	169.7
Kentucky	21,395,702	50,616,646	121,478	341,964	145.7	108.6	82.7	73 3	176 1	148.0
Louisiana	23,308,193	34,469,110	132,252	237,972	144.1	120.6	81 8	83.3	176 2	144.8
Maine	9,759,440	16,314,771	53,816	92,283	161 3	161 1	88 9	91.1	181 3	176.8
Maryland	25,822,534	20,784,791	137,254	112,144	159.4	164.8	84.7	88 9	188 1	185.3
Massachusetts	110,859,440	14,831,993	615,430	83,002	160.5	162.1	89 1	90.7	180 1	178 7
Michigan	102,305,211	59,421,788	563,780	303,010	162.4	161 9	89 5	82.6	181 5	------
Minnesota	42,137,665	43,048,665	232,810	242,364	161 6	144.7	89 3	81.5	181 0	177.6
Mississippi	11,299,999	46,864,871	64,326	365,096	141 6	93 4	80 6	72.7	175 7	128.4
Missouri	50,889,320	56,664,870	273,081	329,123	165 0	150.9	88.6	87.7	186 4	172.2
Montana	6,034,801	12,600,718	33,463	74,261	159.1	155 2	88 2	91 5	180 3	169.7
Nebraska	17,063,216	32,258,527	95,365	186,523	154.8	150 7	86 5	87 2	178.9	172.9
Nevada	1,284,928	1,599,635	7,204	9,193	134 7	155 3	75 5	89 3	178.4	174.0
New Hampshire	6,453,682	5,744,883	36,329	32,297	159 5	159.8	89.8	89 8	177 6	177.9
New Jersey	103,800,476	22,892,834	566,731	125,221	155 5	148.7	84.9	81 4	183 2	182.8
New Mexico	4,208,263	10,072,500	23,600	60,057	143 3	125 6	80 4	74 9	178.3	167 7
New York	293,907,726	62,118,107	1,603,367	354,797	165 3	134.4	90 2	76 8	183 3	175 1
North Carolina	32,405,422	80,072,775	183,818	544,447	152 7	122.5	86 6	83 3	176 3	147 1
North Dakota	3,714,070	20,319,552	20,720	123,933	160.1	142.7	89 3	87 0	179.3	164 0
Ohio	134,379,720	71,648,664	760,479	418,406	158 7	158 4	89 8	92 5	176.7	171 2
Oklahoma	29,452,023	54,993,878	167,521	325,723	141.0	118 4	80 2	70 1	175.8	168.8
Oregon	15,550,181	16,246,708	85,214	112,010	150 8	------	82 6	------	182.5	145.0
Pennsylvania	203,297,015	111,221,270	1,091,534	644,023	161 9	147 9	86.9	85.6	186.2	172.7
Rhode Island	17,737,875	1,553,033	97,595	8,399	153 7	------	84 6	------	181 7	------
South Carolina	16,748,472	37,174,615	95,266	278,452	147 1	102.9	83.7	77 1	175.8	133 5
South Dakota	4,867,086	18,404,229	27,112	110,358	157 1	137 4	87.5	82.4	179 5	166.8
Tennessee	26,638,362	53,701,230	150,858	352,120	145.0	117 3	82 1	76 9	176 6	152.5
Texas	77,968,736	90,718,056	445,607	612,058	145 0	117 5	82.9	79 3	175.0	148.2
Utah	11,323,450	9,605,950	65,503	61,828	152.6	148 8	88.2	92.5	172.9	155.4
Vermont	3,253,370	6,900,665	18,274	39,895	156.7	151 7	88 0	87 7	178.0	173.0
Virginia	26,503,963	54,695,425	146,922	335,723	157 9	131.7	87.5	80.9	180 4	162.9
Washington	30,016,355	21,622,056	164,393	123,384	153 5	142 8	84.1	81.4	182.6	175.3
West Virginia	18,669,417	41,716,971	106,607	261,009	154 3	138 4	88.1	86 6	175 1	159.8
Wisconsin	45,491,876	46,134,492	246,102	264,168	162.0	154.4	87.7	88.4	184.8	174.6
Wyoming	3,075,247	5,305,558	17,025	30,629	155 4	143 8	86 1	83 0	180 6	173 2

TABLE 41.—NUMBER OF TEACHERS, TEACHING LOAD AND RATIOS OF ENROLLMENTS TO POPULATION IN PUBLIC DAY SCHOOLS, 1931–32

State	Teaching positions (supervisors, principals, and teachers)		Number of teaching positions to a building		Number of pupils enrolled to a teaching position (teachers, supervisors, and principals)		Ratio enrollment is of total population (1930)		Ratio enrollment is of children 5–17 years, both inclusive (1930)	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1	2	3	4	5	6	7	8	9	10	11
Continental U.S.	426,178	466,769	15.4	2.1	31.6	27.5	19.5	22.2	85.8	75.2
Alabama	4,220	12,846	12.6	2.4	37.9	37.4	21.5	25.2	86.8	75.8
Arizona	1,355	2,102	12.0	4.9	33.2	25.2	30.0	18.5	125.9	65.0
Arkansas	2,685	9,264	7.8	2.1	38.5	37.0	27.0	23.3	114.5	73.0
California	29,714	10,804	12.4	1.7	29.2	23.8	20.8	17.0	111.0	71.6
Colorado	3,671	6,135	13.8	2.2	32.4	20.9	22.9	24.8	106.5	86.0
Connecticut	8,280	2,364	16.3	3.0	28.6	37.6	20.9	18.7	83.9	73.6
Delaware	707	886	19.1	3.5	31.7	25.0	18.2	19.2	78.9	75.7
District of Columbia	2,892		17.1		31.2		18.5		102.3	
Florida	6,238	5,204	13.3	3.2	32.5	31.7	26.7	23.3	118.1	79.8
Georgia	5,142	14,534	10.2	2.6	41.3	36.5	23.7	26.4	95.4	78.9
Idaho	1,250	3,518	11.4	2.3	33.5	23.2	32.4	25.5	126.6	82.1
Illinois	26,364	22,350	17.8	1.8	35.1	21.9	16.4	24.5	74.7	92.2
Indiana	11,208	12,063	15.5	3.5	31.9	27.3	19.9	22.9	89.2	86.3
Iowa	7,144	18,269	12.3	1.5	29.4	18.9	21.5	23.1	97.4	86.5
Kansas	5,472	15,032	11.7	1.7	31.8	16.5	23.8	21.5	105.0	79.6
Kentucky	4,371	13,120	12.7	1.7	33.6	35.5	18.4	25.7	82.5	81.1
Louisiana	4,526	7,957	15.8	2.9	35.7	35.9	19.4	22.5	82.3	69.7
Maine	2,102	4,220	5.8	1.7	28.8	24.0	18.8	21.3	81.1	83.5
Maryland	4,879	4,020	19.8	2.8	33.2	31.4	16.6	19.2	73.4	69.4
Massachusetts	23,887	4,299	12.3	3.1	28.9	21.3	18.0	21.9	76.9	89.8
Michigan	19,952	16,266	18.4	2.1	31.6	22.6	19.1	23.8	81.9	86.1
Minnesota	9,019	12,637	13.7	1.5	28.9	23.5	20.7	22.8	91.8	79.9
Mississippi	2,108	13,424	10.4	2.4	37.8	37.4	23.5	30.0	101.7	93.9
Missouri	9,332	15,256	14.0	1.7	33.0	24.6	16.6	21.2	82.6	77.2
Montana	1,277	4,693	10.2	1.4	29.7	17.3	21.0	22.8	90.9	81.5
Nebraska	3,514	11,629	12.9	1.5	31.4	18.4	22.7	24.0	100.4	86.3
Nevada	279	615	12.1	2.1	34.2	16.7	27.7	18.2	145.7	82.7
New Hampshire	1,451	1,632	8.1	2.2	27.9	22.0	14.8	18.7	62.3	81.2
New Jersey	23,021	4,907	21.1	3.7	29.0	31.4	20.0	21.9	82.5	87.6
New Mexico	832	2,887	9.6	2.5	35.3	27.8	27.5	25.3	104.3	80.8
New York	60,273	19,222	29.1	2.0	29.5	24.0	16.9	22.4	77.2	94.4
North Carolina	5,692	17,639	13.6	3.3	37.3	37.0	26.2	27.7	98.7	80.2
North Dakota	775	7,745	11.7	1.2	29.9	18.4	20.5	25.1	83.4	80.8
Ohio	26,776	16,808	17.3	3.1	31.6	26.9	18.8	21.1	82.8	78.4
Oklahoma	5,759	13,629	11.2	2.5	36.3	34.1	25.4	29.5	108.8	92.3
Oregon	3,317	4,559	14.8	2.8	31.1	22.3	21.1	21.9	106.1	86.9
Pennsylvania	39,149	23,642	15.8	2.4	32.1	31.8	19.2	24.3	77.1	81.6
Rhode Island	3,785	669	11.1	5.5	30.5	11.7	18.2	15.1	73.5	61.2
South Carolina	3,124	10,066	14.5	2.7	36.4	35.9	30.7	26.4	113.2	73.5
South Dakota	1,155	8,097	12.0	1.5	28.8	16.5	23.7	23.8	100.0	81.4
Tennessee	5,012	13,841	14.2	2.5	36.6	33.1	20.5	26.6	89.0	83.9
Texas	16,110	28,344	12.5	2.6	33.4	27.2	22.5	22.5	95.8	72.4
Utah	2,268	2,261	14.5	3.9	32.7	30.2	27.9	27.7	101.1	83.2
Vermont	739	2,335	7.9	1.1	28.1	19.5	17.5	18.9	78.1	74.6
Virginia	5,047	12,204	16.0	2.4	33.3	34.0	21.4	25.4	89.4	78.5
Washington	5,884	5,700	14.5	2.7	33.2	26.6	22.1	22.3	107.3	86.6
West Virginia	4,205	12,540	10.6	1.8	28.8	24.0	24.6	24.3	99.1	75.7
Wisconsin	9,523	12,367	15.9	1.6	29.5	24.2	18.1	21.6	80.4	75.7
Wyoming	691	2,142	8.1	1.5	28.6	17.2	28.2	23.7	120.7	89.1

TABLE 42.—NUMBER OF BUILDINGS, NUMBER OF SCHOOLS, AND INDEBTEDNESS, 1931–32

State	Number of buildings		Number of pupils to a building		Number of schools		Indebtedness		Debt per pupil in average daily attendance	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1	2	3	4	5	6	7	8	9	10	11
Continental United States	27,761	218,180	485	95	36,595	227,285	[2]$2,349,233,000	[1]$756,809,800	$202	------
Alabama	335	5,245	178	91	309	6,728	18,175,000	10,456,948	137	$28
Arizona	113	425	398	125	148	805	5,108,000	7,745,150	146	168
Arkansas	314	4,475	301	77	374	5,322	12,755,000	16,476,371	150	65
California	2,405	6,315	360	41	2,477	2,301	140,254,000	43,329,107	223	174
Colorado	266	2,739	447	47	372	2,867	16,651,000	15,780,140	171	155
Connecticut	507	797	467	111	725	557	39,071,000	6,467,275	193	83
Delaware	37	251	605	88	50	283	1,113,000	1,021,975	73	52
District of Columbia	160	------	533	------	251	------	------	------	------	------
Florida	470	1,635	432	101	517	2,073	30,175,000	25,163,491	223	105
Georgia	503	5,589	422	95	616	7,403	11,307,000	------	66	------
Idaho	110	1,460	381	53	112	[3]1,588	1,731,000	4,911,822	131	74
Illinois	1,484	12,763	624	38	2,034	[3]12,100	63,067,000	95,859,218	80	219
Indiana	722	3,406	495	97	894	3,841	41,208,000	18,460,655	134	54
Iowa	579	11,231	303	31	951	11,422	27,223,000	28,392,181	148	97
Kansas	469	8,991	371	28	675	10,461	15,202,000	------	102	------
Kentucky	345	7,604	426	61	457	8,224	15,080,000	1,922,668	124	6
Louisiana	286	2,701	565	106	372	3,156	11,608,000	------	91	------
Maine	390	2,224	168	41	405	4,447	4,672,000	------	87	------
Maryland	247	1,426	656	88	364	1,451	29,967,000	11,972,300	218	107
Massachusetts	1,940	1,366	354	66	2,594	341	60,000,000	------	99	-----
Michigan	1,085	7,729	581	47	1,787	8,113	158,355,000	25,714,919	272	85
Minnesota	650	8,309	397	36	810	8,070	63,210,000	10,385,085	272	43
Mississippi	203	5,512	393	91	257	[3]5,743	4,338,000	[3]3,092,753	67	11
Missouri	666	9,144	463	41	931	8,165	44,108,000	6,194,000	162	19
Montana	125	3,265	303	25	135	2,953	3,803,000	6,239,000	114	84
Nebraska	273	7,073	404	30	420	7,902	20,438,000	13,338,228	214	72
Nevada	23	209	415	34	30	302	700,000	1,500,358	110	164
New Hampshire	180	758	225	47	240	1,808	4,770,000	1,327,066	132	41
New Jersey	1,092	1,325	611	116	1,724	1,280	189,047,000	31,510,472	335	252
New Mexico	87	1,148	337	70	103	1,241	2,775,000	4,494,876	118	75
New York	2,070	9,584	859	48	3,431	[3]8,506	568,959,000	76,422,591	355	215
North Carolina	417	5,408	509	121	440	5,194	27,559,000	32,441,000	150	60
North Dakota	66	4,994	351	26	52	5,322	2,580,000	12,849,883	125	104
Ohio	1,551	5,343	546	85	2,080	6,101	176,611,000	47,395,631	232	113
Oklahoma	513	5,355	407	87	586	[3]5,414	28,700,000	------	171	------
Oregon	224	1,604	460	63	257	1,784	13,009,000	10,723,758	163	96
Pennsylvania	2,485	9,834	505	76	2,941	10,162	233,033,000	51,667,589	213	80
Rhode Island	342	122	337	64	445	127	27,033,000	2,325,967	277	277
South Carolina	216	3,675	527	98	261	4,183	9,920,000	9,126,260	104	33
South Dakota	96	5,226	323	26	138	5,692	3,750,000	13,320,469	138	121
Tennessee	352	5,568	522	82	402	6,412	16,305,000	14,787,126	108	42
Texas	1,288	10,948	418	71	1,384	[3]11,616	83,267,000	48,086,449	187	79
Utah	156	567	476	118	156	514	5,606,000	6,486,458	86	105
Vermont	94	2,087	221	22	112	2,069	2,004,000	895,481	110	22
Virginia	316	5,070	531	82	393	4,999	20,694,000	------	141	------
Washington	407	2,103	480	72	435	2,515	17,219,000	19,432,009	105	158
West Virginia	395	6,227	308	48	445	6,223	9,875,000	8,125,000	93	31
Wisconsin	598	7,710	469	39	1,034	7,906	35,233,000	5,822,587	143	22
Wyoming	85	1,450	233	25	78	1,310	3,317,000	4,226,737	195	138

[1] States reporting.
[2] Estimated.
[3] Statistics, 1930.

TABLE 43.—VALUE OF SCHOOL PROPERTY AND CURRENT EXPENDITURES, 1931–32

State	Value of property		Average value of property per pupil enrolled		Salaries of supervisors, principals, and teachers		Average salary of supervisors, principals, and teachers		Current expense (General control, instruction, operation and maintenance auxiliary agencies, and fixed charges)	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1	2	3	4	5	6	7	8	9	10	11
Continental United States	$4,764,517,579	$1,817,022,177	$353	$143	$831,389,068	$434,054,842	$1,951	$930	$1,154,318,914	$655,620,102
Alabama	32,860,000	23,959,490	205	50	4,572,482	7,548,802	1,084	558	5,620,783	10,234,723
Arizona	10,072,000	8,334,058	224	157	2,398,453	3,149,586	1,770	1,498	3,205,753	4,912,301
Arkansas	18,786,000	21,259,223	182	62	2,595,522	4,491,008	967	485	3,436,405	6,208,322
California	350,316,000	88,750,705	404	345	65,554,604	23,158,122	2,206	2,143	93,373,859	31,346,096
Colorado	38,486,000	24,531,406	324	191	7,412,559	6,181,150	2,019	1,008	10,125,870	10,073,903
Connecticut	92,885,000	23,315,546	392	263	15,882,822	5,086,899	1,918	2,152	21,690,073	8,048,919
Delaware	8,020,000	5,823,791	358	263	1,390,508	1,208,197	1,967	1,364	1,860,826	2,029,213
District of Columbia	37,480,579		416		6,768,427		2,340		9,370,065	
Florida	56,478,000	16,255,520	278	99	6,677,428	3,243,785	1,070	623	8,441,351	5,380,116
Georgia	30,548,000	24,669,632	144	47	6,425,544	7,151,390	1,250	492	7,916,213	9,368,933
Idaho	8,614,000	13,426,237	205	174	1,772,183	3,573,131	1,418	1,072	2,529,057	5,274,392
Illinois	348,169,000	128,483,062	376	263	55,139,776	22,719,178	2,091	1,017	80,713,673	36,321,802
Indiana	112,370,000	73,722,919	315	223	19,760,229	15,095,751	1,763	1,249	26,985,897	24,463,174
Iowa	67,133,000	56,309,366	319	163	11,173,178	16,685,633	1,564	913	15,706,436	25,271,198
Kansas	48,170,000	67,450,030	277	273	8,757,615	14,266,213	1,600	949	11,902,967	17,858,016
Kentucky	35,981,000	26,019,081	245	56	5,900,550	8,707,111	1,350	663	7,821,502	11,289,590
Louisiana	34,512,000	20,816,518	213	73	5,825,702	5,348,087	1,287	672	7,669,977	8,916,212
Maine	17,536,000	15,851,052	290	157	2,767,388	3,252,790	1,317	771	3,932,781	5,912,075
Maryland	47,598,000	16,518,448	294	131	8,653,997	4,895,221	1,774	1,218	12,021,139	7,661,622
Massachusetts	264,079,000		382		47,647,504	4,353,851	1,995	1,013	66,366,458	6,987,172
Michigan	286,341,000	60,368,557	455	165	38,454,931	16,677,596	1,927	1,025	54,383,685	31,237,886
Minnesota	101,895,000	57,083,578	391	192	16,398,715	11,854,309	1,818	938	24,513,713	21,024,222
Mississippi	14,831,000	29,088,500	186	78	2,100,991	8,078,324	997	602	2,692,250	13,065,473
Missouri	109,658,000	48,877,815	356	130	18,424,800	11,808,676	1,974	774	26,104,837	16,059,945
Montana	11,869,000	20,773,888	313	256	2,084,741	4,981,568	1,633	1,061	3,001,499	7,620,875

TABLE 43.—VALUE OF SCHOOL PROPERTY AND CURRENT EXPENDITURES, 1931-32—Continued

State	Value of property		Average value of property per pupil enrolled		Salaries of supervisors, principals, and teachers		Average salary of supervisors, principals, and teachers		Current expense (General control, instruction, operation and maintenance auxiliary agencies, and fixed charges)	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1	2	3	4	5	6	7	8	9	10	11
Nebraska	$42,508,000	$41,328,006	$386	$193	$5,929,131	$9,991,127	$1,667	$859	$4,309,816	$14,302,467
Nevada	1,460,000	4,736,340	153	460	492,426	843,788	1,729	1,372	733,514	1,496,785
New Hampshire	13,499,000	6,368,614	334	177	2,159,704	1,717,461	1,488	1,052	3,132,396	3,200,351
New Jersey	273,138,000	47,709,003	409	311	53,171,621	8,034,854	2,310	1,537	74,549,303	12,607,505
New Mexico	5,904,000	5,713,136	198	71	1,196,213	2,580,721	1,438	998	1,615,294	4,397,731
New York	817,646,000	162,545,137	460	332	109,238,721	29,043,291	2,806	1,511	232,057,404	40,543,510
North Carolina	51,360,000	59,766,080	242	91	6,259,427	12,373,949	1,100	702	7,866,893	17,315,501
North Dakota	6,328,000	32,264,504	273	226	1,216,389	6,452,369	1,570	833	1,746,840	10,370,425
Ohio	322,415,000	62,367,583	391	138	51,271,859	17,284,968	1,915	1,025	70,157,968	20,319,235
Oklahoma	43,127,000	42,959,256	230	93	8,165,202	11,842,495	1,415	935	10,854,958	16,445,575
Oregon	34,331,000	19,322,339	333	190	6,061,731	5,248,088	1,834	1,151	7,975,153	7,000,526
Pennsylvania	466,191,000	112,846,816	371	150	74,903,545	27,437,305	1,913	1,161	103,771,457	41,535,549
Rhode Island	36,043,000	1,382,344	330	178	6,718,874	404,237	1,775	604	9,372,015	1,052,536
South Carolina	19,142,000	22,319,986	168	62	3,175,369	5,636,022	1,016	560	3,492,730	7,109,300
South Dakota	10,173,000	18,033,076	328	135	1,756,066	6,974,945	1,520	891	2,503,752	9,965,235
Tennessee	29,983,000	33,742,741	163	74	5,949,036	9,625,522	1,187	695	7,443,231	12,232,963
Texas	126,006,000	90,168,700	234	117	22,111,602	18,425,803	1,373	650	27,249,757	23,000,844
Utah	17,453,000	17,008,850	235	225	3,319,373	2,292,314	1,464	1,034	4,442,925	3,290,344
Vermont	5,977,000	6,020,268	258	132	1,029,949	1,532,791	1,394	785	1,737,962	2,405,921
Virginia	38,196,000	30,685,500	228	74	6,857,407	7,966,318	1,359	653	8,644,264	11,310,964
Washington	55,705,000	31,199,613	255	206	10,930,835	7,057,574	1,856	1,236	14,533,738	12,107,037
West Virginia	38,444,000	32,214,116	318	167	6,159,657	11,962,042	1,472	956	9,351,779	15,110,100
Wisconsin	111,509,000	55,731,053	397	186	17,481,489	12,898,553	1,830	1,043	25,916,328	16,252,351
Wyoming	6,389,000	8,913,664	323	242	1,252,[illegible]	2,299,567	1,813	1,069	1,802,069	3,673,010

TABLE 44.—EXPENDITURES FOR INTEREST AND CAPITAL OUTLAY, PER CAPITA COSTS, AND TOTAL EXPENDITURES, 1931–32

State	Interest		Capital outlay		Per capita cost, current expense and interest, per pupil in average daily attendance		Per capita cost, capital outlay, per pupil in average daily attendance		Total current expense, interest and capital outlay	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1	2	3	4	5	6	7	8	9	10	11
Continental United States	$112,051,977	(1)	$134,144,938	$76,851,324	$108 93	$64.39	$11 61	$7 24	$1,401,295,861	$759,874,199
Alabama	709,365	$944,384	189,793	489,161	47 86	29 69	1.43	1 30	6,519,941	11,668,268
Arizona	308,393	221,840	78,383	194,644	100.48	117.94	2.24	4 23	3,592,529	5,618,258
Arkansas	597,866	500,064	396,829	515,677	47 31	26.45	4.65	2 03	4,431,100	7,224,063
California	7,940,229	2,146,861	11,367,573	3,636,729	140 96	134.49	15.82	14.60	112,681,661	37,129,686
Colorado	790,396	1,947,042	405,630	353,244	112.04	118.16	4.16	3 52	11,321,896	12,379,189
Connecticut	1,799,598		1,002,343	842,966	113 21	103.25	4 83	10.85	24,492,014	8,867,218
Delaware	65,674	47,332	1,000,094	1,333,156	99 92	106 47	51 87	68 35	2,926,594	3,409,701
District of Columbia			4,454,249		126.44		60 11		13,824,314	
Florida	1,838,317	808,616	346,555	204,581	62.71	48.05	2 11	1.59	10,626,223	6,393,313
Georgia	505,264	979,413	122,655	269,996	48.59	25 93	.71	.68	8,544,132	10,618,533
Idaho	229,170	293,878	48,669	252,147	76 62	84.38	1 35	3.82	2,806,896	5,820,417
Illinois	7,674,975	2,470,815	8,810,352	4,093,423	111 87	88.81	11 15	9 37	97,199,000	42,886,040
Indiana	1,840,327	881,866	2,171,035	1,641,377	93 26	74.49	7 02	4 82	30,997,259	26,986,417
Iowa	1,307,047	1,247,147	1,024,187	58,710	92 21	90.24	5.55	.20	18,037,670	26,577,055
Kansas	849,216	482,842	945,460	1,349,783	85 72	78 00	6.36	5.74	13,697,643	19,690,641
Kentucky	708,655	191,327	780,469	963,021	70.22	33 57	6.42	2.82	9,310,626	12,443,938
Louisiana	764,151	944,464	956,736	1,379,923	63 77	41 44	7 23	5.80	9,390,864	11,240,599
Maine	243,871	27,801	751,645	142,410	77.61	64.37	13 97		4,928,297	6,082,286
Maryland	1,237,485	553,713	847,188	3,481,758	96.60	73.26	6.17	31.05	14,105,812	11,697,093
Massachusetts	2,713,898		10,098,492		112 25	84.18	17 68		79,958,880	6,207,140
Michigan	7,360,722	668,861	5,096,166	1,458,181	109.52	105 30	9 04	4.81	66,840,573	33,364,928
Minnesota	2,443,160		2,724,281	250,951	115 79	81.30	11.70	1 04	29,681,154	19,954,412
Mississippi	219,056	417,081	37,868	1,593,924	45.26	36 93	59	4.37	2,949,164	15,076,478
Missouri	2,008,284	334,683	3,419,764	2,128,487	102.95	49 81	12.52	6.47	31,532,885	18,523,115
Montana	298,954	133,021	67,559	680,902	98.63	104 41	2.02	9 17	3,368,012	8,434,798

[1] Interest items not complete for all States.

TABLE 44.—EXPENDITURES FOR INTEREST AND CAPITAL OUTLAY, PER CAPITA COSTS, AND TOTAL EXPENDITURES, 1931-32—Continued

State	Interest		Capital outlay		Per capita cost, current expense and interest, per pupil in average daily attendance		Per capita cost, capital outlay, per pupil in average daily attendance		Total current expense, interest and capital outlay	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
1	2	3	4	5	6	7	8	9	10	11
Nebraska	$913,742	.....	$543,018	$775,580	$96.71	$76.36	$5.68	$4.16	$9,765,576	$15,019,270
Nevada	54,305	$87,617	34,652	92,315	109.36	165.82	4.81	10.04	822,475	1,616,697
New Hampshire	223,429	60,169	135,027	276,914	62.92	103.68	3.72	8.57	3,510,852	3,625,434
New Jersey	8,835,547	1,403,675	9,794,925	1,761,292	147.13	114.29	17.28	14.07	93,179,855	16,072,472
New Mexico	150,409	191,241	190,774	225,572	74.86	76.41	8.08	3.76	1,957,477	4,814,564
New York	22,785,945	3,590,660	27,797,631	17,925,229	158.94	125.30	17.34	50.52	252,641,450	62,361,399
North Carolina	1,488,673	2,163,327	403,496	977,224	50.79	35.60	2.20	1.79	9,740,062	20,357,052
North Dakota	144,113	704,530	25,475	442,963	91.26	89.36	1.23	3.09	1,916,478	11,317,915
Ohio	8,963,002	3,665,913	7,004,459	4,732,431	104.08	76.44	9.21	11.31	86,135,449	36,716,879
Oklahoma	1,617,060	.....	578,295	219,418	74.45	47.62	3.45	.67	13,044,943	15,730,312
Oregon	714,132	202,482	758,717	416,057	101.97	65.10	5.90	3.71	9,445,694	7,707,395
Pennsylvania	10,223,509	.....	15,725,261	4,756,746	107.92	62.66	14.41	7.39	133,530,257	45,124,439
Rhode Island	1,144,956	15,043	2,530,365	16,744	107.76	127.14	25.93	2.23	13,047,449	1,186,643
South Carolina	471,621	662,231	100,379	234,596	45.51	27.95	1.05	.84	4,464,730	8,025,647
South Dakota	235,333	675,963	248,750	526,809	101.03	96.61	9.15	4.77	2,967,874	11,188,027
Tennessee	803,240	.....	619,141	1,063,425	54.93	34.21	4.10	3.02	8,965,612	13,109,053
Texas	4,238,580	2,329,092	2,529,355	3,873,136	71.90	57.74	5.68	14.50	34,547,672	44,210,737
Utah	274,353	265,506	258,545	242,240	72.63	68.95	3.45	3.92	5,015,823	4,258,052
Vermont	74,047	65,953	36,410	49,956	88.21	74.49	1.95	1.25	1,648,359	3,021,830
Virginia	817,812	.....	264,329	1,273,963	64.40	33.25	1.94	3.79	9,746,425	12,436,492
Washington	1,091,124	658,979	725,700	1,578,846	94.93	103.51	4.41	12.80	16,340,562	14,344,852
West Virginia	516,492	108,508	293,927	1,150,647	53.19	58.31	2.76	4.41	9,162,193	16,369,455
Wisconsin	1,712,497	.....	6,237,490	1,777,238	112.27	65.61	25.35	6.73	33,866,315	19,109,742
Wyoming	122,963	.....	144,843	137,309	113.07	117.47	8.51	4.46	2,069,575	3,735,261

TABLE 45.—TEACHERS EMPLOYED IN PRIVATE AND PAROCHIAL SCHOOLS, 1931–32

State or outlying part	Teachers in elementary schools			Teachers in secondary schools			Total teachers in elementary and secondary schools		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	**3,761**	**62,509**	**66,270**	**9,859**	**15,194**	**25,053**	**13,620**	**77,703**	**91,323**
Alabama	49	332	381	262	170	432	311	502	813
Arizona	4	202	206	32	23	55	36	225	261
Arkansas	25	190	215	48	75	123	73	265	338
California	129	1,484	1,613	435	806	1,241	564	2,290	2,854
Colorado	53	601	654	42	83	125	95	684	779
Connecticut	111	1,475	1,586	463	436	899	574	1,911	2,485
Delaware	17	138	155	19	38	57	36	176	212
District of Columbia	10	286	296	62	209	271	72	495	567
Florida	20	291	311	58	100	158	78	391	469
Georgia	15	216	231	103	110	213	118	326	444
Idaho	7	84	91	19	65	84	26	149	175
[illegible]	402	5,985	6,387	617	929	1,546	1,019	6,914	7,933
Indiana	151	1,141	1,292	184	179	363	335	1,320	1,655
Iowa	64	1,381	1,445	137	499	636	201	1,880	2,081
Kansas	73	624	697	144	139	283	217	763	980
Kentucky	23	875	898	150	318	468	173	1,193	1,366
Louisiana	90	1,095	1,185	153	285	438	243	1,380	1,623
Maine	2	531	533	152	218	370	154	749	903
Maryland	60	1,266	1,326	226	280	506	286	1,546	1,832
Massachusetts	108	3,697	3,805	444	726	1,170	552	4,423	4,975
Michigan	181	2,892	3,073	211	619	830	392	3,511	3,903
Minnesota	105	1,664	1,769	178	352	530	283	2,016	2,299
Mississippi	39	209	248	74	95	169	113	304	417
Missouri	152	1,807	1,959	290	378	668	442	2,185	2,627
Montana		175	175	24	57	81	24	232	256
Nebraska	113	589	702	40	202	242	153	791	944
Nevada		3	3					3	3
New Hampshire	27	529	556	467	348	815	494	877	1,371
New Jersey	59	2,877	2,936	444	461	905	503	3,338	3,841
New Mexico	23	241	264	24	65	89	47	306	353
New York	588	9,622	10,210	1,264	1,918	3,182	1,852	11,540	13,392
North Carolina	19	166	185	250	302	552	269	468	737
North Dakota	1	252	253	29	69	98	30	321	351
Ohio	105	4,915	5,020	409	1,005	1,414	514	5,920	6,434
Oklahoma	46	426	472	50	128	178	96	554	650
Oregon	9	300	309	121	395	516	130	695	825
Pennsylvania	340	6,695	7,035	843	1,453	2,296	1,183	8,148	9,331
Rhode Island	82	780	862	117	125	242	199	905	1,104
South Carolina	6	117	123	66	74	140	72	191	263
South Dakota	31	417	448	32	77	109	63	494	557
Tennessee	21	281	302	174	138	312	195	419	614
Texas	133	1,504	1,637	209	350	559	342	1,854	2,196
Utah	4	46	50	31	52	83	35	98	133
Vermont		362	362	57	96	153	57	458	515
Virginia	20	244	264	271	186	457	291	430	721
Washington	61	565	626	152	199	351	213	764	977
West Virginia	5	225	230	48	55	103	53	280	333
Wisconsin	171	2,687	2,858	230	303	533	401	2,990	3,391
Wyoming	7	25	32	4	4	8	11	29	40
Outlying parts of the United States									
American Samoa	4	6	10				4	6	10
Guam	3	3	6	2		2	5	3	8
Hawaii	24	313	337	122	139	261	146	452	598
Philippine Islands			1,632			1,163			2,795
Puerto Rico							33	326	359
Virgin Islands	1	23	24				1	23	24

TABLE 46.—PUPILS ENROLLED IN PRIVATE AND PAROCHIAL SCHOOLS, 1931-32

State or outlying part	Pupils in elementary schools			Pupils in secondary schools			Total pupils in elementary and secondary schools		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	1,152,931	1,167,320	2,320,251	191,457	211,958	403,415	1,344,388	1,379,278	2,723,666
Alabama	3,209	3,300	6,509	2,111	2,300	4,411	5,320	5,600	10,920
Arizona	1,571	1,765	3,336	239	106	445	1,810	1,961	3,771
Arkansas	2,697	2,761	5,458	919	1,025	1,944	3,616	3,786	7,402
California	24,443	28,175	52,618	5,813	7,399	13,212	30,256	35,574	65,830
Colorado	6,312	6,827	13,139	791	1,093	1,884	7,103	7,920	15,023
Connecticut	25,353	26,118	51,471	5,471	6,080	11,551	30,824	32,198	63,022
Delaware	3,272	3,662	6,934	542	414	956	3,814	4,076	7,890
District of Columbia	5,186	4,994	10,150	1,047	1,875	2,922	6,233	6,839	13,072
Florida	2,915	3,063	5,978	810	954	1,764	3,725	4,017	7,742
Georgia	3,008	3,603	6,611	1,660	1,413	3,073	4,668	5,016	9,684
Idaho	1,203	1,297	2,500	311	541	852	1,514	1,838	3,352
Illinois	120,641	121,171	241,812	19,810	18,946	38,756	140,451	140,117	280,568
Indiana	28,362	28,546	56,908	3,445	2,967	6,412	31,807	31,513	63,320
Iowa	19,326	19,284	38,610	3,432	5,022	8,454	22,758	24,306	47,064
Kansas	11,242	10,857	22,099	3,403	4,981	8,384	14,645	15,838	30,483
Kentucky	16,794	16,657	33,451	2,363	3,852	6,215	19,157	20,509	39,666
Louisiana	21,308	23,720	45,028	2,908	3,408	6,316	24,216	27,128	51,344
Maine	10,422	10,685	21,107	3,292	3,387	6,679	13,714	14,072	27,786
Maryland	21,654	22,653	44,307	3,865	3,766	7,631	25,519	26,419	51,938
Massachusetts	75,160	78,238	153,398	19,902	23,807	43,709	95,062	102,045	197,107
Michigan	70,267	67,976	138,243	6,577	8,505	15,082	76,844	76,481	153,325
Minnesota	27,407	27,212	54,619	4,594	5,087	9,681	32,001	32,299	64,300
Mississippi	3,301	3,519	6,820	1,660	1,337	2,997	4,961	4,856	9,817
Missouri	34,223	33,926	68,149	4,175	5,277	9,452	38,398	39,203	77,601
Montana	2,807	2,849	5,656	536	850	1,386	3,343	3,699	7,042
Nebraska	11,539	11,197	22,736	1,203	2,139	3,342	12,742	13,336	26,078
Nevada	78	79	157				78	79	157
New Hampshire	11,352	11,040	22,392	5,976	5,688	11,664	17,328	16,728	34,056
New Jersey	60,086	59,839	119,925	7,529	6,357	13,886	67,615	66,196	133,811
New Mexico	3,775	4,232	8,007	528	627	1,155	4,303	4,859	9,162
New York	177,970	175,619	353,589	20,821	24,154	44,975	198,791	199,773	398,564
North Carolina	2,039	2,202	4,241	2,960	4,421	7,381	4,999	6,623	11,622
North Dakota	3,726	4,047	7,773	319	776	1,095	4,045	4,823	8,868
Ohio	78,319	78,899	157,218	12,337	14,667	27,004	90,656	93,566	184,222
Oklahoma	4,087	4,306	8,393	760	1,065	1,825	4,847	5,371	10,218
Oregon	4,628	4,205	8,833	630	1,164	1,794	5,258	5,369	10,627
Pennsylvania	136,873	138,631	275,504	19,259	15,576	34,835	156,132	154,207	310,339
Rhode Island	14,296	14,745	29,041	2,651	2,504	5,155	16,947	17,249	34,196
South Carolina	1,523	1,709	3,232	1,061	1,151	2,212	2,584	2,860	5,444
South Dakota	4,811	5,194	10,005	414	666	1,080	5,225	5,860	11,085
Tennessee	3,725	3,585	7,310	2,696	1,876	4,572	6,421	5,461	11,882
Texas	19,232	22,244	41,476	1,661	2,702	4,363	20,893	24,946	45,839
Utah	456	536	992	613	870	1,483	1,069	1,406	2,475
Vermont	4,155	4,701	8,856	1,088	1,313	2,401	5,243	6,014	11,257
Virginia	4,072	4,008	8,080	2,267	2,317	4,584	6,339	6,325	12,664
Washington	7,597	7,692	15,289	2,256	2,298	4,554	9,853	9,990	19,843
West Virginia	3,751	3,948	7,699	621	704	1,325	4,372	4,652	9,024
Wisconsin	51,907	50,860	102,767	4,110	4,412	8,522	56,017	55,272	111,289
Wyoming	851	974	1,825	21	29	50	872	1,003	1,875
Outlying parts of the United States									
Alaska									930
American Samoa	198	171	369				198	171	369
Canal Zone									1,100
Guam	86	41	127	11	10	21	97	51	148
Hawaii	4,075	4,420	8,495	2,296	1,826	4,122	6,371	6,246	12,617
Philippine Islands			49,447			34,951			84,398
Puerto Rico							2,951	4,773	7,724
Virgin Islands	573	606	1,179				573	606	1,179

UNITED STATES DEPARTMENT OF THE INTERIOR
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STATISTICS OF CITY SCHOOL SYSTEMS FOR THE YEAR 1931–32

BEING CHAPTER II OF THE
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CHAPTER II

STATISTICS OF CITY SCHOOL SYSTEMS, 1931–32

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THIS REPORT presents statistics of city public schools for the school year 1931–32. The cities are divided into four population groups on the basis of the 1930 census. Group I includes 93 cities having a population of 100,000 or more; group II, 236 cities having a population of 30,000 to 99,999; group III, 672 cities having a population of 10,000 to 29,999; and group IV, 2,157 cities having a population of 2,500 to 9,999. These 3,158 cities had a population in 1930 of 68,963,499, which was 56.2 percent of the total population of the country.

Cities are continually growing in size, but the census is taken only once in 10 years. The 1930 data for populations were not available at the time the tables were made for the statistics of city school systems, 1929–30; therefore, the present report is the first to be organized on the basis of city sizes as reported in the 1930 census. Since the number of cities in each group has increased, gross figures for a group in 1931–32 are not exactly comparable with given figures for 1929–30. Therefore, comparisons with previous bienniums, especially those relating to expenditures, have been made on the basis of the number of pupils in average daily attendance.

Since the present policy of the Office of Education is to publish city school statistics in considerable detail every 4 years, dating from 1930, and to publish an abridged report for the intervening biennium, this report for 1931–32 contains statistics for only a few items in detail for each city. Data relating to elementary and to secondary schools were compiled separately for only a few items and for only a sampling of cities.

In addition to the full report for 1930 and 1934 and an abridged report for 1932 and 1936, the usual per capita cost study will be published every year.

If material which is not given in the abridged publication is needed by school superintendents and others, it can be supplied by special tabulations made from the original reports on file in this Office. A series of circulars containing items not included in this report will be published. Some of those in progress or projected are as follows:

Grade enrollment, elementary and secondary, in city schools of various sizes
The housing of schools with respect to grades included.
Schools and classes for handicapped children.
Kindergartens in city schools
Costs for operation and maintenance by types of schools.
Expenditures for pensions and other items of fixed charges.
Statistics of small city schools, 2,500 to 10,000 population, and comparison of data with 1930.

ENROLLMENT

During the regular school session of 1931–32 there were enrolled in the city public day schools 13,454,582 pupils. Of this number 6,820,000 were boys and 6,634,582 were girls. The cities of group I enrolled 46.6 percent of the total number; group II, 16.5 percent; group III, 17.1 percent; and group IV, 19.8 percent.

In addition to the regular day-school enrollment there were 978,471 persons enrolled in night schools, 439,030 in summer schools, and 202,568 in part-time and continuation schools.

From 1929–30 to 1931–32 the enrollment in the public day schools increased from 12,790,023 pupils to 13,454,582, or 5.1 percent, but since the figures for 1931–32 embrace 308, or 10.8 percent, more cities than in 1929–30, the increase in enrollment is not so large as the figures indicate. From a sampling of 130 cities having a population of 10,000 or more it appears that the kindergarten enrollment in these sampling cities decreased about 7 percent, the elementary school enrollment decreased about 4.5 percent, the junior high school enrollment increased about 10 percent, and the senior and regular 4-year high school enrollment increased about 16 percent.

The decrease in kindergarten enrollment is due partly to changes in the age of admission. It is also due to curtailments in the number of kindergartens within school systems and, in some cases, to their elimination.

The decrease in enrollment in the elementary grades may be accounted for in part by the decrease in birth rate, and in part by the organization of junior high schools which have taken out of the elementary schools the seventh and eighth grade pupils reported in 1929–30 as belonging to these schools.

The increase in enrollment in the upper secondary-school grades is marked. Since the beginning of the downward trend in the number of persons employed in business and industry, many boys and girls of high-school age who cannot find employment remain in school. Many of those who have graduated from high school have returned for additional work. A new question, therefore, faces many communities: Would it not be better in those cities in which there is a rather large enrollment of postgraduate students to organize junior colleges rather than have the pupils earn extra credits in subjects offered on the high-school level?

Data were collected for 1931–32 showing the number of pupils enrolled in each grade from the kindergarten to the last year of high school. Since grade enrollments for certain cities were compiled in 1918, it is possible to show the percentage of increase in each grade for 17 cities having a population of 100,000 and more and for 46 cities having a population between 2,500 and 100,000. These comparisons

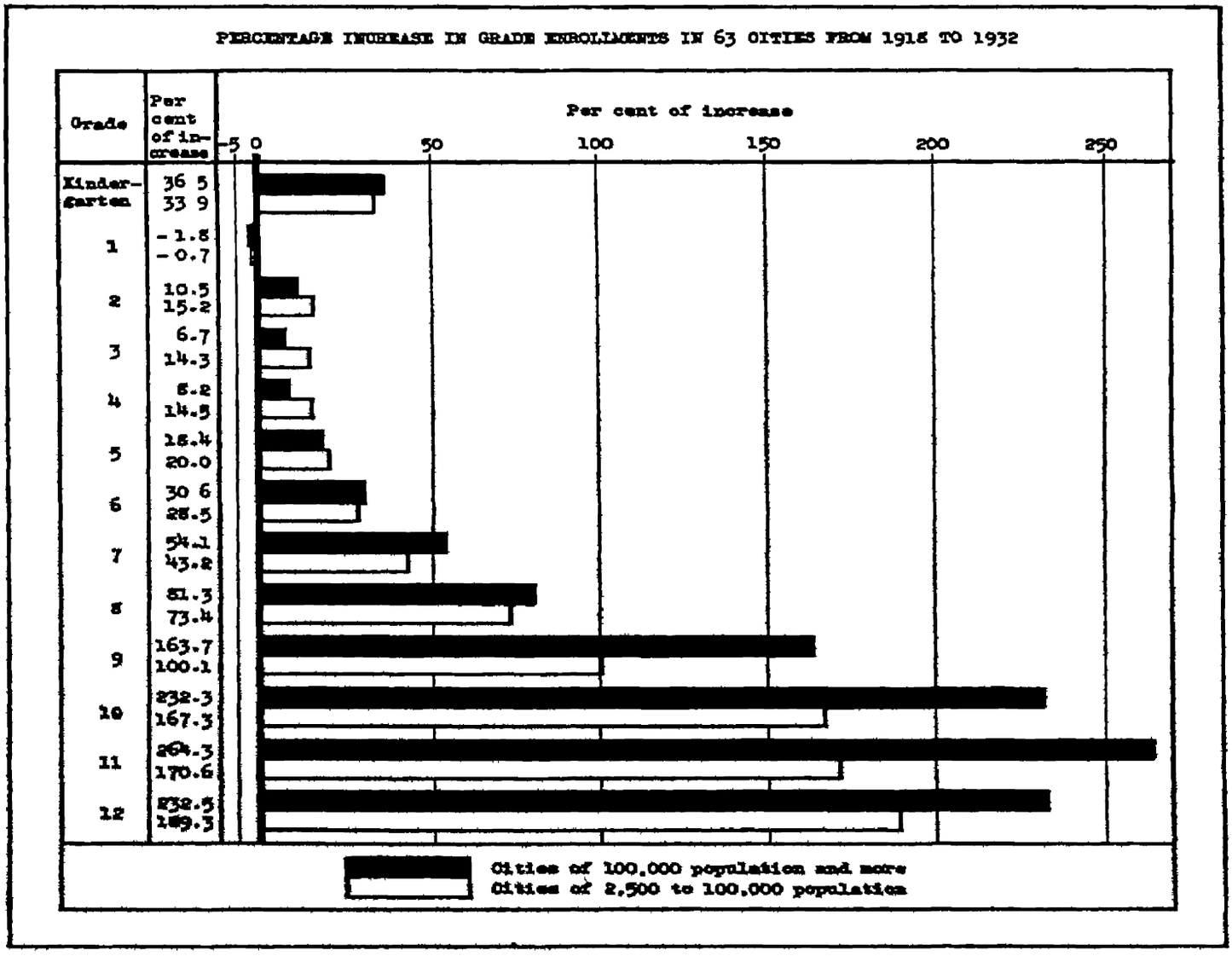


FIGURE 1.

show great variations in the relative increases in the four grade groupings.

As may be noted in table I and in figures 1 and 2 the percentage of increase in enrollments in the upper 6 grades greatly exceeds the percentage of increase in the first 6 grades. In the 17 cities having a population of 100,000 and more the kindergarten enrollment increased 36.5 percent within the 14 years; the enrollment in grades 1–6, 10.6 percent; the enrollment in grades 7–9, 89.9 percent; and the enrollment in grades 10–12, 241.6 percent. In the 46 cities having a population of less than 100,000, the kindergarten enrollment increased 33.9 percent; the enrollment in grades 1–6, 14 percent; the enrollment

in grades 7–9, 69.5 percent; and the enrollment in grades 10–12, 173.8 percent Grade 1 in each group shows a slight decrease.

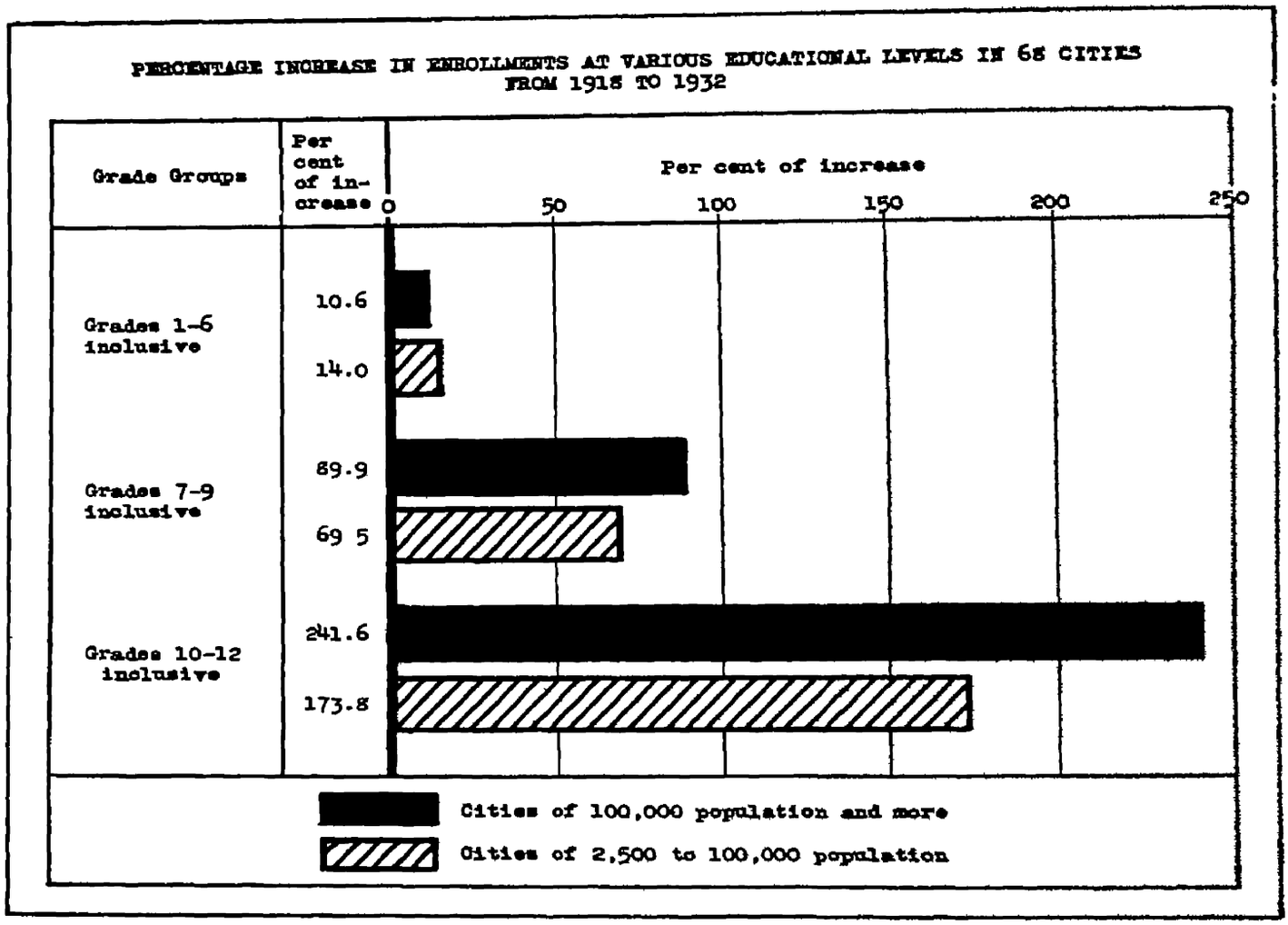


FIGURE 2.

TABLE I —*Percent of total enrollment in each grade 1917–18 and 1931–32, and percentage of increase in 63 cities*

Grade	Population, 100,000 and more (17 cities)			Population, 2,500 to 100,000 (46 cities)		
	Percent of total enrollment in each grade		Percent of increase	Percent of total enrollment in each grade		Percent of increase
	1917–18	1931–32	1917–18 to 1931–32	1917–18	1931–32	1917–18 to 1931–32
1	2	3	4	5	6	7
Kindergarten	7 8	7 6	36 5	4 5	4.4	33 9
1	15.2	11 0	—1 8	14.4	10.2	—.7
2	11.5	9.0	10.5	11.2	9 3	15.2
3	11.4	8.7	6.7	10.9	9.0	14.3
4	11.2	8.7	8.2	10.9	8.9	14.5
5	10 3	8.8	18.4	10.5	9.0	20 0
6	9 1	8 5	30.6	9 3	8 5	28.5
7	7 4	8 2	54.1	7.7	7 9	43.2
8	6.3	7 8	81 3	6.2	7.7	73.4
9	4 3	8.1	163.7	5.8	8.3	100.1
10	2.6	6 3	232.3	3.7	7.0	157.3
11	1.6	4.2	264 3	2.8	5.4	170.6
12	1 3	3.1	232.5	2.1	4.4	189.3

The second grade shows a greater increase than does the third grade in the 63 cities compared. Since there are only 63 cities represented, the greater increase in the second grade might seem accidental, but according to statistics for State school systems (rural and city combined) compiled in 1918 and in 1928 the percentage of increase in enrollment in the second grade was greater than for the third grade,[1] being 8 percent for the second grade and 5.5 percent for the third grade.

In the 17 cities having a population of 100,000 or more, 76.5 percent of the total enrollment in 1917–18 was in the kindergarten and first six grades; in 1931–32, only 62.3 percent was enrolled in these grades. The percent enrolled in grades 7–9 increased from 18.0 in 1917–18 to 24.1 percent in 1931–32, and in grades 10–12 from 5.5 to 13.6.

In the 43 cities having a population from 2,500 to 100,000, 71.7 percent of the total enrollment in 1917–18 was in the kindergarten and first six grades; in 1931–32 only 59.3 percent of the enrollment was in these grades. The percent enrolled in grades 7–9 increased from 19.7 percent in 1917–18 to 23.9 percent in 1931–32, and in grades 10–12 from 8.6 percent to 16.8 percent.

ATTENDANCE

Of the 13,454,582 pupils enrolled in the city public day schools in 1931–32, there were 11,626,095 in average daily attendance. In round numbers, not adjusting for duplications in enrollment between cities, 1,800,000, or 13 percent, of the children enrolled were absent from school each day.

The percentage of children enrolled who were in average daily attendance has, however, been increasing. In 1900 the attendance was 74.6 percent of the enrollment; in 1910, 79.6 percent; in 1918, 79.8 percent; in 1922, 82.5 percent; and in 1932 it was 86.4 percent. Or, within 32 years, the percent of pupils enrolled in average daily attendance rose from 74.6 to 86.4.

Table II shows what the percentage of attendance is of enrollment by groups of cities for 1922, and by bienniums from 1922 to 1932.

TABLE II.—*Percentage attendance is of enrollment*

Year	Size of city by groups				
	I	II	III	IV	Total
1	2	3	4	5	6
1922	82.3	82.6	83.3	82 6	82. 5
1926	81.7	83.2	83.1	84.1	82. 8
1928	81.2	83.7	84.6	84.6	83. 4
1930	83.8	84.3	85.1	85.3	84. 4
1932	86.3	86.3	86.8	86.4	86. 4

[1] U. S. Office of Education Bulletin, 1931, No. 20, Vol. 1, p. 67.

The increase in attendance in relation to enrollment may be attributed to several causes.

That children are attending school more regularly than they did in 1900 and in 1922 is doubtless due to the fact that the program of studies and methods of teaching are more nearly adapted to the interests and needs of the children. An elementary school of 1932 with its activity program and with its better-trained teachers should have much greater drawing and holding power than had the elementary school a few years ago when the program of studies consisted largely of unrelated subject matter and when the pupils were more like passive recipients than active participants.

The reorganization of the secondary school program may be given as one of the reasons for better school attendance. The junior high school with its general-survey courses and activities appeals to the adolescent youth, and the senior high school with its numerous courses of study adapted to meet the needs of pupils of different degrees of ability and of varying interests may be considered as another factor in holding pupils in regular attendance as well as retaining them in school for a longer period of years.

Another reason why attendance has been improving is because the city school attendance departments are better organized than they were a few years ago. They now look upon their work not merely as a matter of running down truants but as a matter of helping to keep children in regular attendance.

Not only to attendance officers, but to visiting teachers and school nurses should be assigned part of the credit for better school attendance, especially in the elementary school grades. In the junior and senior high schools the home-room teachers and counselors should receive some of the credit for improved attendance.

School attendance in relation to enrollment is better in the secondary school grades than in the elementary according to data compiled from a sampling of 124 cities having a population of 10,000 or more, as may be noted in table III which shows the percent attendance is of enrollment for 11 cities in group I, 29 cities in group II, and 84 cities in group III.

TABLE III.—*Percent of pupils enrolled in average daily attendance at different school levels, 1931–32*

Size of city	Grade					
	Kindergarten	Elementary school [1]	Junior high school	Junior-senior high school	Senior high school	4-year regular high school
1	2	3	4	5	6	7
Group I	60.7	89.4	89.5	87.4	92.8	94.5
Group II	64.1	86.9	91.3	90.4	86.8	94.0
Group III	64.0	85.4	89.5	90.7	87.0	89.0
Total	61.3	88.3	90.0	88.1	89.7	92.7

[1] Includes some schools having grades 7 and 8.

THE CITY SCHOOL TERM AND DAYS ATTENDED

Although the fact is not generally known, in the early days of the city school systems of the country their sessions continued practically the year round. Vacations were short and holidays were few. The prevailing custom was to divide the school year into four terms of 12 weeks each, with a vacation of a week at the end of each term. In some cities all the vacation came in summer, with the exception of about a week at Christmas. The summer vacation was extended gradually, usually about a week at a time. The daily school sessions were also longer than they now are. The history of the Cincinnati public schools in this particular, as indicated in the early school reports of that city, may be given as a typical example.[2]

The common-school system of Cincinnati was established in 1830. The legislative act requiring the council to provide for the support of the schools at public expense fixed the annual term of 6 months, but an early report in which the act was reproduced contained a footnote saying, "The public schools of Cincinnati are kept open throughout the year." This was substantially if not actually true. The vacations were of 3 weeks succeeding the close of a school year, 1 week during the session of the college of professional teachers in October, and 1 week, including Christmas and New Year's Day. The holidays were every Saturday, Thanksgiving Day, and May Day.

This arrangement continued for several years. Then, apparently without any change in the regulations or in the city ordinance which restricted school vacations to 5 weeks in any one year, the public exhibition marking the close of the school term was held in 1840 on June 19, and the opening of the following term was set for July 20.

In 1849 a formal rule fixed the length of the summer vacation at 5 weeks. Four years later (1853) a further extension was made, and the schools were ordered closed from the last day of June to the third Monday in August.

No substantial change was made for 7 years, but in 1860 another week was added to the vacation, which was made to extend from the last Friday in June to the fourth Monday in August. Another 7-year period elapsed, and again (1867) the vacation period was increased, this time until the first Monday in September.

On May 31, 1887, two additional holidays were introduced, namely Washington's Birthday and Decoration Day; and it was provided that the schools should not be opened on Friday following New Year's Day and Thanksgiving Day when those holidays fell on Thursday.

The regulation in effect in 1911 provided that the annual vacation should be from such date in June as might be designated by the board of education to the first Monday after the first Tuesday in September. The schools were actually taught 200 days in 1910–11, and 184 days in 1931–32.

[2] U. S. Office of Education Bulletin, 1917, No. 45.

TABLE V.—*Length of school term and number of days attended in certain cities, 1879–80 and 1931–32*

City	Number of days school was in session		Average number of days attended by each pupil enrolled		Average number of days of the term each pupil enrolled is out of school	
	1879–80	1931–32	1879–80	1931–32	1879–80	1931–32
1	2	3	4	5	6	7
San Francisco, Calif.	211	195	155	166	56	29
New Haven, Conn.	198	179	133	158	65	21
Washington, D.C.	193	180	150	147	43	33
Chicago, Ill.	198	195	141	164	47	31
Indianapolis, Ind.	194	178	124	148	70	30
Atlanta, Ga.	175	176	111	141	64	35
Louisville, Ky.	204	172	138	141	66	35
Boston, Mass.	203	182	155	155	48	27
Grand Rapids, Mich.	195	189	124	162	71	27
Baltimore, Md.	180	190	116	159	64	31
Buffalo, N.Y.	199	185	155	159	44	26
Kansas City, Mo.	195	191	116	161	79	30
Cincinnati, Ohio	205	184	155	158	50	26
Memphis, Tenn.	149	180	87	148	62	32
Milwaukee, Wis.	200	190	131	162	69	28
San Antonio, Tex.	200	176	118	148	82	28

TABLE VI.—*Number of days schools were in session and average number of days attended by each pupil enrolled in cities, 1922 and 1932*

Group	Days in session		Days attended		Days of term out of school		Percent of term out of school	
	1921–22	1931–32	1921–22	1931–32	1921–22	1931–32	1921–22	1931–32
1	2	3	4	5	6	7	8	9
I	187	184	154	159	33	25	17.6	13.6
II	183	181	151	157	32	24	17.4	13.3
III	181	180	151	156	30	24	16.6	13.3
IV	178	178	148	153	30	25	16.8	14.0
Total	183	182	151	157	32	25	17.4	13.7

From 1929–30 to 1931–32 the number of days school was in session decreased 4 days in group I, 2 days in group II, 2 days in group III, and 2 days in group IV. The decrease in the length of school term within the biennium may have been due partly to chance holidays, but the shortening of the school term by a week or two in a few of the cities probably accounts for most of the decrease. During the biennium the number of days attended by each pupil enrolled increased about 2 days.

In table 4 (pp. 40–62) the length of school term is given for individual cities in groups I, II, and III. From the detailed data contained in that table and from the average length of term (182 days) only a general conception as to the number of days that school was in session can be obtained. A clearer conception of the situation with respect to length of school term may be had by consulting table VII and figure 3 which show the distribution of 1,000 cities according to the number of days that the public schools were actually in session.

It appears, therefore, that in this typical city the actual reduction in school time per year has been from 233 to 184 days.

Table IV taken in part from the Report of the Commissioner of Education for 1891–92,[3] shows that the conditions in Cincinnati are representative of the entire country:

TABLE IV.—*Length of school term and of daily sessions, 1841–42*

City	In 1841–42 or thereabouts			In 1891–92			Length of school term in 1931–32
	Length of school term [1]	Length of daily sessions	Time given to recesses daily	Length of school term	Length of daily sessions	Length of recesses	
1	2	3	4	5	6	7	8
		Hours	*Minutes*	*Days*	*Hours*	*Minutes*	*Days*
New York, N.Y.	49 weeks	6–7		202½	5	20	184
Chicago, Ill.	48 weeks	6		192	5	15	195
Philadelphia, Pa.	251½ days	7		201	5	10	180
Brooklyn, N.Y.	11 months			202			184
Boston, Mass.	224 days	[2] 5½ [3] 6	30	200	5	20	182
Baltimore, Md.	11 months	[2] 6 [3] 7	30	203	5	30	190
Cincinnati, Ohio	do	[2] 6 [3] 7	30	190	5¼	15	184
Cleveland, Ohio	43 weeks			190	5	15	183
Buffalo, N.Y.	12 months			195			185
Washington, D.C.	238 days	[2] 6 [3] 7	30	180	5	15	180
Detroit, Mich.	259 days	6		196	5½	20	177

[1] The exact number of days cannot be stated in all cases, because of the uncertainty as to the length of the week or the month mentioned in the original documents. It is presumed, however, that the calendar week or month was intended.
[2] In winter.
[3] In summer.

The reduction in the length of the school term has come so gradually that the extent of it has not been realized and is rarely discussed.

Although the length of the school term has been reduced since the early days of city school systems, the number of days attended by each pupil enrolled has increased. Data on attendance in the early days are not at hand, but data compiled from the report of the Commissioner of Education for 1879–80 show that although the school term was longer in most cities than at present the number of days attended was less, as may be noted in table V, which shows the number of days school was in session in several of the large cities and the number of days attended by each pupil enrolled in 1879–80 and in 1931–32.

From 1922 to 1932 the number of days that school was in session decreased in each group of cities except in group IV. For all cities combined the term decreased from 183 to 182 days and the number of days attended increased from 151 to 157, a loss of 1 day in length of term and a gain of 6 days in average number of days attended. The average number of days of the term each pupil enrolled was out of school decreased from 32 to 25 days, and the percent of time out of school from 17.4 in 1921–22 to 13.7 in 1931–32, as shown in table VI.

[3] Boykin, J. C., in ch. XVII, City School Systems, An. Rept. of the Commissioner of Education, 1891–92, vol. 2, p. 664.

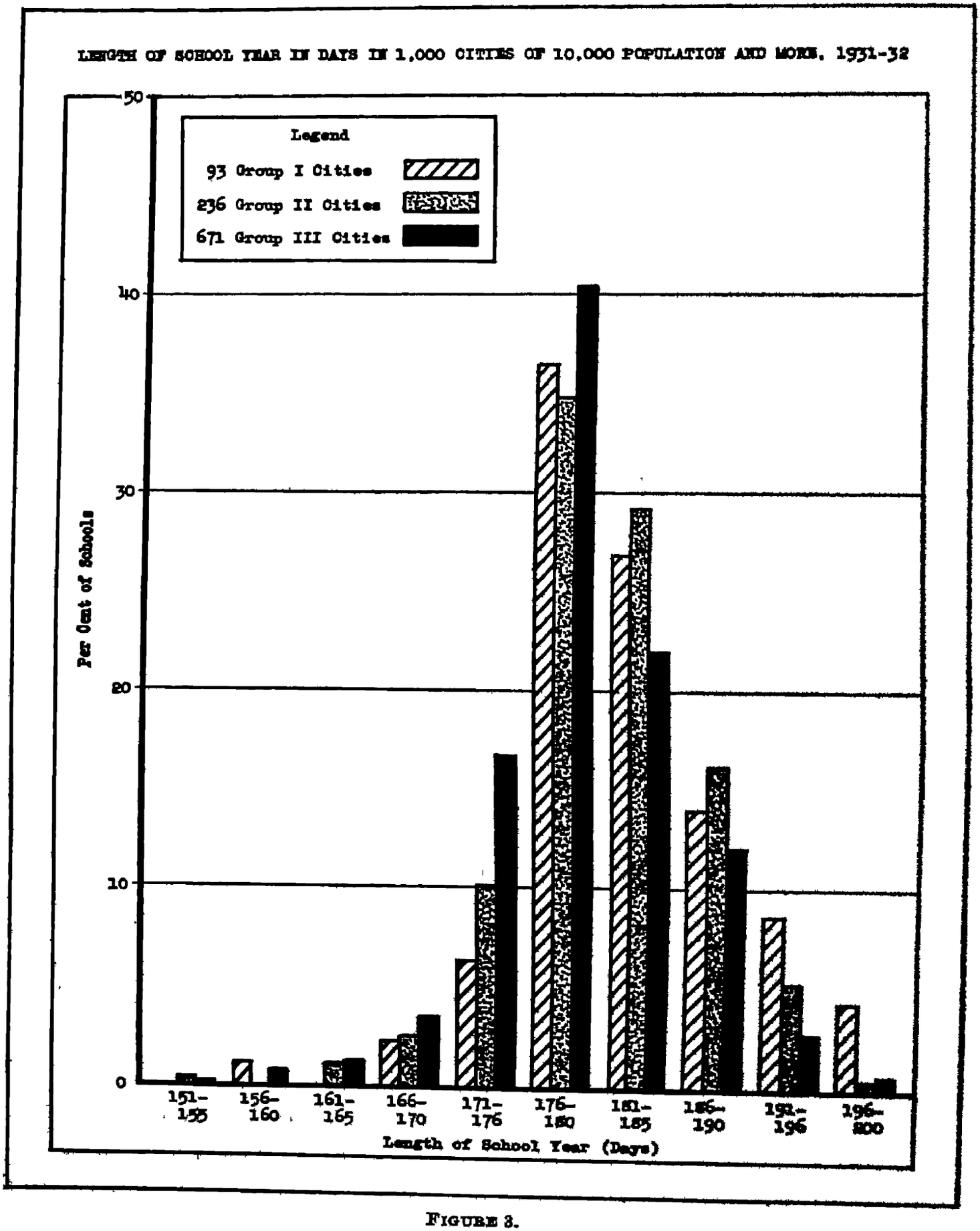

LENGTH OF SCHOOL YEAR IN DAYS IN 1,000 CITIES OF 10,000 POPULATION AND MORE, 1931-32
Legend
93 Group I Cities
236 Group II Cities
671 Group III Cities
Per Cent of Schools
50
40
30
20
10
0
151-155
156-160
161-165
166-170
171-175
176-180
181-185
186-190
191-195
196-200
Length of School Year (Days)

FIGURE 3.

TABLE VII.—*Distribution of 1,000 cities having a population of 10,000 or more, according to number of days the public schools were actually in session, 1931–32*

Length of term in days	Size of city							
	Group I		Group II		Group III		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9
151–155	0	0	1	0 4	1	0.1	2	0.2
156–160	1	1 1	0	0	5	.7	6	.6
161–165	0	0	3	1 1	7	1.2	10	1 0
166–170	2	2.2	6	2.5	24	3.5	32	3.2
171–175	6	6.4	24	10 2	112	16.7	142	14 2
176–180	34	36.5	82	34.8	271	40.4	387	38.7
181–185	25	26 8	69	29.2	147	21.9	241	24.1
186–190	13	13.9	38	16 2	81	12.1	132	13.2
191–195	8	8.7	12	5.2	19	2.8	39	3.9
196–200	4	4 4	1	.4	4	.6	9	.9
Total	93	100.0	236	100 0	671	100 0	1,000	100.0

Of the 1,000 cities represented in table VII and in figure 3 about 5 percent have a school term varying from 156 to 170 days, which represents a school term of about 8 to about 8½ months; about 90 percent have a school term varying from 171 to 190 days, or a term of about 9 to 9½ months; only about 5 percent have a term from 191 to 200 days, or a 10 months' term.

In only 9 cities in 1931–32 was the school term from 196 to 200 days, or what might be considered 10 full months of school, counting 20 days to a school month. In 1879–80, according to the report of the Commissioner of Education for that year, the schools in 95 of the cities having a population of 7,500 and more were in session 196 days or more, and in several of the 95 cities schools were in session more than 200 days.

On the whole the number of days that the city schools are in session is not increasing. The number of days attended by each pupil enrolled is, however, increasing; but even with the increase in attendance, the average number of days attended is only 157. In other words, only about one half the city school children attend school more than 157 days, and the greatest number of days that only a very few children have an opportunity of attending school is 200.

If a child attends school 200 days a year for 6 hours a day, the best that is offered to only a few, he is in school 1,200 hours a year. In a year of 365 days there are 8,760 hours. This fortunate child is thus in school only 13.6 percent of the time. Counting 10 hours for sleep, he is in school only 23.5 percent of the time that he is awake; the home has the child with an exceptionally long school term and with an exceptional attendance record 76.5 percent of the time he is awake.

As a matter of fact city children are on an average in school only 157 days a year. The child who attends school 6 hours a day for 157

days is in school only 942 hours a year. Allowing 10 hours for sleep the child's time for 365 days is distributed as follows: 10.7 percent in school, 41.7 percent in sleep, and 47.6 percent at his parents' or his own disposal.

Although 12 years of public schooling are offered, the average child attends school only 9 years. The distribution of his entire time for the 12 years that he might be in school is, therefore, 8.1 percent in school, 41.7 percent in sleep, and 50.2 percent at his own or his parents' disposal. These facts are presented in figure 4.

In considering the proportion of time the child is directly under the influence of the school and under the influence of the home, it should be remembered that for the first 5 or 6 years of the child's life, a very

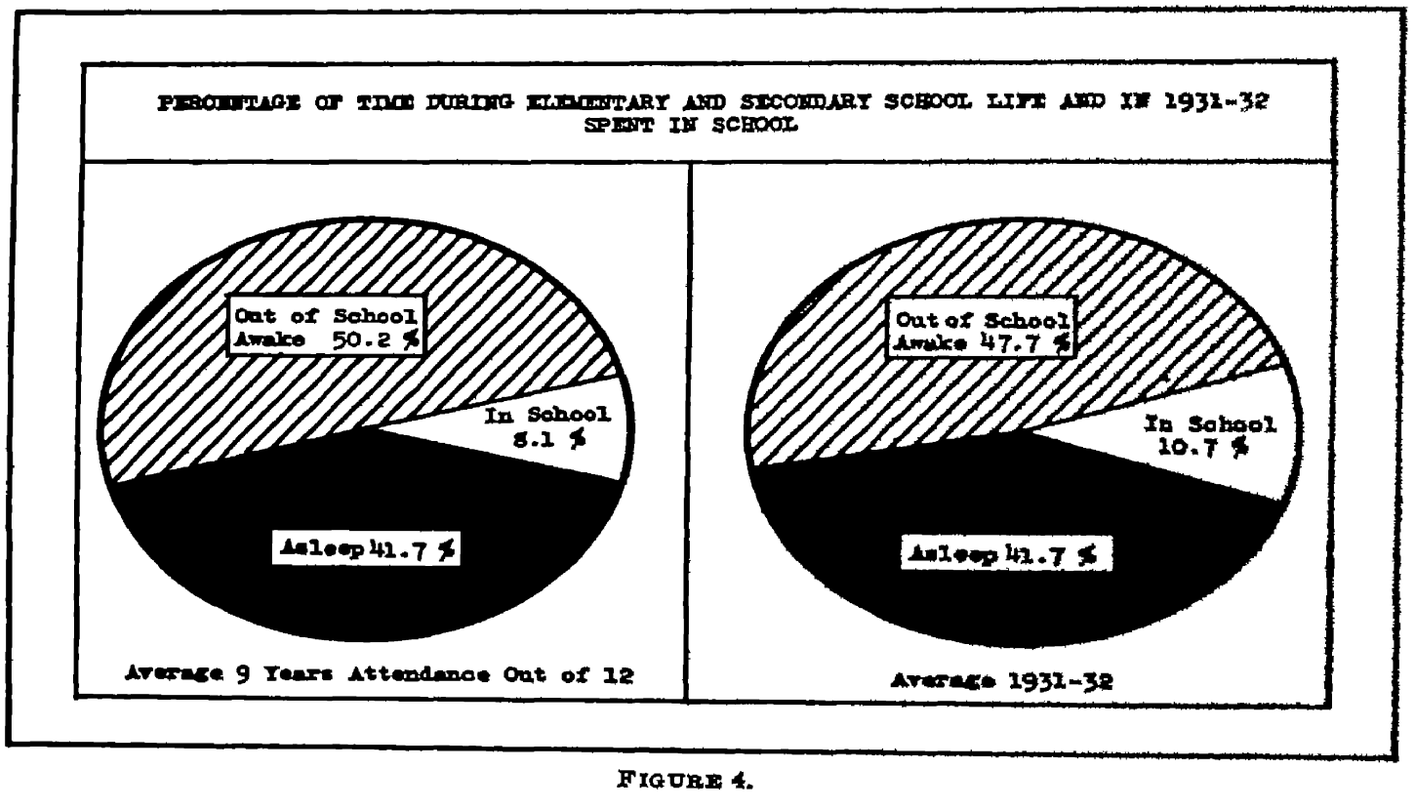


FIGURE 4.

important period in habit formation. he is directly under other than school influences.

This analysis of the school child's time emphasizes the joint responsibility of the home, the school, and community institutions for his all-round education.

SUPERVISING AND TEACHING STAFF

In the public day schools of cities having a population of 2,500 or more, 3,557 superintendents and assistant superintendents, 21,786 supervisors and principals, and 404,462 teachers were employed in 1931–32. From 1921–22 to 1931–32 the number of superintendents and assistants in the day schools increased 11.2 percent, the number of supervisors and principals increased 12.7 percent, and the number of teachers increased 37 percent. From 1929–30 to 1931–32 the

number of superintendents and assistants increased 10.2 percent, the number of supervisors and principals decreased 3.1 percent, and the number of teachers increased 6.4 percent. Since the cities in the statistical report of the Commissioner of Education for 1921–22 and 1929–30 were those classified as such in the 1920 census, the increase of about 10 percent in the number of cities in the 1930 census should be considered in interpreting the percentage of increase in personnel.

Of the 404,462 teachers in the day schools of all groups of cities in 1931–32 there were 59,423 men and 345,039 women, or 14.4 percent men and 85.6 percent women. The percentage of men teachers has, however, increased, as may be noted in table VIII.

TABLE VIII.—*Percentage of men teachers, 1922 to 1932 (day schools)*

Year	Group				Total
	I	II	III	IV	
1	2	3	4	5	6
1922	11.2	9.7	9.4	11.0	10 7
1924	11.3	10.3	10.4	11.9	11.1
1926	12.2	11.1	10.8	12.2	11 8
1928	13.1	11.9	11.4	12.7	12.3
1930	13.8	12.6	12.3	13.7	13.3
1932	14.9	13.8	13.8	15.6	14.4

The proportion of men teachers in public city schools has greatly increased in the last 30 years. In 1899–1900 men teachers represented only 7.5 percent of the instructional staff; in 1910 they constituted 8.7 percent.

Data were not compiled to show for all cities the ratio of men to women teachers by type of school, but data on this point were compiled from a sampling which included 11 cities in group I, 29 cities in group II, and 84 cities in group III. The results of this sampling are presented in table IX.

TABLE IX.—*Percentage of men teachers in each type of school in 124 cities, 1931–32*

Type of school	Group			Total
	I	II	III	
1	2	3	4	5
Elementary	4.7	2.1	2.8	3.9
Junior high	24.7	26.2	17.3	23.9
Senior high	39.1	39.1	34.0	38.2
4-year regular high	41.0	36.6	33.8	39.1

Comparing the percentages obtained from the sampling for 1931–32 with the percentages for all cities having a population of 10,000 or more for 1921–22 it appears that the percentage of men teachers in the elementary schools in the 10-year period increased from 3.7 to 3.9 percent, in the junior high school from 17.8 to 23.9 percent, and in the high school from 34 2 to 39.1 percent. From 1930 to 1932 there was an increase in the proportion of men teachers in the elementary school of about 0.5 percent, in the junior high school of about 1.9 percent, and in the high school of about 3 percent.

The number of teachers per supervisor, including principals, remained practically the same for each group of cities from 1922 to 1930 From 1930 to 1932 there was a slight increase in the teacher-supervisor ratio, as may be seen in table X.

TABLE X.—*Number of teachers per supervisor and principal*

Year	Group				Total
	I	II	III	IV	
1	2	3	4	5	6
1922	19	15	13	12	16
1924	20	15	13	14	16
1926	19	15	14	14	16
1928	19	16	14	15	17
1930	19	16	15	17	17
1932	20	16	16	23	19

PUPIL-TEACHER RATIO

From 1921–22 to 1931–32 the number of pupils in average daily attendance per teacher for all schools combined remained practically the same for each group of cities. The number enrolled per teacher was about 1 less in 1931–32 than in 1921–22. From 1930 to 1932 there was no change in the number enrolled per teacher. The number in average daily attendance per teacher increased by 1 pupil. A decided increase in the pupil-teacher ratio for 1932–33 over 1931–32 is indicated from such figures as are available from cities for 1932–33.

Table XI shows the pupil-teacher ratio for each group of cities by bienniums from 1922 to 1932.

No complete tabulation was made to show the total number of pupils and total number of teachers in each type of school, but a tabulation was made of these two items for 30 cities in group I, 45 cities in group II, and 55 cities in group III in order to ascertain the pupil-teacher ratio by type of school for 1931–32. A similar tabulation was made for these same cities for 1929–30, thus making it possible to compare changes within the biennium by type of school. Table XII shows the number of pupils enrolled per teacher by type of school in 1929–30 and in 1931–32.

TABLE XI.—*Number of pupils enrolled and in average daily attendance per teacher*

Year	Group I		Group II		Group III		Group IV		Total	
	Enrolled per teacher	Average daily attendance per teacher	Enrolled per teacher	Average daily attendance per teacher	Enrolled per teacher	Average daily attendance per teacher	Enrolled per teacher	Average daily attendance per teacher	Enrolled per teacher	Average daily attendance per teacher
1	2	3	4	5	6	7	8	9	10	11
1922	36	30	33	28	34	29	34	28	35	29
1924	38	30	34	28	35	29	34	30	36	30
1926	36	29	33	27	34	28	33	28	35	29
1928	35	29	32	27	33	28	33	28	34	28
1930	35	30	32	27	33	28	32	28	33	28
1932	35	30	32	28	33	28	32	28	33	29

TABLE XII.—*Number of pupils enrolled per teacher by type of school for 130 cities*

Type of school	Group I		Group II		Group III		Total	
	1930	1932	1930	1932	1930	1932	1930	1932
1	2	3	4	5	6	7	8	9
Kindergarten	65.1	55.2	48.8	53.4	50.0	47.1	62.8	54.8
Elementary school	39.1	38.0	35.2	35 4	36.3	34.9	38.5	37.6
Junior high school	28.7	30.9	25 9	27.3	27 4	28.3	28.1	30.1
High school	26.8	29.3	26.0	28 2	26.3	30.6	26.6	29.2

Except in group II the number of pupils per teacher in the kindergarten and in the elementary grades was less in 1931–32 than in 1929–30. The comparatively large number of pupils enrolled per kindergarten teacher is partly due to the fact that many kindergarten teachers are assigned 2 sections, 1 in the morning and 1 in the afternoon.

In the junior high school and in the high school there was within the biennium an increase of about two pupils per teacher.

Since the number of pupils per teacher in the elementary grades has always been high compared with the number per teacher in the secondary school grades it would seem that any readjustments in pupil-teacher ratio would be effected in the secondary school grades. The pupil-teacher ratio in the high schools has been less than in the elementary grades partly because many high-school subjects are elective, resulting in some very small classes, and partly because the secondary school accrediting agencies had in general set the maximum pupil-teacher ratio at 30. During the biennium special interpretations of the standard on pupil-teacher ratios have been allowed by some of these agencies.

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CURRENT EXPENSE PER PUPIL IN AVERAGE DAILY ATTENDANCE

In 1929–30 the average cost per full-time day school pupil in average daily attendance in cities having a population of 2,500 or more for current expenses was $100.95; in 1931–32 the cost per pupil in these cities was $98, or 2.9 percent less than in 1929–30.

Table XIII shows the cost per day school pupil in each group of cities by bienniums from 1922 to 1932.

TABLE XIII.—*Annual current expense per pupil in average daily attendance 1922–32 (full-time day schools)*

Year	Size of city by population groups				Total
	I	II	III	IV	
1	2	3	4	5	6
1922	$89 62	$78. 72	$68. 85	$64. 51	$78. 73
1924	97. 86	85 30	75. 31	65. 11	84. 78
1926	105 19	90. 15	79. 98	74. 69	91 98
1928	114. 20	94. 97	82. 82	75. 69	97. 11
1930	119 17	98. 03	85. 75	79. 02	100. 95
1932	114. 86	97 02	82. 04	73. 09	98. 00

From 1922 to 1930 there was an increase in per capita cost from biennium to biennium in each group of cities, but from 1930 to 1932 there was a decrease in each group of cities amounting to 3.6 percent in group I, 1 percent in group II, 4.2 percent in group III, 7.5 percent in group IV, and 2.9 percent for all cities. These average decreases are not great. There were, however, some cities in which the school expenses for 1931–32 were much less than for 1929–30. A comparison between per capita costs in 180 cities in 1929–30 and in the same cities in 1931–32 shows that 46, or 25 percent, reduced the per capita for current expenses by 10 percent or more. Two of the 180 cities show a decrease of as much as 30 percent. Only 6, or 3.9 percent, of the 180 cities show an increase of 10 percent or more.

Table XIV shows the number of cities in each group on the sampling of 180 that decreased or increased the per capita expenses from 1929–30 to 1931–32, and the percentages of change.

The median decrease in the annual cost per pupil for the 39 cities compared in group I was 2.0 percent; for the 53 cities in group II, 5.7; for the 51 cities in group III, 5.6 percent; and for the 37 cities in group IV, 7.1 percent. The median decrease for the 180 cities was 4.7 percent.

Table XV shows the annual cost per pupil in average daily attendance for each current expense item for each group of cities, totaling 3,158 cities.

TABLE XIV.—*Changes in annual cost per pupil by certain percentages in 180 cities from 1929–30 to 1931–32*

Size of city	Number of cities showing											Total
	Decreases							Increases				
	30 to 34.9 per-cent	25 to 29.9 per-cent	20 to 19 9 per-cent	15 to 19.9 per-cent	10 to 14 9 per-cent	5 to 9 9 per-cent	0 1 to 4 9 per-cent	0 1 to 4 9 per-cent	5 to 9 9 per-cent	10 to 14.9 per-cent	15 to 19 9 per-cent	
1	2	3	4	5	6	7	8	9	10	11	12	13
Group I	1	------	------	------	4	4	17	8	5	------	------	39
Group II	------	2	3	0	5	12	10	9	5	------	1	53
Group III	------	1	2	1	9	14	17	4	1	1	1	51
Group IV	1	------	3	2	6	11	7	------	4	2	1	37
Total	2	3	8	9	24	41	51	21	15	3	3	180
Percentage of total	1 1	1.7	4.4	5.0	13.3	22.8	28.3	11.7	8.3	1.7	1.7	100

TABLE XV.—*Cost per pupil in average daily attendance for each current-expense item, 1931–32*

Item	Group				Total
	I	II	III	IV	
1	2	3	4	5	6
General control	$3.62	$3.29	$3.54	$4.71	$3.76
Instruction	89 13	75 36	62.07	53.06	75.06
Operation	10.32	10.31	9.33	8.16	9.72
Maintenance	4.23	3.10	2.65	2.29	3.39
Auxiliary agencies and coordinate activities	3.56	3.17	2.85	3.37	3.34
Fixed charges	4 00	1.79	1.60	1.50	2.73
Total current	114.86	97.02	82.04	73 09	98.00

In order to discover the approximate range of per capita costs for each current-expense item, table XVI was prepared from data for 290 cities.[4] In group I, for example, the per capita cost for general control ranges from $1.02 to $6.76, for instruction from $46.03 to $135.66, and for total current expense from $54.79 to $166.97. Among the 290 cities the lowest per capita cost for current expense was $28.92 and the highest was $227.85.

TABLE XVI.—*Range in annual expense per pupil in average daily attendance in 290 cities, 1931–32*

Item	Group			
	I (65 cities)	II (75 cities)	III (75 cities)	IV (75 cities)
1	2	3	4	5
General control	$1.02 to $6.76	$1.05 to $9.04	$1.13 to $11.96	$2.04 to $12.05
Instruction	46.03 to 135.66	28.09 to 166.83	24.35 to 113.15	26.53 to 138.98
Operation	3.46 to 18.46	2.13 to 32.45	1.84 to 29.63	2.02 to 52.72
Maintenance	1.02 to 11.63	.80 to 12.61	.66 to 15.42	.15 to 14.99
Auxiliary	.17 to 9.14	.05 to 13.61	.08 to 24.58	.02 to 19.11
Fixed charges	.01 to 11.17	06 to 10.19	.01 to 9.10	.06 to 6.25
Total current expense	54.79 to 166.97	28.92 to 227.85	29.42 to 190.39	32.14 to 196.83

[4] U. S. Office of Education Circular No. 78. Per Capita Costs in City Schools for 1931–32.

The per capita cost of instruction only varies with the type of school. Data relating to instruction expense were not tabulated by type of school for all cities, but a tabulation was made from a sampling of cities in groups I, II, and III in order to ascertain approximately the per capita cost of instruction. A sampling was made including 11 cities from group I; 27 from group II; and 84 from group III. The per capita costs for instruction derived from the sampling are shown in table XVII.

TABLE XVII.—*Cost per pupil for instruction only in elementary, junior high, and high schools, 1931–32, in 122 cities*

Type of school	Group I	Group II	Group III	Groups I, II, III combined
1	2	3	4	5
Elementary school	$81.03	$65.45	$43.06	$71.69
Junior high school	86.40	78.06	66.55	81.34
Senior and 4-year high school	117 44	105 65	72.33	107 73

Table XVIII shows the cost per pupil for each current expense item, for capital outlay, and for interest by bienniums from 1921–22 to 1931–32 for cities of groups I, II, and III, and for the three groups combined. For the combined groups, the per capita cost for general control decreased 2.2 percent from 1929–30 to 1931–32; for instruction, 2.1 percent; for operation, 4.4 percent; for maintenance, 22.9 percent; for auxiliary agencies, 2.6 percent.

Fixed charges increased 11.4 percent per capita. Capital outlay showed a decrease of 46.5 percent, and interest an increase of 10.1 percent.

TABLE XVIII.—*Cost per pupil for each current expense item, for capital outlay, and interest, 1921–22 to 1931–32 (day schools)*

GROUP I

Year	General control	Instruction	Operation	Maintenance	Auxiliary agencies	Fixed charges	Total current expenses	Capital outlay	Interest
1	2	3	4	5	6	7	8	9	10
1922	$3.12	$71.11	$8.14	$4 43	$1.93	$0 89	$89.62	$24.66	$3.58
1924	2.98	76.95	8.49	4.96	2.97	1 51	97.86	36.19	5.76
1926	3.43	82.55	9 47	5.25	2.99	1.50	105 19	34 95	8.64
1928	3.49	88.21	10.47	5 39	3.57	3 07	114.20	27.39	7.28
1930	3.78	91.77	10 92	5.55	3 71	3 44	119 17	26.37	10.20
1932	3.62	89 13	10 32	4.23	3 56	4.00	114.86	14.71	11.31

GROUP II

1922	$2.76	$60.57	$8.79	$3.43	$1.94	$1.23	$78.72	$27.28	$5.04
1924	2.84	65 04	9.57	3.86	2.43	1.56	85.30	27.82	5.27
1926	3.08	68.88	9.97	3.94	2.77	1.56	90.15	31.39	7.11
1928	3 02	72.94	10.83	3.94	3.25	1.49	94.97	22.61	6.98
1930	3.30	74.88	10.49	4.08	3.37	1.96	98.08	21.06	8.82
1932	3.29	75.36	10 31	3.10	3.17	1.79	97.02	12.70	10.28

TABLE XVIII.—*Cost per pupil for each current expense item, for capital outlay, and interest, 1921–22 to 1931–32 (day schools)*—Continued

GROUP III

Year	General control	Instruction	Operation	Maintenance	Auxiliary agencies	Fixed charges	Total current expenses	Capital outlay	Interest
1	2	3	4	5	6	7	8	9	10
1922	$3.13	$52.31	$8.14	$2.79	$1.39	$1.09	$68.85	$16.81	$3.52
1924	3.28	56.37	9.18	2.91	2.00	1.57	75.31	24.36	5.24
1926	3.50	59.92	9.36	3.50	2.06	1.64	79.98	28.10	6.65
1928	3.48	62.34	9.52	3.29	2.59	1.60	82.82	23.80	6.64
1930	3.50	64.77	9.73	3.41	2.73	1.61	85.75	20.75	8.37
1932	3.54	62.07	9.33	2.65	2.85	1.60	82.04	7.83	8.37

GROUPS I, II, III, COMBINED

1922	$3.06	$65.00	$8.29	$3.88	$1.82	$1.00	$83.05	$23.59	$3.89
1924	3.01	70.03	8.87	4.29	2.65	1.54	90.39	31.89	5.55
1926	3.36	74.74	9.56	4.59	2.75	1.54	96.54	32.72	7.88
1928	3.39	79.25	10.23	4.62	3.29	2.42	103.20	25.56	7.08
1930	3.61	82.21	10.57	4.75	3.42	2.72	107.28	23.98	9.50
1932	3.53	80.51	10.10	3.66	3.33	3.03	104.16	12.83	10.46

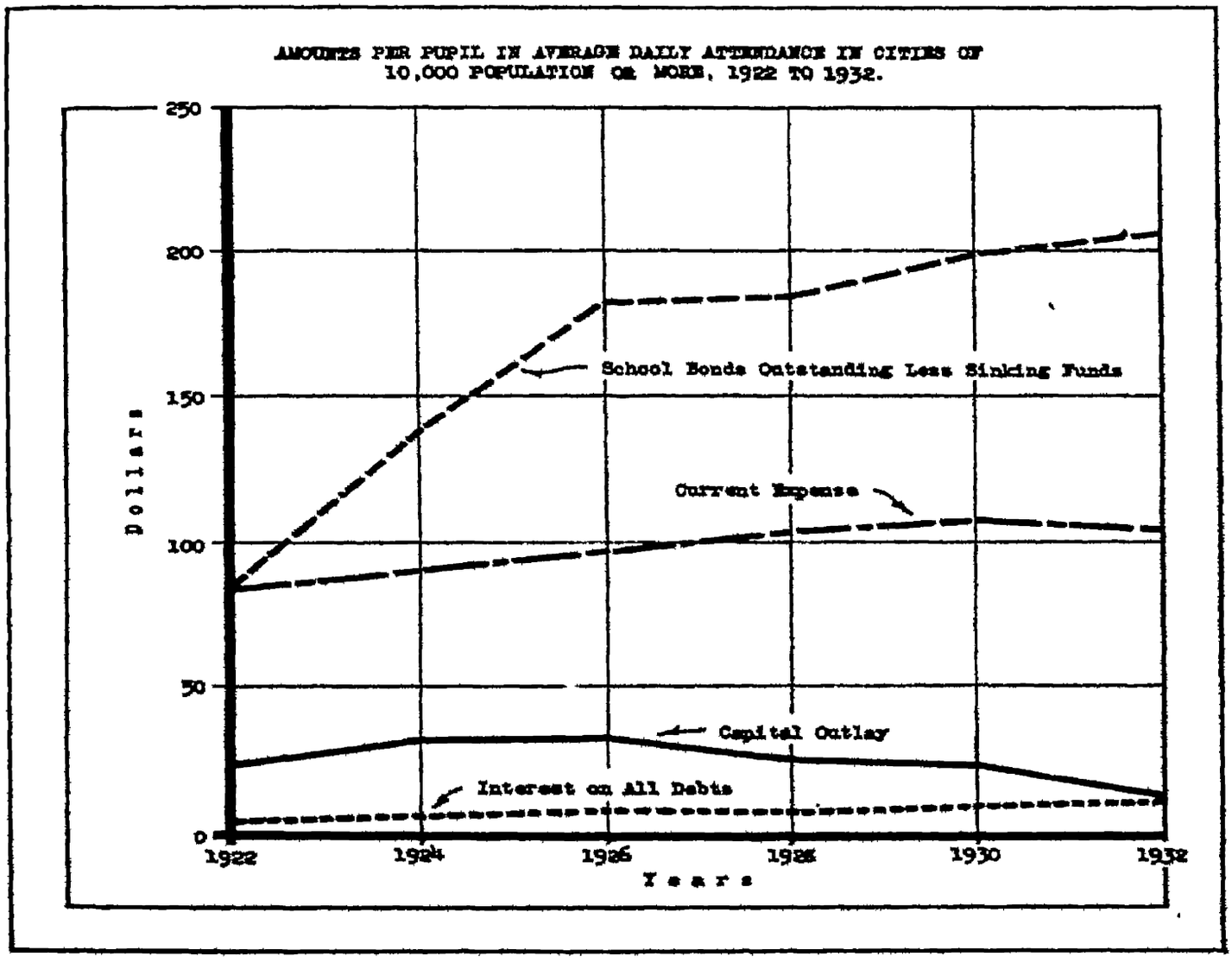


FIGURE 5.

Figure 5 shows by the bienniums from 1922 to 1932 the comparative changes in current expenses, capital outlay, bonded indebtedness, and interest per pupil in average daily attendance in cities having a population of 10,000 or more.

PERCENTAGE OF DISTRIBUTION OF THE CITY SCHOOL DOLLAR

Table XIX shows for 1931–32 for each group of cities the distribution for the six current expense items, and also the percent that total current expenses, capital outlay, and interest are of the grand total expenditure, exclusive of payment on bonds.

TABLE XIX.—*Percentage distribution of the current expense and total expense dollar in cities of groups I, II, III, and IV in 1931–32*

[For basic figures see table 1]

Purpose	Group				Total
	I	II	III	IV	
1	2	3	4	5	6
Current-expense dollar					
General control	3.1	3.5	4.3	6.4	3.8
Instruction	78.2	78.0	75.8	72.6	77.1
Day schools, full time	74.4	76.3	75.3	72.5	75.2
Part time [1]	1.0	.8	.2	(2)	.7
Night [1]	1.3	.7	.2	.1	.9
Summer [1]	.5	.2	.1	(2)	.3
Operation	8.7	10.4	11.3	11.2	9.7
Maintenance	3.6	3.1	3.2	3.1	3.4
Auxiliary agencies and coordinate activities	3.0	3.2	3.5	4.6	3.3
Fixed charges	3.4	1.8	1.9	2.1	2.7
Current expense	100.0	100.0	100.0	100.0	100.0
Total-expense dollar.					
Current expense	82.0	81.2	83.6	85.0	82.5
Capital outlay	10.2	10.4	7.9	7.7	9.6
Interest	7.8	8.4	8.5	7.3	7.9
Total	100.0	100.0	100.0	100.0	100.0

[1] Includes a small amount in some cities for operation and maintenance.
[2] Less than 0.05 percent.

TABLE XX.—*Range in percent of amount devoted for each current expense item in 290 cities, 1931–32*

Purpose	Group			
	I (65 cities)	II (75 cities)	III (75 cities)	IV (75 cities)
1	2	3	4	5
General control	1.7 to 8.3	1.7 to 6.0	2.3 to 9.5	2.4 to 11.4
Instruction	71.2 to 86.3	70.2 to 86.9	56.3 to 86.4	48.9 to 85.6
Operation of plant	4.8 to 14.4	5.0 to 18.8	6.2 to 17.7	5.2 to 26.8
Maintenance of plant	1.4 to 10.1	.7 to 5.9	.8 to 9.5	.1 to 7.6
Auxiliary agencies and coordinate activities	2 to 6.6	.1 to 10.4	.1 to 12.9	.1 to 14.0
Fixed charges	.1 to 8.7	.1 to 5.5	.1 to 8.7	.1 to 5.5

In general, as the size of city increases the percentage of current expenses for general control, operation, and auxiliary agencies decreases, and the percentage for instruction and maintenance increases. The percentage for fixed charges is greater in groups I and IV than in each of the other two groups.

The percentage of the current expenses for each item varies considerably among the cities of the country, as is shown in table XX, which was compiled from data for 290 cities.

The cities having the highest per capita costs do not always devote the largest proportion of school funds to instruction. For example, the city in group III (table XX) in which the per-capita cost is highest devotes only 56.3 percent of the current expenses to instruction, and the city in group II in which the per-capita cost is highest devotes only 48.9 percent to instruction. In group I the city in which the per-capita cost is least devotes 85.4 percent of the current expense to instruction, which is considerably more than the average for the group.

Table XXI shows the percentage distribution of the school dollar by bienniums from 1922 to 1932 for cities having a population of 10,000 or more.

Figure 6 shows the distribution of the current-expense dollar for 1932 and the total-expense dollar for 1930 and 1932.

TABLE XXI.—*Percentage distribution of the current expense and total expense dollar in cities of 10,000 population or more, 1922 to 1932*

Purpose	Percentage by years					
	1922	1924	1926	1928	1930	1932
1	2	3	4	5	6	7
Current expense dollar						
General control	3.6	3.2	3.4	3.2	3.3	3.3
Instruction	78.7	78.0	77.9	77.4	77.2	77.8
Day school, full time	76.7	75.8	75.6	75.0	74.8	75.5
Part time	.5	.7	.8	.9	.8	.8
Night	1.2	1.2	1.2	1.1	1.1	1.1
Summer	.3	.3	.3	.4	.4	.4
Operation	9.8	9.6	9.7	9.7	9.7	9.5
Maintenance	4.6	4.6	4.6	4.4	4.3	3.4
Auxiliary agencies and coordinate activities	2.1	2.9	2.8	3.1	3.1	3.2
Fixed charges	1.2	1.7	1.6	2.2	2.5	2.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
Total expense dollar:						
Capital outlay	21.0	24.5	21.9	18.5	16.7	9.8
Interest	3.5	4.3	5.8	5.1	6.6	8.1
Current expense	75.5	71.2	72.3	76.4	76.7	82.1
Total	100.0	100.0	100.0	100.0	100.0	100.0

Within the 10-year period there was but little change in the proportion of the current expense dollar devoted to each item. In general, the cities that distribute their school budget for current expenses so that from 3 to 4 percent is for general control, from 72 to 80 percent for instruction, from 9 to 10 percent for operation, from

SCHOOL EXPENDITURES IN CITIES OF 10,000 POPULATION AND MORE, 1930-1932

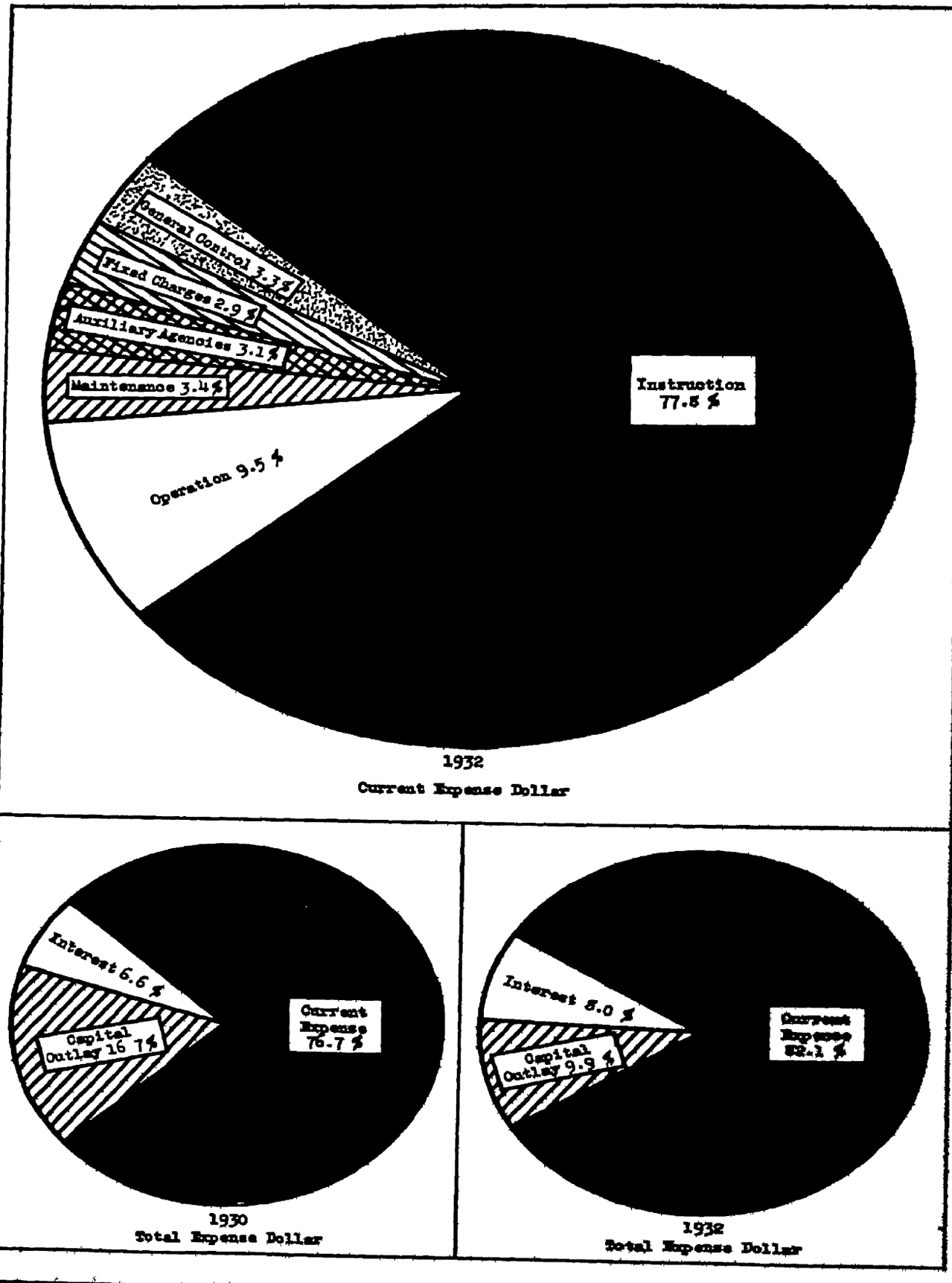


FIGURE 6.

3 to 5 percent for maintenance, from 2 to 4 percent for auxiliary agencies, and from 1 to 3 percent for fixed charges are conforming rather closely to general practice. No hard and fast rule can, however, be made as to what percent of the total amount of the budget should be devoted to each current expense item, since conditions vary. For example, some city because of geographical conditions may find it necessary to spend a relatively large amount for the operation of the school plant, and some city in which the cost of living is relatively high and some city in which the standard qualifications of teachers are relatively high may find it necessary to spend larger amounts for instruction than do those cities in which living costs and the standard qualifications of teachers are lower.

THE CITY SCHOOL DEBT

In cities having a population of 2,500 or more the total amount of school bonds outstanding, less the amount in the sinking fund, was $2,218,294,000 in 1931–32. The interest on all indebtedness was $112,051,977.

The increase in the amount of indebtedness for a period of years can be given only for cities having a population of 10,000 or more. From 1922 to 1932 the amount of net bonded indebtedness in these cities increased from $547,432,000 to $1,918,417,000, and the interest on all indebtedness increased from $25,409,726 to $97,495,400.

Since the figures for 1932 are for several hundred more cities than for 1922, the percentage of increase should not be calculated upon total amounts but rather upon amount of bonds outstanding per pupil. In 1922 the amount of bonds outstanding per pupil in average daily attendance was $83.61 and in 1932 the amount per pupil was $205.85, or an increase of about 146 percent. From 1930 to 1932 the net bonded indebtedness increased from $199.68 per pupil to $205.85, or an increase of about 3 percent within the biennium. Since capital outlay, as is shown in table XXI, has been decreasing since 1924, it would seem that within a few years the amount of bonded indebtedness will also begin to decrease.

Table XXII shows the amount of bonds outstanding, less the amount in the sinking fund, in cities of groups I, II, and III in thousands of dollars and the amount per pupil in average daily attendance.

Based upon the amount of bonds outstanding per pupil in average daily attendance, the increase in group I from 1930 to 1932 was 2.7 percent; in group II, about 6 percent; and in group III there was a decrease of 0.8 percent.

TABLE XXII.—*Bonds outstanding, less amount in sinking fund, in cities of 10,000 population or more, 1922 to 1932*

Year	Group I		Group II		Group III		Groups I, II, and III combined	
	Amount in thousands of dollars	Per pupil in average daily attendance	Amount in thousands of dollars	Per pupil in average daily attendance	Amount in thousands of dollars	Per pupil in average daily attendance	Amount in thousands of dollars	Per pupil in average daily attendance
1	2	3	4	5	6	7	8	9
1922	287,717	$76 25	166,517	$119 27	93,198	$67.60	547,432	$83.61
1924	573,570	140.44	229,766	150 70	182,954	120 47	986,290	138.51
1926	832,630	195 10	289,732	176 22	244,865	154.01	1,367,227	182.26
1928	867,004	192.63	313,766	180.59	283,217	164 81	1,463,987	183 99
1930	1,017,501	216 03	355,202	191 21	298,790	105 71	1,671,493	190 68
1932	1,200,888	222.04	389,855	203 25	327,074	164.41	1,918,817	205 85

SCHOOLS, SCHOOL BUILDINGS, AND PROPERTY INVESTMENTS

A school as defined and used in these statistics is an organization such as a kindergarten, elementary school, junior or senior high school, and is counted as a separate unit whether housed separately or not. There were 36,573 schools in the 27,763 buildings in all cities in 1931–32.

The size of schools of different types and in different size cities varies considerably as shown in a sampling tabulation made for 124 cities summarized in table XXIII.

TABLE XXIII —*Number of pupils per school in 124 selected cities*

Type of school	Group I (11 cities)	Group II (29 cities)	Group III (84 cities)	Total (124 cities)
1	2	3	4	5
Elementary	513	371	324	438
Junior high school	1,507	805	587	1,073
Junior-senior	1,512	903	570	1,185
Senior high school	2,338	1,634	637	1,445
4-year regular high school	1,820	1,127	627	1,210

All types of high schools in group I cities are from three to four times as large as the elementary schools. The largest schools in any group are the senior high schools in the reorganized systems, averaging about 1,450 pupils per school. The other high schools have only from 1,100 to 1,200 students and the elementary schools have about 435

Four and three-quarters billion dollars is invested in city school property. The estimated value of school properties reported by bienniums from 1922 to 1932 for each group of cities is given in table XXIV.

TABLE XXIV.—*Estimated value of school properties in city school systems, 1922–32*
(*thousands of dollars*)

Year	Group				All cities
	I	II	III	IV	
1	2	3	4	5	6
1922	890,280	391,315	344,964	394,710	2,030,269
1924	1,177,958	487,707	461,083	537,535	2,664,283
1926	1,535,727	615,159	562,141	672,249	3,385,276
1928	1,767,106	693,969	648,841	740,227	3,850,143
1930	2,015,525	778,507	703,119	804,940	4,302,091
1932	2,405,253	837,529	775,344	736,911	4,755,037

Part of the increase in groups I, II, and III from 1930 to 1932 is accounted for by the reclassification of cities according to the 1930 census placing more cities in each of these groups. The 10.5 percent increase in value is probably offset in part by the 10 percent increase in the number of school systems.

In cities of group I the estimated value of school property in 1932 is $2,405,253,000, or 50.5 percent of the total for all cities; in group II, $837,529,000, or 17.5 percent; in group III, $775,344,000, or 16.5 percent of the total; and in group IV, $736,911,000, or 15.5 percent of the total for all cities.

The value of school property in all cities increased from $2,030,269,000 in 1922 to $4,755,037,000 in 1932, or an increase of 134 percent.

TABLE XXV.—*Number of school buildings and value of average plant, including grounds, buildings, and equipment, 1922–32*

Year and items	Group				All cities
	I	II	III	IV	
1	2	3	4	5	6
1922					
Number of buildings	6,211	3,524	4,812	9,315	23,862
Average value	$144,788	$111,043	$71,688	$42,373	$85,084
1924					
Number of buildings	6,245	3,635	5,042	9,537	24,459
Average value	$188,624	$134,170	$91,448	$56,368	$108,928
1926					
Number of buildings	6,391	3,782	5,167	9,901	25,241
Average value	$240,295	$162,654	$108,794	$67,897	$145,660
1928					
Number of buildings	6,370	3,929	5,340	9,974	25,613
Average value	$277,411	$176,627	$121,506	$74,216	$150,320
1930					
Number of buildings	6,657	4,005	5,378	10,198	26,238
Average value	$302,768	$194,384	$130,740	$78,931	$163,964
1932					
Number of buildings	8,334	4,345	6,007	9,077	27,763
Average value	$288,607	$192,757	$129,073	$81,184	$171,272

The number of school buildings and the value of the average school plant including grounds, buildings, and equipment is shown by city sizes and bienniums from 1922 to 1932 in table XXV. The transfer of cities from one group to another accounts in part for the increase in number of buildings and decrease in the average value in the first three groups between 1930 and 1932.

In 1932 the average school plant was valued at about $170,000. This valuation is double the average in 1922, although the increase in the number of plants was only 16.3 percent during the decade. The average building in group I with its grounds and equipment was valued at about $290,000; in group II, $190,000; in group III, $130,000; and in group IV, only $80,000.

The value of school property per pupil in average daily attendance is given in table XXVI by groups and bienniums.

TABLE XXVI.—*Value of school properties per pupil in average daily attendance in city school systems, 1922–32*

Year	Group				Total
	I	II	III	IV	
1	2	3	4	5	6
1922	$238	$280	$250	$204	$239
1924	288	320	304	247	287
1926	360	374	354	286	349
1928	393	399	377	320	375
1930	428	419	390	333	399
1932	445	437	338	319	409

The estimated value of school property per pupil in average daily attendance increased $170, or 71.1 percent, from 1922 to 1932. The increase from 1930 to 1932 amounted to $10 per pupil, or 2.7 percent. In cities of groups III and IV there was from 1930 to 1932 a decrease in the value of school property per pupil in average daily attendance, amounting to 13.3 percent in group III and to 4.3 percent in group IV.

NIGHT SCHOOLS

In 1931–32 only 561, or about 18 percent, of the cities of the country reported night schools. Eighty, or 86 percent, of the cities of group I reported such schools; 156, or 66.1 percent, of group II; 214, or 30.7 percent, of group III; and 111, or 5.1 percent, of group IV, reported such schools.

Of the total enrollment, 74.5 percent is in group I; 17.5 percent is in group II; 5.7 percent in group III; and 2.3 percent, is in group IV.

The peak of the night-school movement from 1922 to 1932 was reached in 1928 with respect to the number of cities reporting such schools; and in 1930, with respect to enrollment, the number of supervisors and teachers, and expenditures. From 1930 to 1932 the number of cities reporting night schools decreased 15.5 percent, the enroll-

ment, 4.8 percent, the number of supervisors and teachers 1.2 percent, and the amount expended for such schools 21.9 percent.

From table XXVII, which shows the number of cities reporting night schools, enrollments, teachers, and expenditures, 1922 to 1932, the fluctuations of night schools may be noted. If data for 1932–33 were available the decline from 1930 would doubtless be very marked, indeed.

TABLE XXVII.—*Night and Americanization schools in cities of 2,500 population or more, 1922–32*

Year	Number of school systems reporting	Enrollment	Number of supervisors, principals, and teachers	Expenditures for cities reporting this item
1	2	3	4	5
1922	504	842,863	21,553	$6,413,420
1928	711	993,985	23,604	9,496,170
1930	664	1,038,052	24,071	10,682,349
1932	561	978,471	23,675	8,342,352

SUMMER SCHOOLS

Of the 3,158 city school systems in the country only 278, or 8.8 percent, reported summer schools in 1931–32. Fifty-seven, or 61.3 percent, of the cities of group I reported such schools; 89, or 37.3 percent, of group II; 84, or 12.8 percent, of group III; and only 48, or 2.2 percent, of group IV reported summer schools.

The summer school movement reached its peak in 1928 with respect to the number of cities reporting such schools, and in 1930 with respect to the number of supervisors and teachers, enrollment, and expenditures. From 1930 to 1932 the number of cities reporting summer schools decreased 25.6 percent, the number of supervisors and teachers 8.4 percent, the enrollment 10.8 percent, and the expenditures 7 percent. Since the enrollment has decreased so much less than the number of school systems reporting, it is possible that there has been very little if any decrease in enrollments in the cities still maintaining their summer schools.

Table XXVIII shows the number of cities reporting summer schools, enrollment, teachers, and expenditures, 1922 to 1932.

TABLE XXVIII.—*Summer schools in city school systems having a population of 2,500 or more, 1922–32. All groups*

Year	Number of city systems reporting	Number of supervisors, principals, and teachers	Enrollment	Total expense for schools reporting this item
1	2	3	4	5
1922	381	9,748	280,807	$1,662,981
1928	447	14,577	456,089	3,262,655
1930	374	14,681	462,636	4,043,433
1932	278	13,253	430,080	3,760,821

SOME EFFECTS OF THE ECONOMIC SITUATION ON CITY SCHOOLS

The effects of the depression began to be reflected in city school current expense budgets between 1930 and 1932, or several years after it began to be felt by the industrial and commercial world. However, it should be remembered that it was also several years after the beginning of the prosperous years before the prosperity of the Nation was reflected in the schools. The question may be raised whether the effects of the depression were not felt by the schools sooner than the effects of rising prices during and after the World War. Both in periods of business prosperity and in periods of business depression the schools do not feel the effects at once.

As may be noted in the foregoing sections of this report, general reduction in school expense began some time between 1930 and 1932. The average reduction was not great, but by referring to table XIV it may be noted that in some cities the cost per pupil in average daily attendance was much less in 1932 than in 1930.

Since city school statistics are collected by the Office of Education every 2 years and in even numbered years, no data are at hand to compare expenses in 1933 with similar expenses in 1930 and 1932. However, in the fall of 1932 the Office of Education sent an inquiry form to all cities having a population of 2,500 or more requesting figures on budgets for current expenses, teachers' salaries, and capital outlay for the years 1930–31, 1931–32, and 1932–33. The data furnished by about 1,095 cities were compiled and published in Circular No. 79, Some Effects of the Economic Situation on City Schools. In order to supplement the data presented in the foregoing sections of this report, some of the data supplied regarding school budgets for 1931–32 and 1932–33 are presented herewith.

Current expense budget.—From 1931–32 to 1932–33 the paring down of school budgets began in earnest. The depression was making itself felt in the current expense budget in all groups of cities and in all sections of the country as may be noted in table XXIX.

TABLE XXIX.—*Percentage of change in budgets for current expenses in city schools from 1931–32 to 1932–33*

Region	Size of city				Average for all cities
	Group I	Group II	Group III	Group IV	
1	2	3	4	5	6
North Atlantic	−1 9	−6 0	−4.7	−6 3	−3 0
North Central	−10. 5	−8 9	−9. 7	−11. 0	−10. 1
South Atlantic	−8 3	−7. 6	−10 6	−7. 5	−8. 3
South Central	−17 9	−3 5	−18. 0	−13 0	−15. 6
Western	−13 9	−11. 9	−12. 9	−10. 8	−13. 1
United States	−5 7	−7 7	−8 7	−9 3	−6 8

The greatest reduction was in group III in the South Central States, amounting to 18 percent. The least reduction was 1.9 percent in group I of the North Atlantic States. Considering the average for all cities by geographical divisions, the greatest decrease, 15.6 percent, was in the South Central States, and the least, 3 percent, was in the North Atlantic States.

If data for individual States are examined in table XXXV extreme cases of budget reduction will be found. The cities of one State reported a 29 percent decrease in 1932–33, and those of another a 25 percent decrease. Four others show reductions ranging from 15 to 20 percent. In 19 other States the average decrease ranges from 10 to about 15 percent. In other words, the cities in 25 States have within a year reduced their school budget for current expenses from 10 to about 30 percent.

Teachers' salary budget.—Table XXX shows that the allotment of the current expense budget for teachers' salaries averaged 5 percent less in 1932–33 than in 1931–32. The median decrease was, however, 7.5 percent. The South Central States had the greatest average decrease, 15 percent, and the North Atlantic States the least, 0.7 percent. The percent of reduction for the country as a whole increases as the size of the city decreases.

TABLE XXX.—*Percentage of change in budgets for teachers' salaries in city school systems from 1931–32 to 1932–33*

Region	Size of city				Average for all cities
	Group I	Group II	Group III	Group IV	
1	2	3	4	5	6
North Atlantic	−0.5	+0.5	−3.7	−1.5	−0.7
North Central	−12.3	−9.1	−8.1	−10.4	−10.3
South Atlantic	−2.9	−7.8	−12.2	−7.9	−5.2
South Central	−17.7	−2.6	−14.9	−14.1	−15.1
Western	−12.7	−11.2	−12.0	−13.3	−12.3
United States	−4.2	−4.7	−7.6	−7.7	−5.0

Since the national, regional, and even the State averages do not show the extent to which budgets for teachers' salaries have been cut in individual cities, calculations were made for each city reporting in order to show for each group the number of cities that have within the past year changed their salary budgets by certain percentages and in order to show the extremes of decrease and of increase and also the central tendency.

Table XXXII shows in percent the range, from the largest decrease to the largest increase, the upper and lower quartiles and medians for each group of cities. While the range varies, the central tendency is much the same for all groups. This is especially true of the medians

varying only from a 6.5 percent decrease in cities of group II to a 7.9 percent decrease in cities of group IV.

TABLE XXXI.—*Change in budgets for teachers' salaries by certain percentages from 1931–32 to 1932–33*

Size of city	Number of cities showing							Total reporting	Total existing
	Decreases					Increases			
	40 to 43 percent	30 to 39 9 per-cent	20 to 29 9 per-cent	10 to 19 9 per-cent	0 1 to 9 9 per-cent	0 1 to 9 9 per-cent	10 to 18 9 per-cent		
1	2	3	4	5	6	7	8	9	10
Group I	0	1	4	7	21	9	0	42	93
Group II	0	0	5	30	43	24	1	103	234
Group III	0	3	17	87	126	39	3	275	675
Group IV	1	18	53	190	277	103	13	655	2,166
Total	1	22	79	314	467	175	17	1,075	3,165

It may be noted that one fourth of the cities reporting have decreased their salary budgets from 12.6 to 43 percent, that one half of them have decreased the budget from 1.8 to 12.6 percent, and the remaining fourth made reductions of less than 1.8 percent or increases up to 18.9 percent. The median for all cities, including those that increased their salary budgets, shows that one half of them have made reductions amounting to more than 7.5 percent.

TABLE XXXII.—*Range of decrease or increase in percents in budgets for teachers' salaries, 1931–32 to 1932–33*

Size of city	Largest decrease	Q_1 (decrease)	Median (decrease)	Average (decrease)	Q_3 (decrease)	Largest increase
Group I	37 7	11 7	7 6	4.2	0.8	9.0
Group II	29 5	11 4	6 5	4.7	.2	11.0
Group III	38 6	13.1	7.3	7.6	2.2	14.4
Group IV	43 0	12.7	7.9	7.7	2.0	18.9
Total	43 0	12.6	7.5	5.0	1.8	18.9

Table XXXIII shows by States the percentage changes in the budget for teachers' salaries in cities from 1931–32 to 1932–33 from the largest increase to the largest decrease.

Since the data given in table XXXIII are based upon budgets and not upon individual salaries, they do not show fully the actual cuts in salaries. No data were collected to show to what extent teachers are returning a portion of their salaries to their boards of education nor to what extent warrants are being discounted. If data on these points were available they would doubtless show that the actual income of teachers has been reduced much more than the percentages in the tables on salary budgets indicate.

TABLE XXXIII.—*Percentage changes in budgets for teachers' salaries in cities from 1931–32 to 1932–33. Extreme ranges and median*

State	Number of cities reporting	Decreases		Largest increase[1]
		Largest	Median	
1	2	3	4	5
United States	1,075	43.0	7 5	18 9
North Atlantic division	340	35.3	1 3	18 9
North Central division	406	38.9	9 8	17.4
South Atlantic division	69	30.7	7 9	9.4
South Central division	127	37.7	12 9	8.6
Western division	133	43 0	10.0	17.1
North Atlantic division.				
Maine	9	35.3	3.5	1.2
New Hampshire	5	10.8	6.7	6.2
Vermont	6	12.1	3.4	2.6
Massachusetts	44	13.5	.4	7.2
Rhode Island	8	12.8	7.1	1.8
Connecticut	9	13.9	6.5	2.2
New York	82	18.9	.3	18.9
New Jersey	56	14.2	1.8	9.4
Pennsylvania	121	21 0	1.8	15.1
North Central division				
Ohio	65	30.8	7.2	14.4
Indiana	44	20.3	9.0	.8
Illinois	69	37.4	11.9	.9
Michigan	49	38.4	12.7	17.4
Wisconsin	42	27.5	5 5	10.8
Minnesota	29	15.9	6.9	6.7
Iowa	26	22.6	10.1	−2.5
Missouri	24	24.0	10.4	1.1
North Dakota	4	13.8	12.0	−10.5
South Dakota	11	17.0	9.9	.7
Nebraska	11	17.7	8.9	−2.1
Kansas	32	38.9	11 0	9.0
South Atlantic division:				
Maryland	3	5.6	3.5	2.7
District of Columbia	1	6.3	6.3	6.3
Virginia	15	27.1	7.5	9.4
West Virginia	15	26.8	12.9	−3.4
North Carolina	14	19.4	2.4	7.9
South Carolina	5	16 7	13.4	−6.5
Georgia	11	17.2	7.9	−2.4
Florida	5	30 7	10.9	−9.0
South Central division:				
Kentucky	11	26 4	12 4	1.3
Tennessee	10	22.6	12.2	−.4
Alabama	14	25.0	11.2	−1.5
Mississippi	6	27.2	7 4	−4.2
Louisiana	5	29.8	17.4	1.9
Texas	44	37 7	10.7	8.6
Arkansas	13	31.3	19.4	−8.8
Oklahoma	24	33.0	16.7	−5.4
Western division:				
Montana	9	19.4	10.4	−4.1
Wyoming	6	16.0	11.5	−7.3
Colorado	16	26.7	9.7	4 3
New Mexico	6	26.9	20.4	−10.1
Arizona	6	38.4	17.4	−7.3
Utah	6	24.8	9 4	−5.2
Idaho	10	12.0	8.4	−2.1
Washington	24	43.0	10.4	1.1
Oregon	11	33.0	16.9	−4 9
California	33	19 3	5 4	17 1

[1] Smallest decreases indicated by −.

Budget for capital outlay.—The reduction in capital outlay began several years before the reduction in current expenses. Part of this reduction was undoubtedly due to the fact that some of the cities had completed most of their school-building programs by the time the depression began. From 1930–31 to 1932, budgets for capital

outlay were reduced 28.4 per cent; from 1931–32 to 1932–33 they were reduced 41.4 per cent. The greatest reduction during the latter year was in the South Central States, averaging 54 percent.

TABLE XXXIV.—*Percentage of change in budget for capital outlay in city school systems from 1931–32 to 1932–33*

Region	Size of city				Average for all cities
	Group I	Group II	Group III	Group IV	
1	2	3	4	5	6
North Atlantic	−46 7	−50. 4	−20 5	−24. 2	−42. 5
North Central	−40. 2	−50 3	−34. 5	−26. 7	−38 0
South Atlantic	−48. 0	[1] +35 4	−11 2	−3. 4	−34 7
South Central	−62. 1	− 9	−61 1	−35. 9	−54. 1
Western	−40. 7	−60 5	−56 3	−30. 1	−44. 5
United States	−46 8	−49 4	−31 0	−24 4	−41. 4

[1] One of the cities in Virginia spent nothing for capital outlay in 1931–32, but budgeted $100,000 for 1932–33.

Table XXXIV shows that the changes in the budget for capital outlay in 1932–33 vary greatly among the States, ranging from 5.6 percent in one State to 96.2 percent in another. The capital outlay was decreased by more than 50 percent in 18 States, from 30 to 50 percent in 11 States, from 10 to 30 percent in 11 States, and by less than 10 percent in 5 States for the year 1932–33.

TABLE XXXV.—*Percentage of change in certain factors affecting city schools from 1931–32 to 1932–33*

Division and States	Number of cities reporting	Budget for current expenses	Budget for teachers' salaries	Budget for capital outlay	Assessed valuation	Enrollment first month	Number of teachers first month
1	2	3	4	5	6	7	8
United States	1,095	−6 8	−5. 0	−41. 4	−7. 1	+1. 3	−2. 5
North Atlantic Division	359	−3 0	−0 7	−42. 5	−4. 4	+2. 0	−1. 4
North Central Division	400	−10 1	−10. 3	−38. 0	−12. 4	+0. 5	−3. 4
South Atlantic Division	73	−8. 3	−5 2	−34. 7	−6 2	+0. 6	−0. 3
South Central Division	129	−15. 6	−15 1	−54 1	−10. 2	+0. 8	−3. 0
Western Division	134	−13. 1	−12. 3	−44. 5	−14 0	+2 2	−3. 8
North Atlantic Division							
Maine	10	−14. 3	−8. 9	−8. 8	−0. 1	+3. 0	−3. 6
New Hampshire	5	−4. 3	−4. 6	−8. 5	−1. 5	+2. 5	−3. 0
Vermont	7	−6. 7	−4 2	−10 6	−0. 9	+1. 2	−4. 1
Massachusetts	49	−6 6	+1 9	−58. 3	−0. 9	+2. 0	−0. 8
Rhode Island	9	−8. 7	−8. 0	−20. 2	−6. 1	+2. 5	−2 0
Connecticut	10	−4. 9	−3. 9	−66. 0	−1 0	+2. 6	−1. 8
New York	88	−2. 1	−0 9	−29. 9	−6. 1	+3. 6	−0. 3
New Jersey	62	−2. 2	−1. 6	−19 0	−0. 4	+2. 9	−2. 1
Pennsylvania	119	−2. 7	+0 3	−47. 9	−0. 6	+0. 7	−1. 8
North Central Division							
Ohio	68	−7 0	−7. 6	−31. 0	−11. 7	−0. 4	−3. 9
Indiana	43	−9. 7	−10 2	−53. 4	−17 4	−0. 3	−2. 5
Illinois	72	−9 2	−12. 0	−29. 3	−5 5	+1. 2	−4. 3
Michigan	46	−17 9	−16. 8	−30. 5	−11. 4	+0. 7	−5 4
Wisconsin	40	−7. 1	−9 0	−47 2	−10. 3	+2. 0	−1. 5
Minnesota	28	−10. 3	−11. 8	−45 5	−4. 5	+1. 3	−1. 8
Iowa	27	−8. 5	−7 7	−56. 9	−1 3	+0. 8	−3. 2
Missouri	21	−10. 5	−11. 0	−19. 6	−8. 7	+0. 2	−3. 3
North Dakota	4	−14 9	−12. 2	−40 2	−26. 9	+0. 1	−4. 1
South Dakota	9	−11. 0	−10 3	−57 2	−5. 3	−0 2	−2 4
Nebraska	11	−11 6	−7 9	−65 7	−14. 6	−0 4	−3. 6
Kansas	31	−8. 3	−2. 3	−51. 2	−25. 6	+1. 2	−3. 8

TABLE XXXV.—*Percentage of change in certain factors affecting city schools from 1931–32 to 1932–33*—Continued

Division and States	Number of cities reporting	Budget for current expenses	Budget for teachers' salaries	Budget for capital outlay	Assessed valuation	Enrollment first month	Number of teachers first month
1	2	3	4	5	6	7	8
South Atlantic Division.							
Maryland	3	−5 4	−4.9	−47. 4	−2. 4	+4 8	−1. 0
District of Columbia	1	−4. 1	−6. 3	−48. 3	.....	+2. 1	+2. 7
Virginia	16	−5 7	−6. 1	[1] +156. 4	.....	−1. 2	−0. 9
West Virginia	17	−12. 3	−17. 1	−5 9	−10. 1	−0. 5	−2. 4
North Carolina	15	−6 7	−8 7	−76. 2	−2. 3	+2 1	+1 0
South Carolina	6	−12. 2	−12. 1	−61. 1	−3. 7	+3. 0	−2. 7
Georgia	10	−7. 6	−6. 5	.....	−9. 7	+3. 7	−1 2
Florida	5	−11. 1	−15. 5	−36. 1	−19. 1	+0. 3	−2. 2
South Central Division							
Kentucky	11	−8 4	−7 2	−25 2	−3. 0	+1. 8	−1. 7
Tennessee	11	−11. 2	−10. 6	−35. 7	−4 9	−1. 1	−4 5
Alabama	14	−11 7	−10. 2	−5. 6	−10 2	+1. 8	−0 7
Mississippi	9	−29 0	−27 8	−5. 9	−12. 6	−1. 0	−4. 7
Louisiana	5	−14. 2	−16. 4	−96. 2	−13 1	+1 0	−3. 2
Texas	42	−18. 3	−17. 8	−54. 8	−8. 8	+1 8	−2. 9
Arkansas	13	−12. 9	−16. 8	−91. 1	−10. 2	−0 6	−6. 0
Oklahoma	24	−20. 2	−19 8	−54. 9	−19. 1	−2. 2	−4. 9
Western Division·							
Montana	10	−7. 9	−12. 1	−66. 7	−5. 4	−5. 0	−6. 5
Wyoming	6	−11. 5	−11 2	−11. 2	−6. 5	+1 0	−5. 8
Colorado	16	−10. 6	−9. 8	−23. 5	−9. 8	+2. 1	−4. 1
New Mexico	5	−18. 8	−19. 2	−78 3	−3 5	−0. 4	−8. 2
Arizona	6	−25 3	−24. 3	−77. 6	−22. 3	−7. 1	−16. 9
Utah	6	−8. 4	−8. 3	−23. 6	−4. 0	+0. 2	−2 2
Idaho	10	−7. 0	−7. 2	−44. 1	−3. 8	+1. 1	−4 0
Washington	24	−14. 4	−13. 1	−20 6	−18. 5	−1. 0	−7. 5
Oregon	10	−14 1	−15. 9	−60. 2	−1. 8	−0. 6	−9 7
California	41	−13. 7	−12. 6	−51. 0	−15. 7	+4. 0	−2. 3

[1] One of the cities in Virginia spent nothing on capital outlay in 1931–32, but budgeted $100,000 for 1932–33.

THE EFFECT OF REDUCED SCHOOL BUDGETS

The reduction in budgets naturally had serious effects on the schools. Fewer teachers were employed in spite of the fact that the enrollment increased. In some cities the school term was shortened. Textbooks and other educational supplies were curtailed. Very few cities reported that they are building new classrooms. Of 1,266 cities furnishing information, only 70, or 5.5 percent, reported that new classrooms were under construction, the total number of such reported being only about 2,000. Many pupils were reported attending school part time or housed in portable buildings because of lack of school buildings. A fact of significance to be noted is that many pupils on part time and in portables were in cities in which no new classrooms were being built. Data for 466, or 47.5 percent, of the cities having a population of 10,000 or more were analyzed, and it was found that there were about 35,000 children on part time and about 33,000 housed in portables in those cities in which no school buildings were under construction.

One of the most serious effects of the depression on the schools has been the elimination or curtailment of highly essential activities and services. The elimination and curtailments include: (1) Whole schools and classes for special purposes, such as kindergarten, night, continuation, and summer schools, and schools and classes for handicapped children; (2) staffs for specialized services, such as those for supervision and health; and (3) certain fields of instruction, such as music, art, home economics, manual training, and physical education. In brief, some of the most essential services and subjects of instruction are disappearing from the schools.

The necessity for readjustment may result in some good to the schools if the opportunity is seized to study the whole educational program from bottom to top to see what should remain and what should be eliminated, not merely for financial reasons but in order that an educational program may be developed to meet the needs of the individual and of society more nearly than does the present program. Simply lopping off here and there indiscriminately may result in a distorted school system. The world is changing; the schools must also change, since new and greater demands will be made of them.

TABLE 1.—*Comparative summary of school statistics for the 4 groups of cities of 2,500 population and more for the school year 1931–32*

Item	Group I, cities of 100,000 population and more	Group II, cities of 30,000 to 99,999 population	Group III, cities of 10,000 to 29,999 population	Group IV, cities of 2,500 to 9,999 population	Groups I to IV combined
1	2	3	4	5	6
I.—*Total population, attendance, and personnel in city public schools*					
Total population (census of 1930)	36, 325, 736	11, 385, 363	10, 706, 229	10, 546, 171	68, 963, 499
City school systems reporting	93	236	672	2, 157	3, 158
Superintendents and assistant superintendents	374	313	698	2, 172	3, 557
Day schools:					
Supervisors and principals	9, 344	4, 279	4, 550	3, 613	21, 786
Teachers.					
Men	27, 173	9, 692	9, 721	12, 837	59, 423
Women	155, 300	60, 135	60, 260	69, 344	345, 039
Enrollment.					
Boys	3, 193, 340	1, 125, 551	1, 161, 700	1, 339, 409	6, 820, 000
Girls	3, 073, 771	1, 095, 598	1, 134, 411	1, 330, 802	6, 634, 582
Aggregate days' attendance	995, 417, 483	347, 568, 165	357, 949, 545	409, 431, 382	2, 110, 366, 575
Average daily attendance	5, 408, 416	1, 918, 070	1, 993, 009	2, 306, 600	11, 626, 095
Average length of school year (days)	184	181	180	178	182
Average days attended per pupil enrolled	159	156	156	153	157
Number of schools	12, 297	6, 109	7, 492	10, 675	36, 573
Number of school buildings	8, 334	4, 345	6, 007	9, 077	27, 763
Part-time and continuation schools:					
Supervisors, principals, and teachers	1, 767	856	191	40	2, 854
Student enrollment	158, 475	34, 205	8, 284	1, 604	202, 568
Night schools and Americanization classes:					
Supervisors, principals, and teachers	16, 045	4, 767	2, 151	712	23, 675
Student enrollment	729, 828	171, 900	56, 830	19, 913	978, 471
Summer schools					
Supervisors, principals, and teachers	10, 273	1, 856	862	262	13, 253
Student enrollment	358, 673	55, 704	19, 685	4, 968	439, 030
II.—*Expenditures*					
Day schools.					
General control	$19, 573, 936	$6, 306, 713	$7, 053, 427	$10, 856, 606	$43, 790, 682
Salaries and expenses of supervisors and principals	43, 109, 073	13, 244, 788	11, 635, 109	7, 530, 254	75, 519, 224
Salaries of teachers	418, 406, 096	123, 907, 478	105, 523, 483	108, 221, 047	756, 058, 104
Educational supplies and other expenses of instruction	20, 536, 867	7, 399, 013	6, 555, 214	6, 629, 289	41, 120, 383
Operation of school plant	55, 800, 999	19, 775, 782	18, 590, 832	18, 821, 687	112, 989, 300
Maintenance (repairs and replacements) of school plant	22, 913, 004	5, 945, 260	5, 282, 103	5, 273, 097	39, 413, 464
Coordinate activities and auxiliary agencies	19, 249, 423	6, 079, 757	5, 671, 377	7, 777, 902	38, 778, 459
Fixed charges (pensions, rent, insurance, etc.)	21, 622, 835	3, 442, 303	3, 179, 360	3, 476, 199	31, 720, 697
Total current expenditures	621, 212, 233	186, 101, 094	163, 490, 905	168, 586, 061	1, 139, 390, 313
Part-time and continuation schools (total cost)	6, 474, 280	1, 493, 962	324, 085	50, 025	8, 342, 352
Night schools and Americanization classes (total cost)	8, 604, 237	1, 424, 213	411, 442	117, 040	10, 556, 932
Summer schools (total cost)	3, 219, 275	360, 043	144, 133	32, 370	3, 755, 821
Capital outlay	79, 586, 480	24, 366, 956	15, 604, 731	15, 368, 725	134, 926, 892
Interest on indebtedness (current funds only)	61, 181, 964	19, 628, 073	16, 685, 363	14, 556, 577	112, 051, 977
All other expenses of debt service (current funds only)	72, 425, 132	23, 966, 161	22, 765, 886	17, 528, 376	136, 685, 555
Grand total expenditures	852, 703, 601	257, 340, 502	219, 426, 545	216, 239, 194	1, 545, 709, 842
III.—*Bonds and sinking funds (thousands of dollars)*					
School bonds outstanding at close of year	1, 287, 930	409, 087	342, 395	309, 821	2, 349, 233
Balance in school sinking funds at close of year	87, 042	19, 232	14, 721	9, 944	130, 939
IV.—*Value of school property*					
Total value of school property (thousands of dollars)	2, 405, 253	837, 529	775, 344	736, 911	4, 755, 037
Value of school property per pupil in average daily attendance	$445	$437	$388	$319	$409

TABLE 2.—*Combined summary of personnel and attendance in city public schools, 1931–32, for all cities of 2,500 population and more*

State	City school systems	Day schools							Part-time and continuation schools			Night schools			Summer schools		
		Superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	City school systems reporting	Supervisors, principals, and teachers	Enrollment	City school systems reporting	Supervisors, principals, and teachers	Enrollment	City school systems reporting	Supervisors, principals, and teachers	Enrollment
				Men	Women	Boys	Girls										
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Continental United States	3,158	3,557	21,786	59,423	345,039	6,820,000	6,634,582	11,626,095	235	2,854	202,568	561	23,675	978,471	278	13,253	439,030
Alabama	53	58	194	400	3,626	78,883	81,080	132,262	1	2	113	6	205	5,178	2	55	1,232
Arizona	14	15	101	139	1,115	23,169	21,767	34,974				3	56	1,278	2	28	1,184
Arkansas	49	50	113	352	2,220	51,262	52,191	85,275	1	1	135				1	9	223
California	144	183	1,484	4,805	23,425	442,917	423,469	718,742	25	317	20,342	57	3,593	227,754	6	1,549	55,512
Colorado	28	32	176	490	3,015	60,325	58,630	97,429	1	57	9,007	5	118	3,964	5	94	3,335
Connecticut	33	53	465	831	6,984	121,490	115,186	207,493	1	172	4,300	29	653	18,403	3	157	8,066
Delaware	5	7	34	91	582	11,454	10,948	19,280	1	3	212	1	115	2,688			
District of Columbia	1	10	143	348	2,473	44,736	46,095	74,104				1	277	13,608	1	273	7,872
Florida	58	60	306	599	5,333	100,411	102,458	163,932									
Georgia	63	69	202	635	4,305	101,560	110,765	173,307	1	2	112	3	138	6,384	1	20	555
Idaho	21	22	61	243	946	20,931	20,993	35,999				1	10	176			
Illinois	197	225	1,019	3,269	22,076	478,614	448,053	790,091	2	59	13,302	10	1,499	67,074	14	1,090	36,893
Indiana	95	101	746	1,999	8,463	181,757	175,416	309,093	1	2	71	12	499	21,474	9	337	11,754
Iowa	83	86	459	858	5,827	105,551	104,802	184,508	9	17	353	10	86	2,854	7	90	2,561
Kansas	62	63	295	858	4,319	87,459	86,380	148,770				13	195	5,720	4	105	3,127
Kentucky	53	56	269	521	3,561	73,544	73,338	121,478	1	4	164	1	15	446	2	23	540
Louisiana	48	54	203	457	3,866	78,825	82,894	132,252				1	222	11,014			
Maine	26	27	76	239	1,787	30,738	29,773	53,816				7	121	2,869	1	11	275
Maryland	21	35	275	751	3,853	82,064	79,968	137,254	2	8	514	1	391	14,586	1	169	8,487
Massachusetts	122	133	1,430	3,100	19,357	353,362	337,346	615,430	33	249	12,019	59	2,163	61,002	28	965	23,585
Michigan	113	130	1,011	3,233	15,708	318,363	311,522	563,780	15	168	4,857	27	767	35,524	17	224	14,696
Minnesota	73	77	522	1,129	7,368	130,379	130,340	232,810				19	378	11,333	8	403	11,648
Mississippi	29	40	110	168	1,830	38,497	41,286	64,326	1	9	172	2	10	183	2	17	316
Missouri	71	86	568	1,252	7,482	156,562	151,822	273,081	4	11	591	5	694	20,537	6	652	15,570
Montana	18	18	98	94	1,065	19,313	18,620	33,463				2	15	434	1	28	668

Nebraska	34	37	200	426	2,888	55,685	54,560	95,365	1	1	91	4	61	2,129	1	3	70
Nevada	5	5	8	49	222	4,853	4,687	7,204									
New Hampshire	18	21	79	225	1,147	20,765	19,708	36,329				9	90	2,012	1	21	391
New Jersey	167	186	1,152	2,956	18,913	343,427	324,197	566,731	29	127	8,096	42	1,328	41,254	27	1,064	30,764
New Mexico	16	16	69	111	652	14,878	14,480	23,600				1	14	698	1	24	1,060
New York	196	265	3,159	8,040	49,074	910,029	867,929	1,603,367	36	913	80,977	79	4,572	205,483	27	1,822	73,144
North Carolina	68	69	164	579	4,949	103,980	108,190	183,818				3	29	712	2	15	506
North Dakota	12	12	37	118	620	11,415	11,781	20,720				2	23	339	3	12	246
Ohio	171	189	1,298	4,397	21,061	432,370	414,625	760,479	6	41	2,441	24	944	33,002	23	1,180	36,753
Oklahoma	68	72	286	876	4,597	105,564	103,340	187,521	2	11	215	1	65	1,455	1	6	160
Oregon	28	31	205	455	2,657	52,010	51,111	85,214				2	133	3,017	1	4	92
Pennsylvania	353	378	1,816	6,521	30,812	639,449	616,630	1,091,534	44	188	18,145	45	1,772	64,585	30	1,346	41,720
Rhode Island	19	28	182	456	3,147	59,139	56,259	97,595	1	20	413	14	438	15,224	4	30	926
South Carolina	39	40	96	359	2,670	54,512	59,325	95,266				4	48	893	1	8	318
South Dakota	16	16	66	176	913	15,357	15,617	27,112				4	24	524			
Tennessee	48	49	213	530	4,209	90,064	93,589	150,858	1	5	354	2	55	1,913	2	368	14,559
Texas	150	173	914	1,950	13,246	271,796	266,038	445,607				6	262	12,227	4	140	2,448
Utah	21	26	98	468	1,702	37,504	36,723	65,503	2	10	696	2	45	1,204	2	17	529
Vermont	14	14	44	81	614	10,346	10,416	18,274				3	20	394			
Virginia	45	46	259	411	4,377	82,756	85,077	146,922	1	1	93	6	196	6,244	13	453	15,046
Washington	38	45	358	971	4,555	99,345	96,187	164,393	3	20	2,872	9	236	11,446	3	77	2,143
West Virginia	42	41	205	713	3,287	60,913	60,104	106,607				5	76	1,351	1	14	353
Wisconsin	83	94	448	1,503	7,432	141,680	139,071	248,102	10	436	21,881	17	982	33,965	9	315	9,597
Wyoming	8	9	51	81	559	9,983	9,706	17,025				2	52	912	1	5	106

TABLE 3.—*Combined summary of expenditures, value of school properties, number 2,500 population*

State	Population	Number of schools	Number of school buildings	Value of school properties (thousands of dollars)	Salaries (day schools)		Total cost of part-time and continuation schools
					Supervisors and principals	Teachers	
1	2	3	4	5	6	7	8
Continental United States	68, 963, 499	36, 573	27, 763	4, 756, 037	$75, 519, 224	$756, 058, 104	$8, 342, 352
Alabama	744, 273	369	335	32, 860	388, 421	4, 184, 061	1, 375
Arizona	149, 856	148	113	10, 072	260, 880	2, 137, 573	----------
Arkansas	382, 878	374	344	18, 786	251, 468	2, 344, 054	1, 935
California	4, 031, 063	2, 477	2, 405	350, 316	5, 598, 043	50, 956, 561	857, 113
Colorado	519, 882	372	266	38, 486	697, 267	6, 715, 202	160, 269
Connecticut	1, 205, 779	725	507	92, 885	1, 578, 631	14, 304, 191	8, 921
Delaware	123, 146	56	37	8, 020	126, 745	1, 283, 763	4, 906
District of Columbia	486, 869	229	171	29, 000	587, 608	6, 369, 089	----------
Florida	759, 778	517	470	56, 478	640, 800	6, 036, 628	----------
Georgia	905, 707	616	503	30, 548	493, 155	5, 932, 389	2, 372
Idaho	129, 489	112	110	8, 614	141, 672	1, 630, 511	----------
Illinois	5, 641, 127	2, 034	1, 484	348, 169	3, 788, 386	51, 351, 390	517, 763
Indiana	1, 795, 892	994	722	112, 370	2, 038, 654	17, 721, 575	7, 820
Iowa	979, 292	954	579	67, 133	1, 082, 752	10, 090, 426	28, 319
Kansas	729, 834	675	469	48, 170	744, 183	8, 013, 432	----------
Kentucky	799, 026	457	345	35, 981	638, 410	5, 262, 140	1, 410
Louisiana	833, 532	372	286	34, 512	455, 164	5, 370, 538	----------
Maine	332, 183	405	360	17, 536	189, 824	2, 577, 564	----------
Maryland	974, 869	364	247	47, 598	764, 186	7, 889, 811	10, 230
Massachusetts	3, 834, 426	2, 594	1, 949	264, 079	4, 499, 708	43, 147, 790	664, 337
Michigan	3, 318, 140	1, 787	1, 085	286, 341	3, 764, 190	34, 690, 741	356, 783
Minnesota	1, 257, 616	990	656	101, 895	1, 381, 807	15, 016, 908	----------
Mississippi	338, 850	257	203	14, 831	179, 936	1, 921, 055	2, 653
Missouri	1, 859, 119	931	666	109, 658	1, 751, 634	16, 673, 160	23, 131
Montana	181, 036	135	125	11, 869	228, 310	1, 856, 431	----------
Nebraska	482, 448	429	273	42, 506	536, 369	5, 392, 762	2, 138
Nevada	34, 464	30	23	1, 460	26, 100	456, 326	----------
New Hampshire	273, 079	240	180	13, 499	181, 202	1, 978, 592	----------
New Jersey	3, 358, 936	1, 724	1, 092	273, 138	4, 870, 937	48, 300, 684	397, 056
New Mexico	106, 816	103	87	5, 804	143, 105	1, 053, 108	----------
New York	10, 524, 391	3, 434	2, 070	817, 646	17, 521, 090	151, 717, 631	3, 244, 098
North Carolina	809, 847	440	417	51, 360	373, 460	5, 885, 967	----------
North Dakota	113, 576	82	66	6, 328	91, 116	1, 125, 283	----------
Ohio	4, 493, 868	2, 080	1, 551	322, 415	4, 024, 752	47, 247, 107	59, 485
Oklahoma	821, 681	586	513	48, 127	708, 067	7, 457, 135	17, 519
Oregon	489, 746	257	224	34, 331	569, 965	5, 511, 816	----------
Pennsylvania	6, 537, 245	2, 941	2, 485	466, 191	6, 419, 071	68, 484, 474	573, 346
Rhode Island	635, 429	445	342	38, 043	559, 880	6, 158, 994	----------
South Carolina	367, 865	261	216	19, 142	195, 101	2, 980, 268	----------
South Dakota	130, 907	188	96	10, 173	148, 048	1, 608, 018	----------
Tennessee	896, 538	402	352	29, 988	397, 916	5, 551, 120	10, 826
Texas	2, 395, 433	1, 384	1, 288	126, 006	2, 244, 822	19, 366, 870	----------
Utah	266, 264	156	156	17, 453	279, 424	3, 039, 949	18, 327
Vermont	125, 784	112	94	5, 977	91, 347	938, 602	----------
Virginia	785, 537	393	316	38, 196	668, 068	6, 189, 339	2, 400
Washington	884, 539	435	407	55, 705	1, 094, 543	9, 836, 291	41, 216
West Virginia	491, 504	445	395	38, 444	491, 244	5, 696, 413	----------
Wisconsin	1, 553, 843	1, 084	598	111, 509	1, 491, 621	15, 999, 779	1, 326, 510
Wyoming	70, 097	78	85	6, 389	120, 142	1, 132, 500	----------

of schools and school buildings in city public-school systems, 1931–32, for all cities of and more

Total cost of night schools	Total cost of summer schools	Total current expenses	Debt service (current funds only)		Capital outlay	Grand total expenditures	State
			Interest	All other debt service			
9	10	11	12	13	14	15	16
$10,556,932	$3,755,821	$1,162,045,418	$112,051,977	$136,685,555	$134,926,892	$1,545,709,842	Continental U S.
26,620	9,057	5,620,783	709,365	529,407	189,793	7,049,348	Alabama
6,491	4,462	3,205,753	308,393	331,882	78,383	3,924,411	Arizona
----------	1,992	3,436,405	597,866	510,426	396,829	4,941,526	Arkansas.
1,804,019	275,740	93,373,859	7,940,229	6,212,193	11,367,573	118,893,854	California
62,896	16,748	10,125,870	790,396	541,465	405,630	11,863,361	Colorado
328,985	32,881	22,019,058	1,799,598	2,297,510	1,002,343	27,118,509	Connecticut.
34,650	----------	1,895,476	65,674	85,179	1,000,094	3,046,423	Delaware.
93,873	34,007	9,959,000	----------	----------	4,456,171	14,116,071	Dist. of Columbia.
----------	----------	8,441,351	1,838,317	1,969,376	346,555	12,595,599	Florida.
71,401	5,869	7,987,614	505,204	657,659	122,655	9,273,192	Georgia
1,114	----------	2,529,057	229,170	432,299	48,669	3,239,195	Idaho
660,881	568,412	80,713,673	7,674,975	11,376,757	8,810,352	108,575,757	Illinois.
140,988	83,035	26,985,897	1,840,327	3,106,738	2,171,035	34,103,997	Indiana.
14,309	14,831	15,706,436	1,307,047	1,145,540	1,024,187	19,183,210	Iowa
40,618	15,038	11,943,585	849,216	1,183,836	945,460	14,922,007	Kansas
7,220	2,294	7,821,502	708,655	1,103,018	780,469	10,413,644	Kentucky.
58,193	----------	7,728,170	704,151	4,311,553	956,736	13,760,610	Louisiana.
26,650	400	3,959,431	243,871	211,197	751,645	5,166,144	Maine.
115,237	35,757	12,172,133	1,237,485	834,008	847,188	15,090,814	Maryland.
700,420	222,996	67,280,874	2,713,808	5,940,902	10,878,524	86,823,198	Massachusetts.
375,925	132,379	54,383,685	7,360,722	15,484,153	5,096,166	82,324,726	Michigan.
118,425	63,378	24,513,713	2,443,160	1,245,057	2,724,281	30,926,211	Minnesota
1,137	5,391	2,692,250	219,056	221,660	37,858	3,170,824	Mississippi.
275,200	195,858	26,104,837	2,008,284	5,254,912	3,419,704	36,787,797	Missouri
1,345	7,650	3,001,499	298,954	253,477	67,559	3,621,489	Montana
19,499	507	8,308,816	913,742	741,509	543,018	10,507,475	Nebraska.
----------	----------	733,518	54,305	69,708	34,652	892,183	Nevada
12,815	2,235	3,152,396	223,429	463,363	135,027	3,974,215	New Hampshire.
884,691	511,469	75,945,543	8,835,547	6,756,330	9,704,925	101,332,345	New Jersey.
2,147	270	1,618,711	150,409	183,000	190,774	2,142,894	New Mexico.
2,908,974	615,567	234,966,878	22,785,945	23,468,494	27,797,631	309,018,948	New York.
6,388	3,796	7,866,893	1,469,673	824,342	403,496	10,564,404	North Carolina.
2,580	2,201	1,746,890	144,113	288,901	25,475	2,205,379	North Dakota.
363,170	287,768	70,838,926	8,963,002	11,013,041	7,004,459	97,819,428	Ohio.
13,370	300	10,854,568	1,617,080	1,228,546	578,296	14,278,489	Oklahoma.
42,731	2,049	7,975,185	714,132	877,137	758,717	10,325,171	Oregon
744,943	270,541	107,571,487	10,223,509	14,099,017	15,725,261	147,619,274	Pennsylvania.
113,888	4,437	9,490,343	1,144,956	901,355	2,530,365	14,157,019	Rhode Island.
5,469	1,874	3,892,730	471,621	528,001	100,370	4,992,731	South Carolina.
5,162	----------	2,503,782	235,333	322,350	248,750	3,310,224	South Dakota.
8,885	113,023	7,483,231	803,240	1,917,936	619,141	10,823,548	Tennessee.
96,304	27,720	27,799,737	4,238,580	2,105,168	2,529,355	36,672,840	Texas.
4,910	2,808	4,482,925	274,353	700,117	258,545	5,715,940	Utah.
12,301	----------	1,537,902	74,047	56,005	36,410	1,704,304	Vermont.
65,200	74,619	8,784,103	817,812	166,877	284,329	10,053,121	Virginia.
60,402	14,257	14,523,738	1,091,124	1,154,097	725,700	17,494,659	Washington
12,532	4,291	8,351,779	516,492	572,445	293,927	9,734,643	West Virginia.
198,130	86,999	26,201,457	1,712,497	2,766,472	6,237,490	36,917,916	Wisconsin
5,844	915	1,802,069	122,963	150,750	144,843	2,220,625	Wyoming.

TABLE 4.—*(A) Personnel, length of school term, and (B) school bonds outstanding and balance in school sinking funds, city school systems, 1931–32*

GROUP I—CITIES OF 100,000 POPULATION AND MORE

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA											
Birmingham	259, 678	177	3	69	184	1, 199	26, 365	26, 986	44, 542	10, 068	.....
CALIFORNIA											
Long Beach	142, 032	178	2	73	200	868	15, 008	14, 136	21, 454	7, 608	.....
Los Angeles	1, 238, 048	186	12	525	1, 766	8, 045	153, 719	146, 421	238, 340	62, 625	4, 103
Oakland	284, 063	191	3	102	224	1, 399	28, 047	26, 195	46, 818	13, 260	.....
San Diego	147, 995	185	2	59	158	693	14, 273	13, 727	23, 832	5, 103	.....
San Francisco	634, 394	195	6	149	347	2, 056	40, 567	38, 245	67, 377	13, 776	.....
COLORADO											
Denver	287, 861	181	4	77	164	1, 246	26, 957	25, 940	43, 733	9, 560	.....
CONNECTICUT											
Bridgeport	146, 716	177	2	52	79	825	14, 081	13, 390	24, 660	4, 353	.....
Hartford	164, 072	179	10	41	146	997	15, 830	15, 542	26, 551	12, 057	724
New Haven	162, 655	179	4	77	142	1, 052	18, 980	17, 037	31, 704	496	.....
DELAWARE											
Wilmington	106, 597	186	3	34	62	463	9, 229	8, 796	15, 461	1, 126	.....
DISTRICT OF COLUMBIA											
Washington	486, 869	180	10	143	348	2, 473	44, 736	46, 095	74, 104	.....	.....
FLORIDA											
Jacksonville	129, 549	179	1	65	78	938	16, 727	17, 276	28, 293	4, 302	347
Miami [1]	110, 637	176	1	36	107	772	16, 792	16, 554	24, 819	10, 279	177
Tampa [2]	101, 161	180	1	35	72	616	12, 401	12, 332	20, 183	4, 369	.....
GEORGIA											
Atlanta	270, 366	176	3	70	252	909	29, 066	32, 955	49, 393	5, 959	277
ILLINOIS											
Chicago	3, 376, 438	195	21	394	1, 821	11, 687	277, 957	255, 823	448, 814	27, 340	251
Peoria	104, 969	185	1	26	69	397	8, 267	7, 976	13, 679	340	.....
INDIANA											
Evansville	102, 249	188	1	22	64	362	8, 339	8, 101	13, 904	2, 387	.....
Fort Wayne	114, 946	177	1	36	108	489	9, 164	8, 651	15, 942	3, 416	.....
Gary	100, 426	200	1	37	95	455	11, 141	10, 747	18, 868	3, 564	.....
Indianapolis	364, 161	178	4	131	289	1, 577	32, 540	31, 461	53, 131	10, 762	470
South Bend	104, 193	200	2	26	90	470	9, 504	9, 059	16, 186	3, 623	.....
IOWA											
Des Moines	142, 559	177	3	48	115	753	16, 397	16, 324	27, 963	7, 635	.....
KANSAS											
Kansas City	121, 857	175	2	29	83	555	13, 048	12, 321	21, 793	1, 809	.....
Wichita	111, 110	177	1	17	101	607	11, 621	11, 390	19, 454	1, 710	.....

[1] This report covers Dade County of which Miami's population is almost 80 percent.
[2] Estimated part of county system.

TABLE 4.—(*A*) *Personnel, length of school term, and (B) school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	A									B	
					Teachers		Enrollment				
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Men	Women	Boys	Girls	Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY											
Louisville	307,745	172	4	87	209	1,150	23,616	23,349	38,609	9,466	----------
LOUISIANA											
New Orleans	458,762	182	7	103	193	1,642	34,508	36,476	56,420	6,140	152
MARYLAND											
Baltimore	804,874	190	[3] 14	222	595	2,932	63,302	60,707	103,830	27,129	794
MASSACHUSETTS											
Boston	781,188	182	7	170	748	3,242	74,409	71,258	123,781	7,245	4,017
Cambridge	113,643	187	2	35	100	612	8,896	7,950	14,741	2,082	----------
Fall River	115,274	179	1	38	58	475	8,527	8,004	14,789	2,731	----------
Lowell	100,234	178	1	10	58	436	7,779	7,529	13,208	1,079	----------
Lynn	102,320	178	2	28	75	437	8,740	8,022	15,218	3,056	----------
New Bedford	112,597	188	2	44	57	523	9,200	8,945	16,197	2,690	----------
Somerville	103,908	177	2	23	88	510	8,431	8,080	14,933	2,403	----------
Springfield	149,900	180	2	57	144	804	15,200	14,595	25,304	2,668	----------
Worcester	195,311	185	1	60	161	1,018	17,835	17,728	32,023	1,071	----------
MICHIGAN											
Detroit	1,568,662	177	6	264	1,174	5,763	124,100	121,107	229,161	70,177	9,842
Flint	156,492	187	2	60	125	821	18,002	17,571	29,745	8,264	570
Grand Rapids	168,592	189	2	58	186	812	14,878	15,031	25,660	4,108	----------
MINNESOTA											
Duluth	101,463	183	2	42	80	623	11,393	10,551	19,190	3,705	----------
Minneapolis	464,356	182	1	137	308	2,320	45,055	44,978	78,811	24,118	----------
St Paul	271,606	185	4	77	155	1,161	21,006	20,354	38,649	9,546	----------
MISSOURI											
Kansas City	399,746	191	6	152	319	1,661	35,973	34,854	59,828	22,761	6,498
St. Louis	821,960	191	10	179	365	2,363	51,947	50,381	96,411	2,007	1,210
NEBRASKA											
Omaha	214,006	183	3	66	109	1,065	21,432	20,308	36,567	9,111	735
NEW JERSEY											
Camden	118,700	192	1	37	72	653	11,472	11,070	18,750	4,215	630
Elizabeth	114,589	177	1	45	120	532	9,726	9,384	16,498	6,092	359
Jersey City	316,715	181	3	71	184	1,389	26,307	24,971	43,511	15,617	1,661
Newark	442,337	189	6	87	402	2,070	42,934	40,253	69,358	21,263	3,905
Paterson	138,513	181	1	56	127	791	14,288	12,875	23,323	7,997	1,022
Trenton	123,356	185	6	45	120	531	10,813	10,232	17,848	8,111	879
NEW YORK											
Albany	127,412	186	2	40	27	534	9,388	8,865	15,201	5,839	----------
Buffalo	573,076	185	7	113	505	2,837	48,319	44,053	79,205	29,011	----------
New York	6,930,446	184	42	1,720	5,052	27,591	548,289	526,751	1,000,650	366,907	----------
Rochester	328,132	184	4	89	424	1,585	28,307	26,932	46,441	16,917	767
Syracuse	209,326	182	[4] 3	73	78	1,101	20,137	19,092	33,400	9,923	----------
Utica	101,740	185	2	28	50	539	9,695	8,741	15,771	1,668	----------
Yonkers	134,646	184	3	66	104	801	13,135	12,026	21,789	10,565	----------

[3] Includes 8 directors.
[4] Statistics of 1930

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking fund (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
OHIO											
Akron	255,040	159	2	52	181	1,268	28,510	27,797	50,385	9,662	477
Canton	104,906	179	1	35	96	524	10,877	10,089	19,692	5,887	515
Cincinnati	451,160	184	3	106	338	1,692	31,762	30,519	53,390	17,715	3,043
Cleveland	900,429	183	5	270	788	3,649	83,800	77,249	139,368	24,858	2,517
Columbus	290,564	184	4	81	259	1,146	23,361	22,770	41,672	9,895	3,122
Dayton	200,982	177	2	61	192	868	17,584	17,536	32,860	8,585	----
Toledo	290,718	167	2	68	198	1,247	25,447	24,437	43,797	13,701	967
Youngstown	170,002	180	2	43	175	890	17,975	16,779	31,168	2,642	153
OKLAHOMA											
Oklahoma City	185,389	174	1	59	123	865	21,112	20,044	29,530	7,020	641
Tulsa	141,258	178	4	52	126	709	16,276	16,052	25,792	6,377	1,141
OREGON											
Portland	301,815	191	4	71	218	1,377	28,814	28,036	46,734	10,077	----
PENNSYLVANIA											
Erie	115,967	190	2	41	100	555	11,162	10,563	18,443	5,285	----
Philadelphia	1,950,961	186	15	370	1,453	6,620	154,052	151,171	248,064	70,811	24,957
Pittsburgh	669,817	200	6	202	584	2,678	59,023	56,142	95,825	25,075	1,971
Reading	111,171	196	2	26	105	499	10,134	9,648	17,257	5,699	142
Scranton	143,433	191	1	62	83	808	13,941	13,210	26,731	6,661	768
RHODE ISLAND											
Providence	252,981	182	8	75	222	1,319	24,794	23,488	39,551	14,200	2,593
TENNESSEE											
Chattanooga [1]	119,798	180	1	54	38	637	12,042	12,310	19,648	2,565	----
Knoxville	105,802	178	1	32	69	519	10,563	10,660	17,194	2,430	----
Memphis	253,143	180	1	14	154	1,045	21,388	22,717	36,288	7,118	577
Nashville	153,866	175	1	48	47	576	14,921	15,650	24,234	1,708	---- ----
TEXAS											
Dallas	260,475	175	4	53	159	1,208	26,140	25,660	41,400	7,842	275
El Paso	102,421	179	3	30	66	699	9,811	9,391	18,433	2,935	535
Fort Worth	163,447	180	2	55	105	823	18,395	17,969	30,202	4,672	934
Houston	292,352	175	1	95	190	1,493	31,127	29,748	49,381	12,356	1,122
San Antonio	231,542	176	6	61	121	1,052	21,307	20,406	34,931	7,456	689
UTAH											
Salt Lake City	140,267	179	4	49	119	928	17,750	17,054	30,720	4,071	----
VIRGINIA											
Norfolk	129,710	181	1	38	57	712	13,117	13,265	24,861	6,119	----
Richmond	182,929	180	2	55	83	930	17,292	17,887	29,962	6,189	----
WASHINGTON											
Seattle	365,583	187	5	103	297	1,605	34,869	33,792	57,757	11,469	----
Spokane	115,514	181	2	52	117	555	11,184	10,583	18,859	1,223	423
Tacoma	106,817	182	3	31	93	499	10,970	10,425	18,467	2,116	----
WISCONSIN											
Milwaukee	578,249	190	7	133	481	2,091	45,895	44,045	76,603	10,263	----

[1] Statistics of 1930. Report for 1932 was received too late for tabulation.

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA											
Mobile	68,202	176	2	24	31	319	5,861	5,954	10,184	----	----
Montgomery	66,079	169	2	17	21	303	6,787	6,787	11,625	2,275	----
ARIZONA											
Phoenix	48,118	178	1	20	3	262	5,648	5,353	8,105	1,629	264
Tucson	32,506	172	2	29	39	239	5,419	4,961	8,108	1,441	181
ARKANSAS											
Fort Smith	31,429	177	1	12	23	167	3,657	3,574	6,347	944	----
Little Rock	81,679	176	2	30	47	375	8,236	8,035	13,627	2,323	----
CALIFORNIA											
Alameda	35,033	191	1	12	41	195	3,764	3,679	6,026	1,409	----
Alhambra	35,878	174	1	12	59	224	4,012	3,840	6,826	1,321	----
Berkeley	82,109	191	3	31	77	446	7,948	7,600	12,532	2,064	----
Fresno	52,513	179	2	24	90	381	7,562	7,213	13,114	3,835	----
Glendale	62,736	179	4	28	117	455	7,913	8,142	13,319	4,709	----
Pasadena	76,086	177	2	36	211	692	10,785	10,214	18,473	4,169	----
Sacramento	93,750	188	4	27	97	545	9,577	11,304	15,754	5,325	----
San Bernardino	37,481	175	2	25	55	263	4,964	4,784	8,669	1,625	82
San Jose	57,651	180	2	12	93	395	7,094	6,663	11,727	2,101	----
Santa Ana	30,322	178	1	16	32	227	3,427	3,874	5,774	836	----
Santa Barbara	33,613	187	2	16	50	192	3,909	3,715	5,846	2,210	67
Santa Monica	37,146	181	1	18	71	225	3,838	3,687	6,363	1,824	----
Stockton	47,963	182	1	5	79	271	5,689	5,363	9,487	2,180	----
COLORADO											
Colorado Springs	33,237	180	2	10	35	191	3,840	3,877	6,323	1,096	----
Pueblo:											
District no. 1	50,096	178	1	16	18	134	2,559	2,362	4,205	631	15
District no. 2		181	1	17	25	220	3,465	3,433	5,681	919	----
CONNECTICUT											
Greenwich	33,112	180	1	24	20	247	3,168	3,160	5,533	2,008	----
Meriden	38,481	176	1	14	24	195	3,168	3,172	5,744	1,201	----
New Britain	68,128	181	2	21	52	424	8,587	8,345	13,441	3,382	77
Norwalk	36,019	187	1	33	18	178	3,314	3,090	5,518	948	----
Norwich	32,438	178	1	6	3	151	2,464	2,364	4,228	444	----
Stamford	55,765	178	2	19	64	381	6,189	5,808	10,605	3,153	----
Waterbury	99,903	176	3	47	82	534	9,309	8,488	16,590	1,905	----
FLORIDA											
Pensacola [1]	31,579	180	1	14	4	252	3,881	4,041	6,791	355	----
St. Petersburg [1]	40,425	180	2	22	32	261	4,330	4,284	7,023	3,470	----
GEORGIA											
Augusta	60,342	179	2	19	42	335	7,613	7,766	11,581	270	----
Columbus	43,181	178	1	18	29	219	4,926	5,449	8,649	662	----
Macon	64,045	190	1	25	35	354	7,899	8,478	13,156	----	----
Savannah	85,024	178	2	28	36	366	8,469	9,474	14,487	----	----

[1] Estimated part of county system.

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP II—CITIES OF 30,000 TO 99,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS											
Alton [1]	30,151	187	1	10	19	147	3,330	3,171	5,076	530	----------
Aurora											
East side	46,589	185	1	8	21	133	2,783	2,459	4,431	420	----------
West side		188	1	6	16	84	1,546	1,518	2,637	285	----------
Berwyn											
District no 98	47,027	182	1	2	2	61	1,161	1,138	2,204	639	----------
District no 100		175	1	3	7	77	1,591	1,402	2,946	694	----------
Bloomington	30,930	177	1	4	16	143	2,597	2,497	4,523	20	----------
Cicero	66,602	189	1	20	12	187	3,452	3,218	6,099	1,091	----------
Danville	36,765	180	1	12	23	228	4,426	4,187	7,639	530	----------
Decatur	57,510	171	1	27	32	183	5,924	5,722	10,049	1,144	270
East St. Louis	74,347	185	2	27	49	351	7,495	7,277	12,700	1,230	----------
Elgin	35,929	183	1	18	26	146	3,054	2,854	5,207	290	----------
Evanston											
District no 75	63,338	185	1	15	11	175	2,704	2,585	4,324	1,105	----------
District no 76		181	2	2	3	117	1,800	1,676	2,771	930	----------
Joliet	42,993	180	1	17	12	221	4,032	3,790	6,757	940	----------
Maywood	25,829	180	1	12	3	126	2,422	2,234	4,024	874	----------
Melrose Park	10,741										
Moline	32,236	184	2	20	25	177	3,051	2,827	5,020	535	----------
Oak Park	63,982	184	1	19	21	261	3,310	3,186	5,778	1,774	----------
Quincy	39,241	187	1	17	34	166	3,019	2,935	5,196	515	----------
Rockford	85,864	187	1	24	52	408	8,673	8,347	13,552	1,118	----------
Rock Island	37,953	175	1	13	21	156	3,228	2,968	5,176	532	----------
Springfield	71,864	188	1	24	55	342	6,702	6,539	11,307	240	----------
Waukegan	33,499	183	1	-------	6	137	2,535	2,386	3,983	552	----------
INDIANA											
Anderson	39,804	184	1	8	50	168	4,118	3,874	6,823	748	----------
East Chicago	54,784	190	1	19	64	212	5,447	5,055	8,900	1,527	----------
Elkhart	32,949	180	1	5	34	190	3,245	3,331	6,541	780	----------
Hammond	64,560	195	1	21	65	328	6,885	6,537	11,167	1,614	----------
Kokomo	32,843	173	1	22	33	145	3,645	3,579	6,170	555	----------
Muncie	46,548	180	1	23	60	199	4,965	4,816	8,249	867	----------
Richmond	32,493	176	2	15	38	154	3,188	3,088	5,358	715	----------
Terre Haute	62,810	184	2	25	59	358	6,921	6,280	11,314	1,285	50
IOWA											
Cedar Rapids	56,097	190	1	27	39	324	5,230	5,001	9,472	1,400	300
Council Bluffs	42,048	181	1	22	34	240	4,858	4,771	8,796	745	----------
Davenport	60,751	192	1	20	49	275	5,147	4,878	8,503	1,103	----------
Dubuque	41,679	192	1	19	27	152	2,231	2,038	3,976	1,107	----------
Sioux City	79,183	182	1	38	56	487	8,756	8,561	14,942	1,520	113
Waterloo											
East side	46,191	181	1	22	10	110	2,229	2,317	4,128	541	----------
West side		185	1	11	15	110	2,305	2,466	3,850	907	----------
KANSAS											
Topeka	64,120	170	1	37	47	342	6,714	6,535	11,261	1,764	38
KENTUCKY											
Covington	65,252	188	1	21	34	233	3,920	3,909	6,610	810	----------
Lexington	45,736	179	1	17	6	237	4,431	4,531	6,505	716	41
Paducah	33,541	162	1	6	25	169	2,669	2,640	5,082	273	39

[1] Statistics of 1930

TABLE 4.—*(A) Personnel, length of school term, and (B) school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP II—CITIES OF 30,000 TO 99,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
LOUISIANA											
Baton Rouge	30,729	174	[6] 1	5	13	163	3,526	3,812	6,700	705	----------
Shreveport	76,655	176	[6] 1	27	32	417	8,300	8,810	14,405	1,867	----------
MAINE											
Lewiston	34,948	183	1	6	9	118	1,957	1,902	3,371	540	----------
Portland	70,810	185	2	17	45	347	6,625	6,224	11,655	2,224	----------
MARYLAND											
Cumberland	37,747	193	2	15	24	176	3,450	3,477	6,467	[7] 1,150	----------
Hagerstown	30,861	170	1	8	31	154	3,177	3,292	5,955	1,281	----------
MASSACHUSETTS											
Arlington	36,094	179	1	19	29	234	3,236	3,211	5,919	1,128	----------
Brockton	63,797	184	1	14	33	349	5,994	5,679	10,891	404	----------
Brookline	47,490	179	1	13	32	242	3,291	3,252	5,572	1,177	----------
Chelsea	45,816	181	1	14	32	235	4,310	4,137	7,512	747	----------
Chicopee	43,930	182	1	18	20	213	3,955	3,572	6,726	424	----------
Everett	48,424	182	2	14	40	284	4,891	4,720	8,693	1,475	----------
Fitchburg	40,692	184	1	18	32	160	2,801	2,604	4,977	358	----------
Haverhill	48,710	182	1	18	34	216	4,186	4,123	7,540	189	----------
Holyoke	56,537	182	2	17	41	231	4,140	3,870	7,120	747	----------
Lawrence	85,068	180	1	70	44	353	6,532	5,905	11,487	[7] 1,088	----------
Malden	58,036	181	1	24	124	191	4,911	4,512	8,508	999	----------
Medford	59,714	179	2	29	67	310	6,095	5,785	10,773	2,015	----------
Newton	65,276	182	2	24	79	393	6,287	5,946	10,738	2,420	----------
Pittsfield	49,677	183	1	33	48	315	5,084	4,801	8,968	1,290	----------
Quincy	71,983	183	2	26	63	420	7,712	7,423	13,701	2,160	----------
Revere	35,680	178	1	20	31	240	4,258	3,868	7,306	957	----------
Salem	43,353	177	1	13	28	187	3,265	2,865	5,427	639	----------
Taunton	37,355	181	1	10	15	230	3,891	3,411	6,114	----------	----------
Waltham	39,247	169	1	10	28	186	3,117	2,930	5,668	1,023	----------
Watertown	34,913	176	1	14	31	206	3,370	3,170	6,009	1,227	----------
MICHIGAN											
Battle Creek	43,573	180	1	28	48	252	4,983	4,983	8,061	1,289	----------
Bay City	47,355	177	2	22	51	249	4,448	4,135	7,352	1,789	----------
Dearborn:											
City district	50,358	186	1	8	22	84	[8] 1,319	[8] 1,320	2,431	1,000	----------
Fordson district		187	1	17	57	276	5,063	4,912	8,134	7,291	356
Hamtramck	56,268	186	1	15	37	287	5,870	5,540	10,734	3,556	456
Highland Park	52,959	181	2	11	42	289	[8] 5,413	[8] 5,414	8,680	3,535	610
Jackson	55,187	172	2	22	65	265	[8] 5,608	[8] 5,609	9,929	2,251	----------
Kalamazoo	54,786	183	2	23	67	323	[8] 5,540	[8] 5,541	9,127	2,294	167
Lansing	78,397	184	2	36	103	406	8,091	8,074	14,414	----------	----------
Muskegon	41,390	190	2	24	59	297	[8] 5,247	[8] 5,248	8,750	2,547	----------
Pontiac	64,928	194	2	22	65	308	6,621	6,584	11,166	4,022	865
Port Huron	31,361	185	1	18	26	219	3,569	3,550	6,284	596	----------
Saginaw	80,715	186	1	36	86	374	7,008	6,636	13,462	1,430	81
MISSISSIPPI											
Jackson [4]	48,282	180	2	9	18	190	4,229	4,722	6,521	[7] 950	----------
Meridian	31,954	178	1	13	18	172	4,281	4,704	7,225	582	----------
MISSOURI											
Joplin	33,454	180	1	15	34	181	3,698	3,614	6,074	1,196	40
St. Joseph	80,935	177	1	33	44	360	7,547	7,219	11,715	2,567	142
Springfield	57,527	177	1	19	39	306	5,467	5,448	10,467	1,842	95

[4] Statistics of 1930. [6] County superintendent. [7] Estimated. [8] Distribution by sex estimated.

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
MONTANA											
Butte	39,532	175	1	14	16	248	3,893	3,674	6,659	257	94
NEBRASKA											
Lincoln	75,933	175	2	44	53	486	8,973	8,742	15,680	4,247	----------
NEW HAMPSHIRE											
Manchester	76,834	178	2	33	64	264	5,329	5,113	9,315	1,419	----------
Nashua	31,463	181	2	2	20	130	2,385	2,301	4,206	531	90
NEW JERSEY											
Atlantic City	66,198	185	2	24	62	373	6,304	6,052	10,082	3,823	470
Bayonne	88,979	190	3	33	73	583	9,436	8,636	15,711	4,344	508
Bloomfield	38,077	183	1	12	40	228	3,948	3,599	6,356	2,884	----------
Clifton	46,875	180	1	18	21	267	5,337	5,066	8,954	2,340	65
East Orange	68,020	187	1	19	56	324	5,128	4,972	8,529	3,463	472
Hoboken	59,261	182	1	16	39	330	4,998	4,599	8,243	3,357	747
Irvington	56,733	178	1	18	69	267	5,148	4,902	8,368	4,103	82
Kearny (P O., Arlington)	40,716	191	1	15	34	232	4,024	3,783	6,700	2,384	350
Montclair	42,017	174	2	17	50	269	3,976	3,783	6,744	5,543	869
New Brunswick	34,555	182	1	16	32	204	3,613	3,431	6,099	1,443	----------
North Bergen	40,714	182	2	16	10	205	3,560	3,426	6,020	2,662	139
Orange	35,399	182	1	15	25	189	3,561	3,496	6,093	1,820	302
Passaic	62,959	177	1	26	30	359	6,781	6,366	11,252	2,311	322
Perth Amboy	43,516	177	1	22	41	239	4,465	4,154	7,688	1,968	----------
Plainfield	34,422	186	1	10	29	285	3,780	3,600	6,301	2,054	----------
South Orange (Maplewood township)	34,951	183	1	19	36	227	3,452	3,284	5,846	5,364	141
Union City	58,659	191	2	18	46	302	5,686	5,279	9,063	2,370	96
West New York	37,107	188	1	14	25	217	4,086	3,788	6,310	2,291	----------
NEW YORK											
Amsterdam	34,817	183	2	24	16	288	4,126	3,790	7,106	2,182	14
Auburn	36,652	188	1	15	17	166	2,850	2,671	4,854	685	----------
Binghamton	76,662	186	1	26	44	497	7,562	7,488	13,041	4,088	----------
Elmira	47,397	187	1	18	34	243	4,382	4,363	7,413	840	----------
Jamestown	45,155	185	2	21	33	305	4,796	4,581	8,353	1,622	----------
Mount Vernon	61,499	182	3	27	63	387	6,191	5,948	10,201	5,601	----------
Newburgh	31,275	177	1	12	32	188	3,109	3,068	5,228	1,127	----------
New Rochelle	54,000	182	2	45	74	324	5,290	4,862	8,471	6,585	----------
Niagara Falls	75,460	187	3	33	97	562	8,766	8,331	15,258	7,440	----------
Poughkeepsie	40,288	174	1	25	18	217	3,545	3,425	6,251	1,766	----------
Rome	32,338	182	1	12	17	168	3,095	2,996	5,177	844	----------
Schenectady	95,692	181	4	39	95	590	9,650	8,872	16,415	2,933	----------
Troy											
Lansingburg district	72,763	182	1	9	4	62	1,182	1,112	2,000	45	----------
Union district		182	1	28	32	215	3,585	3,296	5,696	1,688	----------
Watertown	32,205	186	1	16	15	228	3,285	3,258	5,835	1,576	----------
White Plains	35,880	177	2	26	52	222	3,945	3,698	6,494	7,255	----------
NORTH CAROLINA											
Asheville	50,193	180	1	13	29	235	4,535	4,781	7,452	2,906	----------
Charlotte	82,675	177	1	20	37	399	8,419	8,719	14,945	1,728	43
Durham	52,037	181	1	13	24	271	5,317	5,555	9,556	1,852	43
Greensboro	53,569	180	1	7	40	258	5,440	5,308	9,290	2,380	----------
High Point	36,745	180	1	13	19	212	4,187	4,137	7,364	1,116	----------

TABLE 4.—*(A) Personnel, length of school term, and (B) school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
NORTH CAROLINA—Continued											
Raleigh	37,379	163	1	3	18	205	4,132	4,265	7,432	2,142	117
Wilmington	32,270	180	2	6	11	186	3,732	3,956	6,709	1,119	230
Winston-Salem	75,274	180	1	15	62	369	7,747	7,935	13,437	3,180	.....
OHIO											
Cleveland Heights	50,945	183	2	17	66	262	4,909	4,852	8,489	7,231	405
East Cleveland	39,667	167	2	8	35	236	3,392	3,303	6,165	3,181	93
Hamilton	52,176	183	1	7	30	198	3,978	3,937	7,168	1,811	106
Lakewood	70,509	181	3	26	69	296	5,709	5,349	10,044	3,864	.....
Lima	42,287	152	1	23	32	207	3,997	3,789	7,238	721	.....
Lorain	44,512	180	2	20	39	199	4,609	4,320	7,997	1,241	.....
Mansfield	33,526	177	1	17	45	140	3,019	2,888	5,255	1,042	.....
Marion	31,084	165	1	11	23	170	3,151	3,051	5,766	1,235	.....
Newark	30,590	175	1	18	18	146	2,845	2,793	5,215	950	.....
Norwood	33,411	191	1	6	31	96	2,016	1,887	3,568	1,233	.....
Portsmouth	42,560	176	1	7	35	248	4,708	4,610	8,121	2,089	92
Springfield	68,743	187	1	20	67	295	6,182	6,305	11,089	1,876	72
Steubenville	35,422	180	1	15	29	204	3,415	3,174	6,038	812	.....
Warren	41,062	184	1	17	44	239	4,811	4,552	8,512	2,018	28
Zanesville	36,440	176	1	7	36	166	3,526	3,339	6,269	750	.....
OKLAHOMA											
Muskogee	32,026	179	1	14	29	158	3,256	3,298	5,403	1,203	546
PENNSYLVANIA											
Allentown	92,563	186	1	21	121	391	8,677	7,908	14,944	4,440	83
Altoona	82,054	180	1	15	77	452	8,785	8,287	15,534	4,841	359
Bethlehem	57,892	193	1	14	98	263	5,764	5,272	10,777	3,498	902
Chester	59,164	190	2	20	47	286	5,774	5,603	9,697	1,858	726
Easton	34,468	188	1	26	47	151	3,581	3,363	6,107	2,092	441
Harrisburg	80,339	188	1	17	112	347	7,859	7,533	13,195	3,144	73
Hazleton	36,765	188	1	11	47	220	4,356	3,977	7,588	1,346	.....
Johnstown	66,993	180	1	34	61	391	6,745	6,832	12,377	3,792	238
Lancaster	59,949	200	1	13	70	266	5,326	5,233	9,270	3,415	880
Lower Merion (P.O., Ardmore)	35,166	182	1	11	47	189	2,567	2,418	4,556	2,195	201
McKeesport	54,632	180	1	18	63	297	5,761	5,486	10,773	1,684	141
New Castle	48,674	180	1	14	54	304	5,943	5,592	10,249	2,235	4
Norristown	35,853	185	1	9	38	167	3,163	3,020	5,566	1,505	420
Upper Darby	46,626	187	1	22	84	251	3,690	3,509	6,710	3,091	506
Wilkes-Barre	86,626	187	1	39	89	453	8,899	8,839	11,834	822	53
Williamsport	45,729	195	1	21	56	218	4,536	4,495	7,876	1,215	181
York	55,254	178	1	18	77	277	5,309	5,132	9,174	2,079	49
RHODE ISLAND											
Cranston (P.O., Providence)	42,911	181	1	8	33	247	4,800	4,543	7,858	2,547	306
Pawtucket	77,149	180	1	35	42	354	6,328	6,142	10,582	3,932	491
Woonsocket	49,376	180	1	5	13	182	2,992	2,790	5,068	1,176	84
SOUTH CAROLINA											
Charleston	62,265	178	1	17	32	243	5,364	5,669	9,521	493	150
Columbia	51,581	179	2	21	35	336	6,266	6,935	11,260	1,599	30
SOUTH DAKOTA											
Sioux Falls	33,362	179	1	19	28	257	3,855	3,638	6,587	1,382	559

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP II—CITIES OF 30,000 TO 99,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS											
Amarillo	43,132	175	1	16	52	269	5,688	5,109	8,562	2,060	124
Austin	53,120	176	1	12	37	295	5,555	5,511	9,093	1,237	----
Beaumont											
City district	57,732	176	1	19	28	194	4,090	4,120	7,422	2,408	169
French district		175	1	4	2	34	879	863	1,299	208	----
SouthPark district		175	1	5	27	84	1,550	1,533	2,735	----	----
Galveston	52,938	177	1	16	25	220	3,946	4,021	6,604	1,725	----
Laredo	32,618	170	1	7	4	152	3,168	3,125	6,114	425	----
Port Arthur	50,902	175	1	11	42	235	4,912	4,744	8,346	1,183	209
Waco	52,848	172	1	21	36	322	5,619	5,659	9,349	1,679	328
Wichita Falls	43,690	175	1	17	37	246	4,805	4,548	8,317	1,855	2
UTAH											
Ogden	40,272	174	3	19	57	246	5,319	5,367	9,088	799	----
VIRGINIA											
Lynchburg	40,661	184	1	14	26	221	4,447	4,665	7,787	1,037	250
Newport News	34,417	180	1	17	20	181	3,662	3,906	6,400	1,007	----
Portsmouth	45,704	183	1	14	12	220	4,663	4,733	7,890	----	----
Roanoke	69,206	182	1	24	39	427	7,640	7,817	13,503	2,650	----
WASHINGTON											
Bellingham	30,823	180	1	18	40	160	3,422	3,179	5,503	----	99
Everett	30,567	180	1	12	31	170	3,539	3,682	5,889	387	81
WEST VIRGINIA											
Charleston	60,408	175	1	31	60	376	6,835	6,936	11,561	2,449	----
Huntington	75,572	180	1	34	65	413	7,229	7,030	12,782	1,233	7
Wheeling											
City district	61,659	176	1	18	42	195	3,593	3,323	5,640	----	----
Triadelphia district		175	1	7	19	107	1,865	1,886	3,164	485	31
Warwood district		176	1	1	11	44	879	802	1,476	45	----
WISCONSIN											
Green Bay	37,415	184	1	16	33	211	3,305	3,204	5,747	1,282	----
Kenosha	50,262	184	2	17	44	297	5,173	5,071	9,092	2,603	----
La Crosse	39,614	188	1	6	30	151	3,282	3,215	5,364	----	----
Madison	57,899	176	1	27	49	395	5,809	5,501	10,098	3,131	----
Oshkosh	40,108	190	1	12	25	179	3,307	3,324	5,830	590	----
Racine	67,542	190	1	21	52	329	6,620	6,577	11,606	1,811	----
Sheboygan	39,251	185	2	6	47	169	3,571	3,361	6,264	510	----
Superior	36,113	181	1	16	41	189	3,656	3,686	6,322	1,367	65
West Allis	34,671	187	1	17	54	200	3,735	3,540	6,381	1,158	----

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION

ALABAMA											
Anniston	22,345	175	1	8	6	122	2,537	2,527	4,106	513	360
Bessemer	20,721	176	1	8	16	95	1,999	2,231	3,772	521	----
Decatur	15,593	177	1	3	9	77	1,558	1,662	2,623	520	16
Dothan	16,046	176	1	3	4	70	1,423	1,466	1,650	415	----
Fairfield	11,059	177	1	5	3	53	1,240	1,312	2,247	363	----

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III—CITIES OF 10,000 TO 20,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA—Con.											
Florence	11,729	176	1	8	4	68	1,483	1,586	2,658	430	----
Gadsden	24,042	180	1	8	7	114	2,657	2,758	4,672	574	----
Huntsville	11,554	175	1	5	2	46	1,354	1,437	2,147	177	----
Phenix City	13,862	176	1	1	6	49	1,381	1,372	2,211	80	----
Selma	18,012	175	1	3	11	88	1,698	1,950	3,166	8	206
Tuscaloosa [4]	20,659	175	1	11	9	116	2,043	2,172	3,240	720	----
ARKANSAS											
Blytheville	10,098	177	1	3	10	36	1,141	1,162	1,638	270	----
El Dorado	16,421	180	1	10	12	90	2,143	2,293	3,915	591	----
Hot Springs	20,238	174	1	11	10	119	2,533	2,576	4,001	730	----
Jonesboro	10,326	176	1	----	9	54	1,252	1,218	1,947	437	----
North Little Rock	19,418	180	1	2	18	108	2,800	2,919	4,497	1,077	----
Pine Bluff	20,760	185	1	10	18	121	2,371	2,420	4,187	528	----
Texarkana	10,704	177	1	10	4	63	1,200	1,413	2,027	545	----
CALIFORNIA											
Anaheim	10,995	173	1	10	8	50	970	883	1,653	87	----
Bakersfield	26,015	179	1	9	5	157	2,638	2,516	4,587	126	----
Beverly Hills	17,429	180	1	7	1	115	1,407	1,386	2,114	----	----
Brawley	10,439	170	1	4	6	49	1,223	1,272	2,191	194	----
Burbank	16,662	180	1	13	26	117	2,150	2,103	3,642	2	----
Burlingame	13,270	187	1	----	5	51	1,181	1,114	1,833	237	----
Compton	12,516	177	1	8	0	83	1,334	1,238	2,387	748	----
Eureka	15,752	189	1	7	17	88	1,655	1,696	2,820	400	----
Fullerton	10,860	174	1	4	3	56	897	913	1,637	----	----
Inglewood	19,480	174	2	10	0	93	1,688	1,573	2,860	430	----
Modesto	13,842	176	1	10	60	132	3,063	2,932	4,848	----	----
Monrovia	10,890	174	1	1	26	82	1,367	1,329	2,376	878	----
Ontario	13,583	171	1	3	5	76	1,481	1,379	2,519	376	----
Palo Alto	13,652	175	1	7	21	95	1,768	1,609	2,820	686	----
Pomona	20,804	176	1	16	33	145	2,384	2,349	4,151	178	----
Redlands	14,177	174	1	11	33	93	1,857	1,704	3,079	----	----
Richmond	20,093	192	2	10	30	188	3,241	3,048	5,378	----	----
Riverside	29,696	178	1	23	73	216	4,549	4,286	6,895	1,893	----
Salinas	10,263	177	1	2	4	45	1,047	937	1,492	114	----
San Leandro	11,455	191	1	1	4	52	1,029	1,042	1,639	200	----
San Mateo	13,444	186	1	----	5	47	1,133	903	1,820	286	----
Santa Cruz	14,395	180	1	3	26	80	1,539	1,413	2,601	474	----
Santa Rosa	10,636	177	1	5	15	84	1,448	1,339	2,407	584	----
South Pasadena	13,730	179	1	10	21	86	1,395	1,329	2,478	1,129	----
Vallejo	14,476	188	1	9	16	77	1,627	1,664	2,989	598	----
Ventura	11,603	179	1	11	34	55	1,634	1,525	2,799	675	----
Whittier	14,822	178	1	3	5	71	1,022	1,000	1,847	410	----
COLORADO											
Boulder	11,223	180	1	10	18	83	1,249	1,311	2,181	40	24
Fort Collins	11,489	184	1	9	14	88	1,696	1,703	2,779	515	----
Grand Junction	10,247	180	1	2	20	78	1,652	1,661	2,653	482	8
Greeley	12,203	185	1	13	13	101	1,541	1,571	2,522	483	----
Trinidad	11,732	185	1	6	11	82	1,544	1,540	2,588	233	----
CONNECTICUT											
Ansonia	19,899	180	1	5	19	97	1,911	1,865	3,501	----	----
Bristol	28,451	178	1	8	19	178	2,771	2,789	5,142	728	----
Danbury	22,261	176	1	13	8	114	2,158	2,094	3,636	460	----
Derby	10,788	184	1	4	5	55	1,027	963	1,795	215	----

[4] Statistics of 1930.

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
					Teachers		Enrollment				
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Men	Women	Boys	Girls	Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
1	2	3	4	5	6	7	8	9	10	11	12
CONNECTICUT—Continued											
East Hartford	17,125	179	1	6	5	120	2,091	1,910	3,638	710	------
Groton	10,770	180	1	------	10	69	1,199	1,095	1,991	[7] 140	------
Middletown	24,554	189	1	6	13	67	1,371	1,334	2,410	478	------
Naugatuck	14,315	178	1	5	8	74	1,374	1,345	2,471	------	------
New London	29,640	178	1	13	1	140	2,571	2,399	4,158	372	------
Shelton	10,113	179	1	3	8	58	1,175	1,046	2,052	------	------
Stratford	19,212	179	1	9	8	135	2,472	2,363	4,207	625	------
Torrington	26,040	178	1	14	21	142	2,544	2,479	4,680	360	195
Wallingford	14,278	176	1	9	8	87	1,499	1,453	2,678	194	------
West Hartford	24,941	178	4	14	21	171	2,558	2,562	4,455	2,539	209
West Haven	25,808	176	1	7	9	165	3,324	3,297	5,719	1,717	------
Willimantic (Windham town)	13,773	185	1	3	7	70	1,125	1,145	1,911	447	------
FLORIDA											
Daytona Beach	16,598	166	[6] 1	8	14	102	1,951	1,896	3,114	[7] 900	------
Gainesville	10,465	167	[6] 1	3	4	75	1,373	1,487	2,403	380	------
Key West	12,831	180	[6] 1	------	5	65	1,381	1,363	2,150	322	------
Lakeland	18,554	168	[9] 2	3	18	114	2,224	2,352	4,060	961	28
Orlando	27,330	166	[6] 1	16	26	155	3,090	3,153	5,616	1,994	------
St Augustine	12,111	178	[6] 1	8	5	132	1,995	2,002	3,324	529	53
Sanford	10,100	162	[6] 1	12	12	101	1,584	1,505	2,641	[7] 500	------
Tallahassee	10,700	174	[6] 1	3	9	44	1,377	1,496	2,251	153	------
West Palm Beach	26,610	180	[6] 1	11	11	131	2,548	2,722	4,379	1,450	------
GEORGIA											
Albany	14,507	176	1	------	8	79	1,773	1,741	3,083	201	------
Athens	18,192	178	2	4	3	97	1,912	1,811	3,216	350	------
Brunswick	14,022	163	1	8	2	83	1,418	1,636	2,547	------	------
Decatur	13,276	180	1	------	9	76	1,368	1,370	2,486	388	------
Griffin	10,321	176	2	2	7	53	1,084	1,100	1,685	155	------
La Grange	20,131	177	1	10	5	103	2,091	2,100	3,406	888	------
Rome	21,843	180	1	3	7	103	2,378	2,453	3,909	248	------
Thomasville	11,733	175	1	1	7	59	1,279	1,388	2,256	286	------
Valdosta	13,482	177	1	------	7	68	1,466	1,723	2,807	165	------
Waycross	15,510	176	1	2	5	89	1,938	1,938	3,166	153	30
IDAHO											
Boise	21,544	178	2	12	39	122	2,632	2,648	4,513	800	------
Pocatello	16,471	173	1	11	15	110	2,472	2,566	4,451	548	195
ILLINOIS											
Belleville	28,425	193	1	8	8	71	1,432	1,391	2,467	312	------
Blue Island	16,534	177	1	------	11	60	1,863	1,314	2,320	559	------
Brookfield	10,035	168	1	------	0	27	503	507	777	214	------
Cairo	13,532	169	1	3	9	73	1,199	1,278	2,148	320	------
Calumet City	12,298	190	1	1	2	21	307	288	585	80	------
Canton	11,718	177	1	5	16	60	1,351	1,434	2,343	82	------
Centralia [4]	12,583	178	1	12	1	51	1,226	1,128	1,961	227	------
Champaign	20,348	179	1	2	21	116	2,013	2,010	3,528	166	------
Chicago Heights	22,321	169	1	7	1	88	1,733	1,625	3,107	457	------
East Moline	10,107	184	1	4	0	33	720	685	1,216	156	------
Elmhurst	14,055	188	1	6	3	69	1,140	1,093	1,857	626	------

[4] Statistics of 1930.
[6] County superintendent.
[7] Estimated
[9] County supervisors.

TABLE 4.—*(A) Personnel, length of school term, and (B) school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—Contd.											
Elmwood Park (P.O., Chicago)	11,270	200	1	2	3	40	1,058	978	1,924	122	----------
Forest Park	14,555	180	1	7	1	51	811	811	1,302	254	----------
Freeport	22,045	172	1	4	20	98	1,933	1,836	3,407	410	----------
Galesburg	28,830	186	1	9	26	128	2,770	2,674	4,754	----------	----------
Granite City	25,130	185	1	8	33	140	2,674	2,488	4,475	743	----------
Harrisburg	11,625	186	1	3	9	45	1,183	1,126	1,906	20	----------
Harvey	16,374	184	1	4	0	51	1,026	946	1,682	319	----------
Highland Park:											
District no. 107	12,203	181	1	1	4	36	450	402	753	335	----------
District no 108		168	1	2	3	41	468	473	801	273	----------
Jacksonville	17,747	180	1	8	13	72	1,385	1,398	2,456	345	----------
Kankakee	20,620	177	1	7	9	95	1,825	1,622	2,949	239	----------
Kewanee	17,093	175	1	5	9	81	1,561	1,493	2,754	215	----------
La Grange	10,103	181	1	3	4	72	1,324	1,195	1,953	312	----------
La Salle	13,149	188	1	-------	0	41	707	606	1,205	122	----------
Lincoln	12,855	190	1	4	3	41	730	659	1,175	----------	----------
Mattoon	14,631	178	1	2	9	70	1,632	1,657	3,190	362	----------
Mount Vernon	12,375	174	1	-------	11	57	1,408	1,273	2,334	30	----------
Ottawa	15,094	192	1	1	2	55	1,063	1,021	1,810	----------	----------
Park Ridge	10,417	192	1	-------	3	37	809	738	1,307	613	----------
Pekin	16,129	185	1	2	8	66	1,246	1,190	2,278	400	----------
Sterling											
District no 10	10,012	187	1	-------	1	17	294	249	437	91	----------
District no. 11		184	1	3	2	25	475	412	759	72	----------
Streator	14,728	187	1	9	5	59	1,061	957	1,774	----------	----------
Urbana	13,060	184	1	4	12	71	1,427	1,474	2,528	251	----------
West Frankfort	14,683	167	1	-------	11	58	1,297	1,234	2,504	96	----------
Wilmette	15,233	181	1	5	4	65	[8] 878	[8] 878	1,456	371	----------
Winnetka	12,166	180	1	16	10	67	1,037	911	1,602	754	----------
INDIANA											
Bedford	18,208	176	1	18	13	74	1,800	1,833	3,417	239	----------
Bloomington	18,227	178	1	6	32	116	2,048	2,019	3,770	383	----------
Connersville	12,795	176	1	4	17	56	1,267	1,260	2,169	174	----------
Crawfordsville	10,355	180	1	4	22	55	1,166	1,165	1,965	99	----------
Elwood	10,685	180	1	4	22	54	1,191	1,184	2,068	55	----------
Frankfort	12,196	180	1	4	25	61	1,429	1,404	2,547	150	----------
Goshen	10,397	175	1	6	23	49	1,152	1,058	1,927	220	----------
Huntington	13,420	180	1	10	13	78	1,611	1,519	2,687	374	31
Jeffersonville	11,946	180	1	13	17	56	1,057	1,064	2,078	110	----------
La Fayette	26,240	191	1	15	19	108	2,534	2,239	3,878	406	----------
La Porte	15,755	182	1	8	21	80	1,664	1,630	3,039	397	----------
Logansport	18,508	180	1	10	30	99	1,958	1,889	3,377	204	----------
Marion	24,496	180	1	18	30	120	2,693	2,554	4,418	412	24
Michigan City	26,735	181	1	14	22	118	2,354	2,211	3,842	465	----------
Mishawaka	28,630	182	1	16	29	125	3,065	2,900	5,024	550	----------
New Albany	25,819	177	1	8	27	106	2,279	2,168	3,898	318	12
Newcastle	14,027	170	1	2	19	66	1,733	1,627	2,828	157	----------
Peru	12,730	180	1	6	17	68	1,380	1,343	2,437	195	----------
Shelbyville	10,618	173	1	4	18	57	1,218	1,168	2,068	204	----------
Vincennes	17,564	180	1	17	28	95	1,841	1,751	3,010	354	----------
Whiting	10,880	192	1	9	16	45	1,138	1,109	1,807	347	----------
IOWA											
Ames	10,261	175	1	11	10	80	1,230	1,115	2,112	271	48
Boone	11,886	174	1	3	12	76	1,873	1,874	2,558	210	----------
Burlington	26,755	181	1	16	23	157	2,599	2,415	4,640	735	----------

[8] Distribution by sex estimated.

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
IOWA—Con.											
Clinton											
City district	25,726	180	1	10	14	115	1,973	1,813	3,313	530	----------
Lyons district		180	1	6	5	29	575	542	975	105	----------
Fort Dodge	21,895	182	1	16	16	130	2,317	2,282	4,256	925	----------
Fort Madison	13,779	180	1	2	8	60	1,111	1,128	2,001	281	----------
Iowa City	15,340	174	1	7	12	76	1,255	1,200	2,161	118	----------
Keokuk	15,106	183	1	9	11	77	1,413	1,381	2,440	377	----------
Marshalltown	17,373	173	1	13	11	39	2,043	2,072	3,399	488	----------
Mason City	23,304	175	1	16	19	142	2,838	2,818	4,936	573	----------
Muscatine	16,778	183	1	12	12	98	1,836	1,815	3,172	288	----------
Newton	11,560	173	1	10	10	75	1,478	1,443	2,533	378	----------
Osklaoosa	10,123	183	1	1	10	73	1,207	1,194	2,138	214	----------
Ottumwa	28,075	179	1	16	19	166	3,209	3,148	5,326	656	----------
KANSAS											
Arkansas City	13,946	173	1	8	20	88	2,018	2,006	3,500	274	----------
Atchison	18,024	175	1	5	11	65	1,233	1,234	2,091	315	----------
Chanute	10,277	180	1	11	18	55	1,287	1,170	2,138	253	89
Coffeyville	16,198	175	1	14	25	92	2,167	2,247	3,619	616	----------
Dodge City	10,059	175	1	2	12	77	1,580	1,638	2,614	573	----------
Eldorado	10,311	168	1	3	23	73	1,677	1,648	2,850	69	----------
Emporia	14,067	175	1	7	13	88	1,607	1,584	2,781	520	----------
Fort Scott	10,763	180	1	3	22	73	1,437	1,334	2,332	153	----------
Hutchinson	27,085	175	1	11	30	155	3,500	3,434	5,962	705	89
Independence	12,782	173	1	2	22	92	1,769	1,775	2,925	375	----------
Lawrence	13,726	173	1	5	14	92	1,655	1,605	2,841	514	----------
Leavenworth	17,466	172	1	11	10	84	1,515	1,501	2,472	319	----------
Manhattan	10,136	174	1	4	17	69	1,284	1,270	2,313	252	----------
Newton	11,034	180	1	3	17	70	1,395	1,344	2,425	77	----------
Parsons	14,903	183	1	12	26	75	1,781	1,837	3,167	250	----------
Pittsburg	18,145	173	1	6	18	118	2,211	2,153	3,778	493	----------
Salina	20,155	173	1	1	26	121	2,342	2,307	4,159	605	13
KENTUCKY											
Ashland	29,074	176	1	16	13	146	3,218	3,173	5,445	552	----------
Bowling Green	12,348	180	1	1	9	67	1,229	1,244	1,942	170	28
Fort Thomas	10,008	187	1	4	7	36	622	611	1,126	176	19
Frankfort	11,626	188	1	3	4	49	985	924	1,536	75	----------
Henderson	11,668	174	1	14	6	71	1,318	1,279	2,178	----------	----------
Hopkinsville	10,746	188	1	5	7	41	907	914	1,454	----------	----------
Middlesboro	10,350	156	1	3	11	60	1,510	1,565	2,618	163	----------
Newport	29,744	190	1	10	3	110	1,795	1,638	3,249	308	34
Owensboro	22,765	185	1	4	22	94	2,126	2,216	3,545	300	----------
LOUISIANA											
Alexandria	23,025	180	[6] 1	7	12	131	2,733	2,742	4,552	1,282	7
Bogalusa [4]	14,029	177	1	----------	6	87	1,809	1,956	2,962	----------	----------
Lafayette	14,635	168	[6] 1	1	10	67	1,309	1,398	2,378	[7] 300	----------
Lake Charles	15,791	176	1	7	5	85	1,623	1,720	2,780	216	----------
Monroe	26,028	180	1	5	8	93	1,776	1,859	3,147	793	----------
MAINE											
Auburn	18,571	181	1	2	10	109	1,775	1,641	3,074	469	----------
Augusta	17,198	180	1	2	7	89	1,407	1,352	2,452	121	----------
Bangor	28,749	181	1	10	24	152	2,740	2,687	4,392	205	----------
Biddeford	17,683	182	1	6	4	47	638	651	1,129	110	----------
Rumford	10,340	180	1	1	10	62	1,073	1,002	1,864	----------	----------

[6] County superintendent
[7] Estimated.

TABLE 4.—(A) *Personnel, length of school term, and (B) school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
MAINE—Contd.											
South Portland	13,840	189	1	1	14	103	1,871	1,892	3,240	411	----
Waterville	15,454	178	1	9	10	84	1,342	1,326	2,319	70	----
Westbrook	10,807	173	1	1	7	53	894	870	1,616	----	----
MARYLAND											
Annapolis	12,531	179	[a] 1	5	7	59	1,112	1,222	2,053	----	----
Frederick	14,434	186	[a] 1	[b] 1	17	82	1,699	1,769	2,869	----	----
Salisbury	10,997	178	[a] 1	4	10	65	1,371	1,470	2,431	407	----
MASSACHUSETTS											
Adams	12,697	182	1	9	6	64	1,005	1,126	2,009	----	----
Amesbury	11,899	179	1	1	11	43	850	718	1,411	31	----
Athol	10,677	178	1	5	5	57	1,133	1,123	2,078	----	----
Attleboro	21,769	182	1	13	8	133	2,263	2,136	3,922	288	----
Belmont	21,748	177	1	12	18	141	2,234	2,217	3,984	832	----
Beverly	25,086	182	1	16	20	144	2,560	2,246	4,485	801	----
Braintree	15,712	181	1	9	13	118	1,929	1,764	3,394	597	----
Clinton	12,817	181	1	1	10	54	1,003	942	1,790	----	----
Danvers	12,957	179	1	9	7	67	1,213	1,213	2,235	504	----
Dedham	15,136	176	1	13	16	105	1,722	1,718	3,252	----	----
Easthampton	11,323	180	1	2	5	52	939	919	1,690	24	----
Fairhaven	10,951	182	1	5	5	70	1,122	1,047	2,035	291	----
Framingham	22,210	183	1	16	26	132	2,348	2,312	4,305	----	----
Gardner	19,399	182	1	3	13	83	1,437	1,352	2,649	420	----
Gloucester	24,204	173	1	9	12	135	2,144	2,072	3,885	134	----
Greenfield	15,800	173	1	11	20	103	1,731	1,580	3,019	243	----
Leominster	21,810	182	1	4	17	98	1,677	1,560	2,975	----	----
Marlboro	15,587	177	1	7	3	71	1,199	1,136	2,152	362	----
Melrose	23,170	182	1	10	18	127	2,126	2,105	3,916	1,133	----
Methuen	21,069	179	1	13	7	109	1,898	1,805	3,415	298	----
Milford	14,741	171	1	6	1	94	1,483	1,445	2,718	----	----
Milton	16,434	180	1	9	12	100	1,595	1,534	2,821	----	----
Natick	13,589	179	1	8	11	76	1,468	1,404	2,617	266	----
Needham	10,845	177	1	6	8	85	1,306	1,204	2,291	810	----
Newburyport	15,084	178	1	11	6	69	1,148	1,154	2,135	99	----
North Adams	21,621	177	1	15	10	109	1,719	1,626	3,030	85	----
Northampton	24,381	177	1	10	7	117	1,818	1,804	3,298	----	----
North Attleboro	10,197	181	1	1	6	40	731	615	1,249	12	----
Norwood	15,049	178	1	11	14	117	1,608	1,540	2,929	697	----
Peabody	21,345	178	1	16	22	138	2,435	2,200	4,258	657	----
Plymouth	13,042	182	1	13	8	80	1,302	1,289	2,407	11	11
Saugus	14,700	179	1	8	19	87	1,729	1,699	3,135	131	----
Southbridge	14,264	186	1	5	9	54	1,162	1,052	1,977	90	----
Stoneham	10,060	180	1	4	11	56	951	863	1,694	177	----
Swampscott	10,346	180	1	8	7	66	835	868	1,537	----	----
Wakefield	16,318	179	1	9	16	102	1,836	1,724	3,238	565	----
Webster	12,992	181	1	5	6	49	822	760	1,422	300	----
Wellesley	11,439	176	1	12	17	85	1,213	1,070	2,075	----	----
Westfield	19,775	175	1	12	10	126	2,077	2,225	3,907	----	----
West Springfield	16,684	178	1	10	10	114	1,832	1,839	3,299	504	----
Weymouth	20,882	180	1	16	20	125	2,256	2,331	4,180	789	----
Winchester	12,719	177	1	9	7	87	1,283	1,208	2,197	811	----
Winthrop	16,852	181	1	7	16	100	1,764	1,744	3,185	181	----
Woburn	19,434	177	1	8	13	108	2,118	1,970	3,824	----	----
MICHIGAN											
Adrian	18,064	181	1	6	12	79	1,388	1,456	2,581	251	----
Alpena	12,166	189	1	10	10	53	1,141	1,074	1,891	168	----
Ann Arbor	26,944	174	2	12	34	145	2,168	2,107	4,301	1,376	452

[a] County superintendent.
[b] County supervisor.

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
MICHIGAN—Con											
Benton Harbor	15,434	186	1	4	23	85	1,821	1,837	3,059	555	110
Calumet	16,033	195	1	10	16	93	1,666	1,716	3,014	225	----
Ecorse	12,716	177	1	5	14	62	1,186	1,114	2,105	1,052	18
Escanaba	14,524	188	1	12	15	69	1,521	1,477	2,676	432	----
Ferndale	20,855	185	1	9	23	133	3,016	2,833	4,580	1,739	203
Grosse Pointe	21,428	192	2	6	26	113	[8] 1,767	[8] 1,767	3,220	3,987	437
Holland	14,346	185	1	7	13	97	1,562	1,449	2,806	579	162
Iron Mountain	11,652	192	1	5	10	87	1,623	1,534	2,940	128	----
Ironwood	14,299	191	1	6	32	88	2,235	1,953	3,886	800	----
Lincoln Park	12,336	175	1	5	8	67	1,592	1,553	3,103	2,281	85
Marquette	14,789	187	1	6	11	63	1,150	1,107	1,986	435	15
Menominee	10,320	186	1	3	18	54	1,044	1,077	1,890	70	----
Monroe	18,110	187	1	6	17	71	1,659	1,530	2,647	711	30
Mount Clemens	13,497	182	1	5	17	74	1,559	1,598	2,331	701	----
Muskegon Heights	15,584	188	1	8	17	95	2,211	2,148	3,643	971	15
Niles	11,326	181	1	3	15	63	1,439	1,360	2,338	245	----
Owosso	14,496	185	1	5	15	88	1,905	1,777	3,185	563	----
River Rouge	17,314	177	1	5	24	76	2,085	1,992	3,227	1,736	326
Royal Oak	22,904	174	2	12	26	147	3,177	3,066	5,502	2,881	240
Sault Ste Marie	13,755	190	1	8	15	78	1,644	1,530	2,804	327	----
Traverse City	12,539	179	1	6	16	60	1,186	1,159	2,259	232	----
Wyandotte	28,368	189	1	9	28	140	2,767	2,548	4,439	1,510	798
Ypsilanti	10,143	185	1	3	14	55	990	954	1,624	526	----
MINNESOTA											
Albert Lea	10,169	176	1	9	17	72	1,249	1,351	2,247	378	10
Austin	12,276	180	1	1	17	76	1,404	1,517	2,575	549	----
Brainerd	10,221	176	1	1	9	76	1,259	1,268	2,245	150	----
Faribault	12,767	180	1	5	11	53	886	874	1,519	28	----
Hibbing	15,666	179	1	14	41	227	3,411	3,314	6,399	200	----
Mankato	14,038	180	1	8	13	73	1,272	1,396	2,325	708	----
Rochester	20,621	176	1	7	31	110	1,958	2,033	3,555	432	----
St Cloud	21,000	180	1	13	18	72	1,393	1,312	2,344	615	----
South St Paul	10,009	184	1	10	12	75	1,268	1,296	2,252	825	262
Virginia	11,963	190	1	10	40	148	2,041	1,932	3,582	----	----
Winona	20,850	183	1	14	14	96	1,368	1,383	2,471	100	----
MISSISSIPPI											
Biloxi	14,850	175	1	3	7	65	1,270	1,212	2,041	203	----
Clarksdale	10,043	176	1	6	3	39	666	684	1,187	345	----
Columbus	10,743	177	1	5	3	72	1,366	1,489	2,476	170	----
Greenville	14,807	178	1	12	4	73	1,771	1,791	3,055	310	----
Greenwood	11,123	178	1	7	4	61	1,391	1,520	2,176	276	----
Gulfport [4]	12,547	180	1	3	3	79	1,437	1,438	2,313	----	----
Hattiesburg	18,601	177	1	3	12	94	2,130	2,321	3,544	300	----
Laurel	18,017	176	1	5	5	102	2,233	2,336	3,745	357	----
McComb	10,057	177	1	2	2	43	888	860	1,711	[7] 200	----
Natchez	13,422	177	1	7	6	49	1,140	1,264	2,011	----	----
Vicksburg	22,943	182	1	6	3	80	1,575	1,794	2,717	----	----
MISSOURI											
Cape Girardeau	16,227	187	1	5	15	86	1,633	1,641	2,669	383	14
Columbia	14,967	180	1	6	17	79	1,689	1,609	2,772	566	----
Hannibal	22,761	178	1	9	18	97	2,165	2,038	3,514	409	----
Independence	15,296	172	1	11	22	111	2,510	2,363	4,085	487	----
Jefferson City	21,596	175	1	4	17	81	1,712	1,681	2,889	385	----
Maplewood	21,807	185	1	14	10	104	1,853	1,721	2,896	794	----
Moberly	13,772	180	1	3	12	76	1,334	1,322	2,432	467	----

[4] Statistics of 1930. [7] Estimated. [8] Distribution by sex estimated.

TABLE 4.—*(A) Personnel, length of school term, and (B) school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI—Con.											
St Charles	10,491	200	1	7	9	31	643	601	1,144	223	----
Sedalia	20,806	179	1	9	13	105	1,942	1,928	3,574	618	----
University City	25,809	198	1	11	30	124	2,338	2,125	3,923	1,518	----
Webster Groves	16,487	185	2	10	31	109	2,233	2,075	3,792	868	----
MONTANA											
Anaconda	12,494	185	1	20	6	50	1,092	1,022	1,870	165	----
Billings	16,380	181	1	9	14	115	2,378	2,330	3,865	356	----
Great Falls	28,822	182	1	17	23	200	3,538	3,392	6,218	1,223	----
Helena	11,803	185	1	17	6	55	1,178	1,132	2,029	330	----
Missoula	14,657	183	1	9	0	74	1,312	1,215	2,250	156	----
NEBRASKA											
Beatrice	10,297	176	1	4	9	75	1,080	1,140	2,023	397	----
Fremont	11,407	174	1	6	11	74	1,416	1,373	2,343	286	19
Grand Island	18,041	180	1	4	29	112	2,123	2,127	3,640	296	----
Hastings	15,490	180	1	10	19	85	1,754	1,785	3,073	501	----
Norfolk	10,717	175	1	9	14	72	1,396	1,327	2,195	604	25
North Platte	12,061	180	1	5	8	77	1,767	1,581	2,638	628	----
NEVADA											
Reno	18,529	180	1	3	9	100	1,873	1,798	2,998	369	----
NEW HAMPSHIRE											
Berlin	20,018	179	1	2	15	57	1,095	859	1,787	602	----
Claremont	12,377	176	1	1	12	60	1,065	1,050	1,934	385	----
Concord	25,228	176	2	7	22	120	1,890	1,769	3,205	633	----
Dover	13,573	173	1	3	7	49	977	874	1,660	----	4
Keene	13,794	179	1	8	18	74	1,290	1,321	2,332	117	----
Laconia	12,471	182	1	1	11	57	908	863	1,637	113	----
Portsmouth	14,495	179	1	10	13	64	1,442	1,440	2,543	376	----
Rochester	10,209	176	1	2	6	43	722	721	1,318	70	----
NEW JERSEY											
Asbury Park	14,981	185	1	9	18	114	2,141	1,971	3,344	1,690	154
Belleville	26,974	192	1	12	13	176	3,240	3,131	5,440	1,717	137
Bridgeton	15,699	188	1	9	13	98	1,779	1,766	3,038	763	9
Burlington	10,844	181	1	4	5	76	1,318	1,302	2,270	323	----
Carteret	13,339	186	1	5	3	87	1,549	1,437	2,641	701	----
Cliffside Park	15,267	173	1	8	20	116	1,712	1,538	2,743	1,356	101
Collingswood	12,723	187	1	11	17	86	1,404	1,533	2,528	662	----
Cranford	11,126	182	1	6	11	76	1,295	1,260	2,158	844	91
Dover	10,031	182	1	6	10	63	1,220	1,125	2,036	240	----
Englewood	17,905	189	1	10	25	108	1,939	1,776	3,167	1,472	212
Garfield	29,739	182	1	14	20	205	3,999	3,657	6,781	1,082	91
Gloucester City	13,796	189	1	4	14	59	1,187	1,211	2,017	517	57
Hackensack	24,568	177	1	12	27	191	2,884	2,688	4,706	1,882	134
Harrison	15,601	186	1	3	6	54	1,017	1,122	2,019	266	----
Hawthorne	11,868	178	1	9	2	65	1,046	1,018	1,750	589	----
Hillside (P.O., Elizabeth)	17,601	181	1	8	19	114	2,194	1,978	3,478	1,351	62
Linden	21,206	186	1	10	25	153	2,896	2,694	4,916	2,262	47
Lodi	11,549	187	1	8	7	76	1,489	1,284	2,413	375	----
Long Branch	18,399	176	1	9	18	113	1,947	1,851	3,172	1,227	125
Lyndhurst	17,362	177	1	8	17	137	2,378	2,160	3,945	720	----
Millville	14,705	187	1	7	12	89	1,650	1,592	2,795	682	112
Morristown	15,197	190	1	10	19	79	1,519	1,496	2,604	1,182	84
Neptune (P.O., Ocean Grove)	10,625	188	1	4	17	72	1,879	1,807	2,134	663	42

TABLE 4.—(A) *Personnel, length of school term, and (B) school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
NEW JERSEY—Con											
Nutley	20,572	189	1	9	25	157	2,672	2,514	4,422	2,185	72
Pensauken (P O, Merchantville)	16,915	184	1	1	13	85	1,889	1,802	2,965	1,179	----
Phillipsburg	19,255	184	1	6	23	98	2,025	1,864	3,473	883	----
Pleasantville	11,580	180	1	6	10	77	1,460	1,351	2,268	812	24
Rahway	16,011	174	1	6	22	89	1,690	1,553	2,846	755	25
Red Bank	11,622	185	1	7	21	71	1,410	1,338	2,366	430	----
Ridgefield Park	10,764	172	1	5	11	74	1,080	1,016	1,824	798	98
Ridgewood	12,188	172	1	12	22	101	1,459	1,425	2,551	1,284	19
Roselle	13,021	183	1	4	26	74	1,573	1,458	2,570	1,003	29
Rutherford	14,915	168	1	8	11	99	1,550	1,450	2,566	1,038	46
South River	10,759	182	1	4	16	65	1,291	1,169	2,192	539	----
Summit	14,556	183	1	8	19	102	1,506	1,337	2,461	1,471	112
Teaneck	16,513	170	1	5	23	120	2,068	1,897	3,359	1,079	----
Union	16,472	186	1	10	13	113	2,181	2,075	3,502	1,084	56
Vineland	21,603	190	1	7	9	121	2,372	2,140	3,837	495	----
Weehawken	14,807	182	1	15	18	85	1,315	1,219	2,108	1,001	89
Westfield	15,801	180	1	12	18	115	1,893	1,823	3,212	1,562	38
West Orange	24,327	183	1	9	26	157	2,574	2,301	4,228	2,138	169
Woodbridge	25,266	179	2	10	18	163	3,370	3,191	5,762	1,311	50
NEW MEXICO											
Albuquerque	26,570	180	1	14	15	176	3,855	3,673	5,926	690	----
Roswell	11,173	177	1	12	10	50	1,493	1,540	2,285	314	----
Santa Fe	11,176	180	1	1	5	46	943	829	1,341	284	----
NEW YORK											
Batavia	17,375	187	1	12	18	110	1,908	1,814	3,370	725	----
Beacon	11,933	175	1	6	4	60	1,192	1,123	1,707	297	----
Cohoes	23,226	185	1	4	2	89	1,298	1,298	2,368	102	17
Corning											
District no 9	15,777	184	1	3	12	44	742	705	1,220	463	----
District no 13		182	1	1	11	48	932	943	1,575	425	----
Cortland	15,043	185	1	8	10	83	1,361	1,297	2,342	418	----
Dunkirk	17,802	187	1	10	18	103	1,770	1,653	2,971	560	----
Endicott	16,231	184	1	21	9	171	3,070	2,871	5,241	1,008	----
Floral Park	10,016	----	----	----	----	----	----	----	----	----	----
Freeport	15,467	176	1	8	14	105	1,793	1,700	2,935	1,504	----
Fulton	12,462	179	1	8	8	77	1,554	1,535	2,693	348	----
Geneva	16,053	181	1	9	13	95	1,421	1,410	2,506	700	----
Glen Cove	11,430	182	1	10	1	70	1,277	1,204	2,148	1,268	----
Glens Falls	18,531	183	1	6	15	87	1,417	1,279	2,222	873	----
Gloversville	23,099	184	1	17	9	146	2,369	2,299	4,104	380	----
Hempstead	12,650	182	1	12	16	126	2,302	2,195	3,693	1,445	----
Herkimer	10,446	181	1	4	3	71	1,290	1,235	2,184	489	----
Hornell	16,250	186	1	9	10	115	1,760	1,712	3,124	365	----
Hudson	12,337	183	1	3	5	78	1,285	1,266	2,182	96	----
Irondequoit (P O, Rochester)	18,024	180	1	2	1	43	587	518	904	565	----
Ithaca	20,708	186	1	10	13	136	2,151	2,126	3,655	295	----
Johnson City	13,567	187	1	6	6	136	1,982	2,004	3,457	766	----
Johnstown	10,801	183	1	2	8	74	1,195	1,058	1,899	----	----
Kenmore	16,482	185	1	10	25	169	2,990	2,929	4,668	2,497	----
Kingston	28,088	176	1	14	20	124	2,667	2,411	4,322	66	----
Lackawanna	23,948	184	1	19	21	117	2,289	2,158	3,495	1,038	----
Little Falls	11,105	181	1	4	8	62	1,124	1,067	1,997	471	----
Lockport	23,160	186	1	18	5	132	2,386	2,252	4,046	695	----
Lynbrook	11,993	177	1	7	7	72	1,242	1,162	2,032	791	----
Mamaroneck	11,766	174	1	3	15	139	2,070	1,900	3,331	3,880	----
Massena	10,637	185	1	5	10	67	1,092	1,096	1,980	692	----

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK—Continued											
Middletown	21,276	183	1	14	9	100	1,849	1,718	3,083	749	
North Tonawanda	19,019	180	1	12	13	105	2,190	1,988	3,692	759	
Ogdensburg	16,915	180	1	6	14	71	1,251	1,253	2,248	230	
Olean	21,790	184	1	15	8	162	2,721	2,436	4,527	912	
Oneida	10,558	180	1	5	6	64	978	991	1,743	331	
Oneonta	12,536	180	1	18	6	68	1,056	1,061	1,894	202	
Ossining	15,241	180	1	6	7	78	1,405	1,370	2,461	884	
Oswego	22,652	184	1	4	11	121	2,252	2,026	3,632	827	
Peekskill	17,125	181	1	10	16	89	1,632	1,439	2,722	927	
Pelham	11,851	175	1	5	17	100	1,213	1,148	1,996	2,460	
Plattsburg	13,349	184	1	1	7	47	921	900	1,467	174	
Port Chester	22,662	185	2	17	10	164	2,892	2,703	5,030	2,342	
Port Jervis	10,243	182	1	6	5	45	1,143	1,072	1,996	498	
Rensselaer	11,223	186	1	7	2	62	1,033	1,054	1,647		
Rockville Center	13,718	177	1	2	9	96	1,709	1,538	2,625	1,246	
Saratoga Springs	13,169	182	1	12	12	68	1,264	1,243	2,125	264	
Tonawanda	12,681	187	1	15	8	71	1,505	1,265	2,394	809	
Valley Stream	11,790										
Watervliet	16,083	183	1	6	2	69	1,339	1,237	2,253	3	
NORTH CAROLINA											
Concord	11,820	180	1	1	9	74	1,548	1,615	2,787		
Elizabeth City	10,037	180	1	1	8	63	1,283	1,373	2,561	338	
Fayetteville	13,049	160	1	5	9	71	1,632	1,776	2,980	407	58
Gastonia	17,093	180	1	6	13	91	2,538	2,429	4,286	686	
Goldsboro	14,985	181	1	2	11	104	2,090	2,373	3,787	669	14
Kinston	11,362	160	1	5	7	78	1,538	1,609	2,775	434	
New Bern	11,981	167	1	1	4	67	1,388	1,406	2,438	20	
Rocky Mount	21,412	180	1	2	7	114	2,500	2,825	4,476	479	
Salisbury	16,951	180	1	3	16	113	2,304	2,360	4,239	726	
Shelby	10,789	180	1		6	74	1,099	1,805	2,793	354	
Statesville	10,490	180	1	1	10	52	1,059	980	1,885	389	
Thomasville	10,090	180	1	2	5	66	1,431	1,531	2,827	278	9
Wilson	12,613	180	1	2	7	106	2,038	2,330	3,540		
NORTH DAKOTA											
Bismarck	11,090	176	1	5	10	52	1,083	1,008	1,870	91	
Fargo	28,619	182	1	19	31	176	2,971	3,067	5,260	444	
Grand Forks	17,112	180	1	3	29	75	1,668	1,780	3,027	428	
Minot	16,099	180	1	2	8	77	1,512	1,576	2,796	599	100
OHIO											
Alliance	23,047	175	1	4	22	157	2,907	2,845	5,122	640	62
Ashland	11,141	185	1	5	19	58	1,101	1,157	2,050	426	
Ashtabula	23,301	175	1	5	18	109	2,126	2,113	3,908	749	
Barberton	23,934	154	1	9	26	114	2,661	2,636	4,752	741	
Bellaire	13,327	163	1	2	12	79	1,769	1,655	3,241	470	4
Bucyrus	10,027	173	1	4	13	54	959	903	1,750	691	
Cambridge	16,129	173	1	3	18	96	1,844	1,731	3,340	239	4
Campbell	14,673	175	1	5	24	91	1,998	1,934	3,707	742	
Chillicothe	18,340	174	1	6	16	95	2,016	2,152	3,811	761	
Coshocton	10,908	181	1	2	13	60	1,171	1,138	2,132	164	
Cuyahoga Falls	19,797	159	1	6	18	92	2,104	2,100	3,702	1,076	
East Liverpool	23,329	176	1	5	24	142	2,994	2,902	5,403	390	
Elyria	25,633	184	1	15	30	129	2,642	2,521	4,785	1,079	45
Euclid	12,751	176	1	3	21	98	1,717	1,631	3,041	1,720	
Findlay	19,363	178	1	10	31	102	1,918	1,907	3,656	421	
Fostoria	12,790	179	1	1	17	54	1,138	1,154	2,167	123	
Fremont	13,422	183	1	3	23	76	1,478	1,425	2,726	704	

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
OHIO—Contd											
Garfield Heights (P O. Cleveland)	15, 589	173	1	9	14	62	1, 454	1, 288	2, 346	700	----
Ironton	16, 621	177	1	4	9	91	1, 636	1, 561	2, 883	877	145
Lancaster	18, 716	170	1	7	19	90	1, 852	1, 777	3, 222	551	----
Marietta	14, 285	182	1	6	24	62	1, 499	1, 564	2, 765	509	----
Martins Ferry	14, 524	174	1	6	16	74	1, 506	1, 463	2, 828	----	----
Massillon	26, 400	174	1	6	34	117	2, 321	2, 225	4, 336	944	----
Middletown	29, 992	172	1	11	24	158	3, 120	3, 060	5, 681	1, 707	----
New Philadelphia	12, 365	175	1	6	14	73	1, 416	1, 356	2, 632	310	----
Niles	16, 314	168	1	3	21	90	1, 995	1, 892	3, 489	720	----
Painesville	10, 944	179	1	2	12	62	1, 061	1, 057	1, 951	471	----
Parma (P O, Cleveland)	13, 899	174	1	8	16	86	1, 759	1, 659	3, 187	1, 533	----
Piqua	16, 009	180	1	4	18	67	1, 493	1, 408	2, 613	370	9
Salem	10, 622	167	1	1	13	69	1, 359	1, 353	2, 326	255	----
Sandusky	24, 622	177	1	2	16	110	2, 104	2, 057	3, 921	434	41
Shaker Heights (P O, Cleveland)	17, 783	182	1	10	35	159	1, 858	1, 854	3, 323	4, 312	103
Struthers	11, 249	175	1	3	28	62	1, 690	1, 544	3, 040	593	----
Tiffin	16, 428	179	1	6	14	49	1, 151	1, 097	2, 002	488	----
Wooster	10, 742	174	1	2	15	53	1, 115	1, 112	2, 154	423	----
Xenia	10, 507	162	1	5	9	52	1, 164	1, 196	2, 001	431	----
OKLAHOMA											
Ada	11, 261	175	1	2	20	59	1, 487	1, 519	2, 356	265	27
Ardmore	15, 741	173	1	7	18	73	1, 676	1, 677	2, 642	533	92
Bartlesville	14, 763	180	1	7	15	95	1, 836	1, 845	3, 249	774	173
Chickasha	14, 099	175	1	2	16	85	1, 793	1, 802	2, 998	[7] 368	96
Enid	26, 399	175	1	7	18	134	3, 056	2, 876	[7] 5, 000	835	291
Lawton	12, 121	177	1	2	13	83	1, 418	1, 451	2, 599	182	21
McAlester	11, 804	176	1	10	9	81	1, 646	1, 621	2, 869	506	203
Okmulgee	17, 097	179	2	7	16	92	1, 889	1, 809	3, 086	732	151
Ponca City	16, 136	175	1	12	21	103	1, 958	1, 978	3, 387	998	276
Sapulpa	10, 533	180	1	1	20	78	1, 775	1, 689	2, 933	291	214
Seminole	11, 459	175	1	2	19	63	1, 911	2, 025	2, 872	182	45
Shawnee	23, 283	175	1	13	25	133	2, 898	2, 826	4, 703	620	87
Wewoka	10, 401	174	1	5	9	44	1, 795	1, 706	2, 567	----	----
OREGON											
Astoria	10, 349	167	1	5	8	66	1, 000	1, 027	1, 751	370	----
Eugene	18, 901	172	1	7	23	113	1, 941	1, 908	3, 375	403	----
Klamath Falls	16, 093	182	1	7	0	76	1, 160	1, 230	1, 927	552	----
Medford	11, 007	184	1	12	17	77	1, 469	1, 522	2, 401	390	----
Salem	28, 266	172	1	20	24	156	3, 406	3, 307	4, 509	157	----
PENNSYLVANIA											
Abington	18, 648	190	1	11	28	122	2, 064	1, 874	3, 328	1, 720	189
Aliquippa	27, 116	180	1	12	35	152	3, 608	3, 315	6, 202	1, 291	165
Ambridge	20, 227	180	2	9	34	116	2, 661	2, 366	4, 574	646	77
Arnold	10, 575	180	1	2	13	50	1, 246	1, 171	2, 369	283	----
Beaver Falls	17, 147	180	1	3	27	118	2, 011	1, 927	3, 421	729	----
Bellevue	10, 252	190	1	4	12	51	739	777	1, 456	307	----
Berwick	12, 660	190	1	3	17	77	1, 695	1, 765	3, 179	553	----
Braddock	19, 329	180	1	10	14	98	1, 755	1, 670	3, 162	182	----
Bradford	19, 306	180	1	8	16	100	1, 816	1, 741	3, 029	377	----
Bristol	11, 799	193	1	1	9	62	1, 176	1, 181	1, 985	144	----

[7] Estimated.

TABLE 4.—*(A) Personnel, length of school term, and (B) school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—Continued											
Butler	23,568	180	1	6	18	138	2,912	2,802	4,981	360	----
Canonsburg	12,558	180	1	4	7	84	1,843	1,901	3,378	401	----
Carbondale	20,061	187	1	11	13	111	2,184	2,165	4,131	590	----
Carlisle	12,596	189	1	3	15	67	1,458	1,507	2,561	326	----
Carnegie	12,497	185	1	7	8	63	1,487	1,375	2,616	401	45
Chambersburg	13,788	180	1	5	15	77	1,628	1,626	2,748	461	18
Charleroi [4]	11,260	180	1	7	12	78	1,542	1,588	2,760	366	84
Cheltenham	15,731	186	1	10	31	106	1,465	1,512	2,662	1,565	216
Clairton	15,291	190	1	10	20	121	2,260	2,125	4,023	----	----
Coatesville	14,582	190	1	6	27	88	1,933	1,827	3,217	295	----
Columbia	11,349	190	1	5	7	46	1,013	953	1,934	38	----
Connellsville	13,290	180	1	8	22	92	1,441	1,479	2,797	277	161
Conshohocken	10,815	190	1	----	0	49	924	778	1,627	164	28
Coraopolis	10,724	190	1	5	10	67	1,476	1,370	2,488	527	34
Dickson	12,395	180	1	1	10	73	1,557	1,327	2,891	373	----
Donora	13,905	180	1	8	23	97	1,846	1,824	3,574	788	----
Dormont (P.O., Pittsburgh)	13,190	178	1	3	15	76	1,336	1,207	2,210	856	46
Du Bois	11,595	180	1	10	13	65	1,265	1,246	2,440	79	----
Dunmore	22,627	188	1	12	20	127	2,932	2,712	5,100	200	----
Duquesne	21,396	180	1	6	30	119	2,673	2,386	4,495	689	143
Ellwood City	12,323	180	1	2	25	96	1,961	1,843	3,575	350	----
Farrell	14,359	180	1	4	15	86	2,014	1,966	3,672	515	20
Franklin	10,254	180	1	2	9	65	1,114	1,058	1,942	24	----
Greensburg	16,508	180	1	7	21	116	2,057	1,930	3,538	995	----
Hanover (boro)	11,805	180	1	4	13	56	1,103	1,139	2,088	303	----
Hanover (township) (P.O., Wilkes-Barre)	17,770	191	1	22	45	114	2,386	2,293	4,396	866	120
Harrison (P.O., Natrona)	12,387	180	1	----	5	61	1,185	1,180	2,211	414	----
Haverford (P.O., Llanerch)	21,362	185	1	14	32	121	1,994	1,922	3,361	2,047	255
Homestead	20,141	180	1	11	28	98	2,122	1,874	3,456	577	73
Jeannette	15,126	180	1	5	18	80	2,009	1,833	3,401	338	90
Kingston	21,600	190	1	11	19	135	2,391	2,290	4,019	[10] 989	----
Latrobe	10,644	180	1	3	19	61	1,237	1,236	2,256	117	----
Lebanon	25,561	190	1	4	29	108	2,279	2,145	4,256	464	53
Lewistown	18,357	180	1	9	14	69	1,518	1,501	2,658	357	65
McKees Rocks	18,116	200	1	1	14	91	1,623	1,553	2,766	770	----
Mahanoy City	14,784	190	1	7	6	62	1,157	965	1,750	115	----
Meadville	16,698	180	1	7	8	95	1,913	1,739	2,978	348	12
Monessen	20,268	180	1	11	22	139	2,757	2,480	5,037	920	76
Mount Carmel	17,967	180	1	3	7	67	1,564	1,366	2,610	117	30
Mount Lebanon	13,403	190	1	7	17	83	1,672	1,608	2,582	622	85
Munhall	12,995	182	1	1	14	74	2,031	1,993	2,633	992	45
Nanticoke	26,049	190	1	11	31	131	2,709	2,247	4,816	551	----
New Kensington	28,002	181	1	11	25	190	3,100	2,798	5,179	675	91
North Braddock	16,782	180	1	6	28	106	2,129	1,899	3,882	885	----
Oil City	22,075	180	1	4	21	129	2,824	2,384	4,147	750	----
Old Forge	12,661	190	1	1	29	82	1,816	1,641	3,046	179	----
Olyphant	10,743	185	1	2	6	81	1,344	1,184	2,277	80	----
Phoenixville	12,029	190	1	4	9	60	1,011	969	1,946	470	30
Pittston	18,246	185	1	11	10	128	2,126	2,167	3,138	255	----
Plains	16,044	188	1	1	46	88	2,387	2,088	[7] 4,125	400	21
Plymouth	16,543	189	1	3	14	88	1,849	1,743	3,275	290	----
Pottstown	19,490	194	1	7	14	106	1,909	1,736	3,541	825	73
Pottsville	24,300	190	1	10	22	110	2,097	2,105	3,988	1,120	186
Shamokin	20,274	180	1	5	19	85	1,882	1,757	3,478	107	----
Sharon	25,908	180	1	7	20	156	2,908	2,668	5,050	1,390	265
Shenandoah	21,782	198	2	7	6	104	2,052	1,911	3,643	350	----
Steelton	18,291	184	1	6	18	63	1,826	1,194	2,306	378	41

[4] Statistics of 1930. [7] Estimated. [10] Statistics of 1928.

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—Continued											
Stowe (P O, McKees Rocks)	13,368	195	1	1	23	82	1,545	1,494	2,942	643	72
Sunbury	15,626	180	1	6	18	91	1,893	1,813	3,373	389	----
Swissvale	16,029	180	1	1	15	93	1,504	1,450	2,833	816	24
Tamaqua	12,936	190	1	2	6	69	1,292	1,356	2,609	338	----
Taylor	10,428	180	1	4	10	73	1,363	1,301	2,354	215	----
Turtle Creek	10,690	180	1	----	1	49	822	861	1,376	326	37
Uniontown	19,544	180	1	7	35	120	2,630	2,510	4,440	1,265	390
Vandergrift	11,479	180	1	10	5	68	1,438	1,387	2,699	261	----
Warren	14,863	180	1	3	20	92	1,760	1,906	2,924	617	----
Washington	24,545	180	2	12	14	130	2,785	2,766	4,781	1,120	----
Waynesboro	10,167	180	1	2	12	53	1,121	1,116	2,031	121	----
West Chester	12,325	192	1	8	24	59	1,215	1,243	2,095	172	13
Wilkinsburg	29,639	179	1	15	35	179	3,108	3,115	5,249	1,914	81
RHODE ISLAND											
Bristol	11,953	184	1	9	7	69	1,336	1,280	2,315	----	----
Central Falls	25,898	182	1	9	12	79	1,539	1,367	2,533	250	----
Cumberland (P O., Valley Falls)	10,304	184	1	3	4	52	972	905	1,698	192	----
East Providence	29,995	183	2	8	30	169	3,216	3,281	5,478	1,068	----
Lincoln (P O, Lonsdale)[4]	10,421	185	1	3	1	38	687	666	1,143	15	----
Newport	27,612	183	1	5	29	126	2,463	2,326	4,166	730	60
North Providence	11,104	183	1	4	1	59	1,047	923	1,775	231	----
Warwick (P.O, Apponaug)	28,196	183	1	2	24	121	2,599	2,372	4,478	650	----
Westerly	10,997	179	1	6	14	66	1,228	1,186	2,184	760	----
West Warwick	17,696	185	2	2	10	79	1,655	1,512	2,789	620	154
SOUTH CAROLINA											
Anderson	14,383	180	1	13	13	157	3,039	3,267	4,996	445	104
Florence	14,774	178	1	4	17	107	2,398	2,576	4,105	742	----
Greenville	29,154	180	1	7	30	214	4,106	4,295	6,995	789	375
Greenwood[4]	11,020	178	1	2	11	92	1,633	1,886	3,008	350	----
Rock Hill	11,322	180	1	2	14	84	1,730	1,889	2,920	307	76
Spartanburg	28,723	175	1	8	21	172	3,434	3,731	6,318	750	285
Sumter	11,780	164	1	2	10	73	1,592	1,840	2,819	335	----
SOUTH DAKOTA											
Aberdeen	16,465	181	1	8	20	93	1,805	1,837	3,154	368	91
Huron	10,946	177	1	9	17	76	1,308	1,369	2,332	226	----
Mitchell	10,942	174	1	10	8	62	1,090	1,116	1,907	190	----
Rapid City	10,404	180	1	4	12	75	1,317	1,317	2,245	415	210
Watertown	10,214	180	1	4	15	64	1,151	1,119	2,011	223	10
TENNESSEE											
Bristol	12,005	175	1	2	9	77	1,612	1,527	2,814	381	----
Jackson	22,172	180	1	10	3	73	2,578	2,990	4,516	300	----
Johnson City	25,080	176	1	10	31	154	2,683	2,674	4,663	951	----
Kingsport	11,914	170	1	5	11	88	1,462	1,518	2,536	----	----
TEXAS											
Abilene	23,175	176	1	11	24	118	2,394	2,340	4,079	893	----
Big Spring	13,735	176	2	2	11	64	1,213	1,203	1,987	365	36

[4] Statistics of 1930.

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS—Contd.											
Brownsville	22,021	175	2	4	6	113	2,208	2,096	3,150	890	11
Brownwood	12,789	167	1	3	10	79	1,371	1,350	2,284	281	56
Cleburne	11,539	176	1	8	14	66	1,567	1,584	2,903	288	----
Corpus Christi	27,741	175	1	15	8	133	2,861	2,725	4,193	762	----
Corsicana	15,202	175	1	7	14	89	2,067	2,236	3,197	----	----
Del Rio	11,693	173	1	3	6	34	657	703	1,141	290	----
Denison	13,850	175	1	3	16	70	1,668	1,580	2,682	----	----
Greenville	12,407	175	1	8	7	73	1,606	1,508	2,666	152	----
Harlingen	12,124	175	1	8	5	79	1,425	1,388	2,674	664	----
Highland Park (P O, Dallas)	12,622	175	1	4	13	80	1,352	1,265	2,285	849	----
Lubbock	20,520	176	1	7	28	128	2,598	2,455	3,962	1,190	----
Marshall	16,203	172	1	12	7	108	2,684	2,903	4,268	240	----
Palestine	11,445	175	1	2	14	53	1,420	1,474	2,367	214	18
Pampa	10,470	177	1	8	13	84	1,418	1,368	2,413	555	----
Paris	15,649	165	1	2	19	80	1,850	1,937	3,265	398	110
San Angelo	25,308	175	1	12	21	146	2,451	2,549	4,032	1,155	100
San Benito	10,753	175	1	4	7	55	1,060	1,062	1,780	499	----
Sherman	15,713	177	1	9	17	76	1,456	1,497	2,603	----	----
Sweetwater	10,848	175	1	5	13	51	1,083	1,073	1,671	521	18
Temple	15,345	173	1	6	17	70	1,431	1,414	2,306	393	104
Texarkana	16,602	175	1	7	20	92	2,098	2,173	3,314	593	----
Tyler	17,113	174	1	9	15	111	2,654	2,600	4,263	565	----
UTAH											
Provo	14,766	175	1	8	31	73	2,043	2,036	3,483	271	----
VERMONT											
Barre	11,307	176	1	1	9	56	1,093	1,022	1,880	108	----
Burlington	24,789	176	1	10	10	92	1,597	1,541	2,865	584	----
Rutland	17,315	183	1	2	9	73	1,295	1,396	2,335	425	----
VIRGINIA											
Alexandria	24,149	183	1	11	11	118	2,507	2,401	4,147	----	----
Charlottesville	15,245	181	1	4	10	93	1,885	2,071	3,279	620	----
Danville	22,247	180	1	13	[1] 12	[1] 119	2,448	2,514	4,575	34	----
Hopewell	11,327	180	1	5	7	84	1,315	1,313	2,257	435	----
Petersburg	28,564	180	1	12	15	154	3,163	3,508	5,750	----	----
Staunton	11,990	181	1	5	3	45	909	990	1,652	315	----
Suffolk	10,271	174	1	4	2	68	940	1,076	1,868	----	----
Winchester	10,855	184	1	2	11	60	1,149	1,188	1,959	----	----
WASHINGTON											
Aberdeen	21,723	181	1	11	28	100	2,139	2,102	3,697	516	18
Bremerton	10,170	180	1	3	19	73	1,627	1,511	2,652	208	----
Hoquiam	12,766	181	1	9	9	56	1,300	1,357	2,324	233	----
Longview	10,652	180	1	5	13	70	1,504	1,433	2,408	476	----
Olympia	11,733	181	1	12	18	74	1,668	1,711	2,841	341	----
Port Angeles	10,188	180	1	4	16	57	1,380	1,317	2,107	103	----
Vancouver	15,766	180	1	7	16	96	2,072	1,964	3,355	312	----
Walla Walla	15,976	183	1	9	16	93	1,776	1,781	2,978	172	----
Wenatchee	11,627	171	1	7	18	110	2,151	2,128	3,315	441	----
Yakima	22,101	180	1	10	37	136	3,387	3,376	5,428	569	----
WEST VIRGINIA											
Bluefield	19,339	168	1	5	26	147	2,419	2,453	4,159	340	----
Clarksburg.											
City district	28,866	178	1	12	24	144	2,223	2,265	4,059	118	----
Coal district		162	----	5	19	95	1,997	1,913	3,473	----	----

[1] Distribution by sex estimated.

TABLE 4.—(*A*) *Personnel, length of school term, and* (*B*) *school bonds outstanding, and balance in school sinking funds, city school systems, 1931–32*—Continued

GROUP III—CITIES OF 10,000 TO 29,999 POPULATION—Continued

City	A									B	
	Population (census of 1930)	Average school term (days)	Superintendents and assistant superintendents	Supervisors and principals	Teachers		Enrollment		Average daily attendance	School bonds outstanding (thousands of dollars)	Amount in sinking funds (thousands of dollars)
					Men	Women	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12
WEST VIRGINIA—Continued											
Fairmont:											
Independent district	23,159	177	1	11	24	113	1,886	2,015	3,438	942	39
Union district		177	1	6	11	53	1,140	1,124	1,912	393	.....
Martinsburg	14,857	181	1	1	16	68	1,580	1,526	2,730	473	.....
Morgantown	16,186	175	1	8	32	165	3,006	2,851	5,200	675	.....
Moundsville	14,411	173	1	7	9	79	1,859	1,810	2,941	241	.....
Parkersburg	29,623	180	1	20	42	175	2,960	3,030	5,738	203	.....
WISCONSIN											
Appleton	25,267	173	2	9	23	130	2,353	2,245	4,180	640	.....
Ashland	10,622	181	1	11	9	55	978	997	1,792	.....	.....
Beloit	23,611	183	1	3	26	164	2,761	2,749	4,920	277	.....
Cudahy	10,631	189	1	4	15	50	997	979	1,648	331	.....
Eau Claire	26,287	174	1	13	43	142	2,749	2,706	4,839	.....	.....
Fond du Lac	26,449	180	1	3	29	156	2,589	2,521	4,652	443	.....
Janesville	21,628	189	1	16	16	106	1,783	1,782	3,285	.....	.....
Manitowoc	22,963	185	1	11	30	104	1,883	1,992	3,425	613	.....
Marinette	13,734	186	1	4	15	72	1,332	1,349	2,262	.....	.....
Shorewood (P O, Milwaukee)	13,479	190	1	4	22	90	1,463	1,358	2,431	1,484	25
South Milwaukee	10,706	186	1	3	19	49	958	924	1,745	424	.....
Stevens Point	13,623	185	1	4	14	62	1,210	1,132	2,188	110	.....
Two Rivers	10,083	188	1	1	13	41	753	724	1,326	311	.....
Watertown	10,613	193	1	3	9	40	793	744	1,425	125	.....
Waukesha	17,176	184	1	5	17	101	1,809	1,750	3,123	422	.....
Wausau	23,758	177	2	6	23	124	2,328	2,409	4,113	538	.....
Wauwatosa	21,194	184	1	7	26	126	2,103	2,062	3,820	1,056	.....
WYOMING											
Casper	16,619	185	2	20	23	197	2,830	2,815	4,921	646	.....
Cheyenne	17,361	181	1	5	13	100	2,217	2,092	3,650	832	.....

TABLE 5.—*Expenses, outlays, and other payments*

GROUP I—CITIES OF 100,000

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	ALABAMA							
1	Birmingham	$78,266	$2,085,251	$154,016	$81,682	$18,706	$22,661	$2,440,582
	CALIFORNIA							
2	Long Beach	207,610	3,311,248	422,088	86,361	101,419	295,377	4,424,103
3	Los Angeles	1,199,756	24,568,380	2,766,061	853,941	1,306,683	239,176	30,933,997
4	Oakland	167,451	4,938,949	427,506	226,504	131,456	48,203	5,940,069
5	San Diego	91,560	2,239,476	241,281	153,200	59,434	25,424	2,810,375
6	San Francisco	270,122	6,926,787	730,274	398,415	244,675	523,124	9,093,397
	COLORADO							
7	Denver	173,349	4,085,763	351,705	153,807	153,321	156,488	5,074,433
	CONNECTICUT							
8	Bridgeport	54,053	1,940,950	232,440	75,104	15,800	5,011	2,323,358
9	Hartford	123,762	2,716,667	440,440	186,052	220,449	32,682	3,720,052
10	New Haven	64,499	2,501,224	371,300	117,691	5,246	31,126	3,091,086
	DELAWARE							
11	Wilmington	54,755	1,264,227	123,097	56,111	27,885	19,808	1,545,883
	DISTRICT OF COLUMBIA							
12	Washington	200,583	7,302,703	1,101,518	669,727	154,473	403,016	9,832,020
	FLORIDA							
13	Jacksonville	44,539	1,271,952	94,327	72,745	76,690	20,447	1,580,700
14	Miami [1]	48,235	1,158,025	123,664	55,964	65,224	1,004	1,452,116
15	Tampa [1]	25,000	968,764	85,000	40,000	35,000	26,380	1,180,144
	GEORGIA							
16	Atlanta	50,557	2,688,079	145,917	122,145	22,996	7,034	3,036,728
	ILLINOIS							
17	Chicago	2,136,817	37,617,525	6,551,863	2,556,732	1,835,543	1,624,830	52,323,310
18	Peoria	43,962	867,424	125,400	74,140	21,676	15,692	1,148,294
	INDIANA							
19	Evansville	29,446	926,697	161,145	42,113	41,109	2,844	1,143,354
20	Fort Wayne	51,061	1,172,717	194,315	27,092	27,157	14,062	1,486,404
21	Gary	62,958	1,404,807	180,037	60,439	44,884	34,760	1,787,885
22	Indianapolis	194,865	4,440,353	540,291	125,555	507,650	42,391	5,851,105
23	South Bend	61,466	1,225,327	186,477	48,083	141,055	6,124	1,668,532
	IOWA							
24	Des Moines	104,215	1,826,789	333,208	99,282	30,101	74,124	2,467,719
	KANSAS							
25	Kansas City	147,440	1,288,403	159,467	88,604	83,866	20,224	1,783,004
26	Wichita	51,796	1,547,439	189,019	101,410	29,557	14,251	1,983,472
	KENTUCKY							
27	Louisville	120,174	2,516,075	300,182	60,339	44,482	23,641	3,064,893
	LOUISIANA							
28	New Orleans	79,941	3,241,719	270,035	222,031	94,515	148,118	4,056,359

[1] This report covers Dade County of which Miami's population is almost 80 percent.

from current funds, city school systems, 1931–32

POPULATION AND MORE

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service: Interest	Debt service: All other debt service	Capital outlay	Grand total expenditures	
9	10	11	12	13	14	15	
----	$13,290	$8,941	$312,481	$205,000	$15,814	$2,996,108	1
$33,666	67,594	----	406,625	350,000	150,957	5,432,945	2
214,504	893,677	265,080	3,055,836	2,357,602	4,829,678	42,550,354	3
81,740	89,071	----	687,572	464,317	480,822	7,743,621	4
33,287	45,749	----	244,091	99,125	206,140	3,438,767	5
161,710	297,638	----	706,033	699,000	1,047,745	12,005,523	6
160,269	47,320	11,769	447,035	226,968	286,122	6,254,225	7
----	29,872	----	102,831	219,000	38,800	2,803,861	8
----	117,812	4,139	476,215	940,942	140,377	5,390,537	9
----	53,019	26,356	23,086	35,181	50,626	3,288,354	10
4,996	34,650	----	53,505	80,000	986,108	2,705,232	11
----	93,873	34,007	----	----	4,456,171	14,416,071	12
----	----	----	300,457	316,328	17,284	2,214,769	13
----	----	----	534,316	344,164	266,024	2,596,620	14
----	----	----	236,000	656,200	20,944	2,102,348	15
----	66,618	----	297,143	283,993	53,874	3,738,356	16
511,914	630,876	549,351	5,471,358	5,071,279	4,625,406	69,183,494	17
----	7,191	4,240	19,889	59,000	546,721	1,785,344	18
----	5,928	13,734	108,355	157,000	5,699	1,434,070	19
----	----	----	169,481	267,225	28,746	1,951,856	20
7,820	57,827	53,446	155,779	140,800	271,773	2,484,330	21
----	34,736	----	474,485	550,108	449,974	7,360,408	22
----	8,451	1,655	173,349	187,500	110,071	2,149,558	23
----	3,029	12,134	343,360	100,000	34,099	3,960,341	24
----	15,442	----	103,279	117,000	86,838	2,105,583	25
----	5,291	9,990	120,618	136,169	235,453	2,440,993	26
1,416	----	----	409,110	80,436	57,810	3,613,665	27
----	58,193	----	443,181	4,003,479	575,054	9,136,266	28

[1] Estimated part of county system.

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP I—CITIES OF 100,000

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	MARYLAND							
29	Baltimore	$304,975	$7,586,850	$882,629	$339,095	$110,449	$873,899	$10,097,897
	MASSACHUSETTS							
30	Boston	799,921	12,525,307	1,326,938	1,331,076	720,064	162,960	16,866,266
31	Cambridge	75,501	1,539,028	191,642	70,870	90,908	9,475	1,977,433
32	Fall River	23,906	862,703	129,807	36,724	38,169	12,062	1,103,371
33	Lowell	15,246	1,079,426	193,540	26,556	34,675	2,954	1,352,397
34	Lynn	56,440	1,143,387	195,688	45,637	10,186	5,724	1,457,062
35	New Bedford	33,714	1,240,437	171,059	25,163	27,870	2,006	1,500,249
36	Somerville	29,129	1,120,161	151,950	52,637	36,829	----------	1,390,706
37	Springfield	121,705	2,503,342	467,101	170,450	90,762	3,000	3,356,360
38	Worcester	61,254	2,840,118	289,056	180,719	85,347	111,423	3,567,917
	MICHIGAN							
39	Detroit	578,099	16,346,776	2,447,798	457,601	695,694	74,156	20,600,124
40	Flint	129,388	1,856,958	374,298	62,986	171,450	1,141	2,596,221
41	Grand Rapids	94,437	2,519,205	391,941	107,599	85,656	4,421	3,203,259
	MINNESOTA							
42	Duluth	66,468	1,640,349	305,658	64,245	63,510	24,277	2,164,507
43	Minneapolis	215,166	6,361,108	957,625	516,176	196,531	38,616	8,285,222
44	St Paul	104,071	2,680,885	425,692	135,327	83,442	----------	3,429,417
	MISSOURI							
45	Kansas City	243,479	4,713,628	615,033	212,059	353,690	18,695	6,156,584
46	St Louis	411,231	8,577,385	1,054,823	587,669	728,346	203,050	11,562,504
	NEBRASKA							
47	Omaha	154,269	2,779,486	367,943	82,688	36,117	63,174	3,483,677
	NEW JERSEY							
48	Camden	41,422	1,652,011	187,654	85,742	43,821	29,702	2,040,352
49	Elizabeth	59,933	1,570,674	200,808	144,179	36,067	7,378	2,019,039
50	Jersey City	246,380	4,696,586	673,700	84,493	294,646	47,478	6,043,283
51	Newark	428,098	7,834,701	754,676	327,541	566,870	38,621	9,950,507
52	Paterson	54,747	2,694,003	327,228	67,536	65,313	18,973	3,227,800
53	Trenton	109,875	1,850,767	225,205	99,031	65,395	15,953	2,366,226
	NEW YORK							
54	Albany	61,453	1,363,865	178,808	54,955	71,789	81,802	1,812,672
55	Buffalo	344,402	8,373,487	1,304,788	375,383	162,050	591,336	11,151,446
56	New York	3,311,735	117,351,764	9,068,217	4,570,980	4,213,383	11,179,705	149,695,784
57	Rochester	259,021	5,385,629	810,248	320,871	98,866	417,566	7,292,201
58	Syracuse	60,456	2,919,145	397,512	100,991	125,519	292,080	3,895,703
59	Utica	25,943	1,339,971	158,959	87,747	43,731	87,617	1,743,968
60	Yonkers	71,532	2,956,025	311,320	50,677	69,664	178,909	3,638,127
	OHIO							
61	Akron	54,886	2,456,525	334,214	86,939	40,463	107,666	3,080,693
62	Canton	35,271	1,232,491	195,310	21,751	74,799	50,815	1,610,437
63	Cincinnati	240,892	5,635,653	672,748	260,826	213,209	212,181	7,235,509
64	Cleveland	868,888	12,422,024	1,632,832	530,267	592,071	486,185	16,532,267
65	Columbus	78,895	3,456,400	474,420	136,303	150,976	122,518	4,419,512
66	Dayton	71,572	2,236,254	327,472	13,698	40,508	78,250	2,767,754
67	Toledo	104,183	3,260,133	357,482	81,383	72,913	117,851	3,993,945
68	Youngstown	48,232	2,222,828	287,252	59,069	66,280	51,326	2,734,987
	OKLAHOMA							
69	Oklahoma City	62,064	1,973,958	274,184	55,500	44,571	34,688	2,444,915
70	Tulsa	78,505	1,964,110	222,725	101,251	72,321	39,975	2,478,887

current funds, city school systems, 1931–32—Continued

POPULATION AND MORE—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service: Interest	Debt service: All other debt service	Capital outlay	Grand total expenditures	
9	10	11	12	13	14	15	
$9,756	$115,237	$35,757	$1,087,595	$793,008	$425,877	$12,565,127	29
208,119	215,614	106,877	296,924	316,008	3,789,515	21,799,323	30
19,015	25,783	54,358	77,126	121,500	415,992	2,691,207	31
47,881	----------	535	98,018	159,500	----------	1,409,305	32
23,350	17,536	----------	49,141	133,500	568	1,576,492	33
10,331	32,665	1,281	128,410	283,300	41,509	1,954,558	34
68,245	26,410	----------	114,966	267,000	----------	1,976,870	35
10,921	21,020	3,128	140,625	182,000	440,865	2,189,265	36
43,756	60,969	18,237	124,780	305,215	450,249	4,359,566	37
48,955	35,760	11,141	42,568	246,000	1,116,148	5,068,489	38
236,490	209,629	87,804	3,469,977	9,729,803	2,604,699	36,938,526	39
13,072	5,578	7,008	438,819	1,029,823	63,123	4,153,644	40
15,640	56,740	----------	199,567	355,869	68,582	3,899,657	41
----------	16,080	6,178	224,501	235,833	57,563	2,704,662	42
----------	68,405	42,909	1,087,182	----------	1,460,512	10,944,230	43
----------	2,785	8,822	419,190	----------	473,924	4,333,608	44
8,822	23,846	22,634	978,874	4,034,278	719,597	11,944,635	45
8,935	247,855	161,016	83,108	264,305	1,420,702	13,748,425	46
2,138	----------	----------	455,601	392,171	349,759	4,683,346	47
28,538	5,063	----------	210,750	134,821	22,561	2,442,085	48
19,692	31,356	17,997	287,715	178,953	192,273	2,747,025	49
38,696	174,205	49,986	740,241	507,032	1,371,186	8,924,629	50
95,437	356,348	336,669	911,035	506,148	1,348,847	13,504,991	51
36,749	88,587	5,292	364,518	229,705	322,787	4,225,438	52
25,260	57,315	13,672	351,520	532,041	415,311	3,761,345	53
44,692	17,950	----------	218,823	250,100	17,522	2,361,759	54
136,502	160,102	34,372	1,302,486	2,402,070	1,666,256	16,853,234	55
2,456,242	2,296,778	397,601	14,016,469	12,974,943	16,703,853	198,541,670	56
119,394	90,480	28,469	630,661	587,661	2,307,684	11,051,550	57
55,542	42,163	----------	411,190	715,936	1,841	5,122,378	58
47,382	31,094	----------	82,027	169,346	87,905	2,161,672	59
39,296	28,711	9,671	446,300	402,950	112,831	4,677,876	60
----------	5,470	6,916	486,589	688,507	145,111	4,413,286	61
----------	11,051	----------	318,897	228,550	50,808	2,219,753	62
----------	154,011	40,986	777,293	548,872	1,195,313	9,951,934	63
----------	113,021	160,406	1,811,941	1,838,215	1,686,068	21,641,920	64
18,459	26,783	35,006	528,876	773,754	166,747	5,969,089	65
----------	18,422	2,017	423,776	485,478	374,334	4,071,776	66
----------	3,955	4,560	673,092	256,158	682,909	5,614,619	67
28,504	11,173	----------	92,724	413,395	72,770	3,348,553	68
----------	13,370	----------	437,663	1,272	348,632	3,245,872	69
----------	----------	----------	396,334	377,737	115,550	3,367,998	70

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP I—CITIES OF 100,000

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	OREGON							
71	Portland	$178,707	$3,850,545	$419,121	$107,829	$90,029	$35,647	$4,681,878
	PENNSYLVANIA							
72	Erie	74,351	1,449,888	238,592	90,832	138,414	46,343	2,038,420
73	Philadelphia	1,051,785	21,717,059	2,140,054	864,039	1,030,334	1,186,025	27,989,296
74	Pittsburgh	523,439	9,368,477	1,309,994	541,136	215,436	242,347	12,200,829
75	Reading	86,721	1,362,711	247,597	86,429	39,510	56,191	1,879,159
76	Scranton	81,816	1,882,488	212,101	103,298	59,197	77,999	2,416,899
	RHODE ISLAND							
77	Providence	204,222	3,475,504	491,654	202,977	129,687	1,087	4,505,131
	TENNESSEE							
78	Chattanooga [3]	25,700	801,144	64,429	8,251	14,885	----------	914,409
79	Knoxville	32,592	895,706	87,187	24,900	18,824	27,453	1,086,662
80	Memphis	48,905	1,980,174	180,841	43,845	30,234	26,761	2,310,760
81	Nashville	30,921	839,503	71,179	32,504	13,383	9,192	996,682
	TEXAS							
82	Dallas	76,137	2,488,674	206,393	48,901	51,571	23,948	2,895,624
83	El Paso	58,078	1,155,879	82,967	18,850	10,925	15,139	1,341,838
84	Fort Worth	76,088	1,806,005	117,427	75,000	69,762	9,457	2,153,739
85	Houston	100,092	3,151,789	217,884	84,657	80,784	34,040	3,669,246
86	San Antonio	89,267	2,267,485	158,832	91,874	16,731	1,855	2,626,044
	UTAH							
87	Salt Lake City	65,580	1,895,943	220,995	108,937	25,880	33,999	2,351,334
	VIRGINIA							
88	Norfolk	26,058	1,144,405	123,579	59,169	22,806	----------	1,376,017
89	Richmond	55,622	1,898,647	189,666	84,469	52,560	4,733	2,285,697
	WASHINGTON							
90	Seattle	185,067	4,722,120	595,704	170,989	111,944	----------	5,785,824
91	Spokane	41,387	1,470,505	212,549	43,224	33,339	7,112	1,808,116
92	Tacoma	40,117	1,225,670	164,917	57,549	50,328	5,761	1,544,342
	WISCONSIN							
93	Milwaukee	246,262	6,392,452	787,331	890,677	516,888	116	8,833,726

GROUP II.—CITIES OF 30,000

	ALABAMA							
1	Mobile	$16,295	$430,784	$41,194	$23,131	$10,030	$19,689	$541,123
2	Montgomery	13,091	324,385	30,932	3,461	13,130	5,162	390,161
	ARIZONA							
3	Phoenix	17,483	573,400	63,552	15,754	11,787	7,326	689,302
4	Tucson	21,545	585,409	50,710	21,034	21,637	8,076	708,411
	ARKANSAS							
5	Fort Smith	13,406	289,133	30,071	10,505	3,466	10,184	356,765
6	Little Rock	34,294	700,673	76,464	12,252	24,457	21,386	869,526

[3] Statistics of 1930 The 1932 report was received too late to be included
[4] Estimated

current funds, city school systems, 1931–32—Continued

POPULATION AND MORE—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service: Interest	Debt service: All other debt service	Capital outlay	Grand total expenditures	
9	10	11	12	13	14	15	
----------	$42,731	$1,149	$486,635	$552,500	$601,286	$6,366,159	71
$3,016	22,113	----------	232,870	414,986	299,100	3,040,505	72
281,319	402,558	184,905	2,882,405	2,506,908	4,801,070	39,048,461	73
70,334	185,414	42,284	1,023,360	1,148,431	2,336,366	17,007,018	74
55,807	22,232	4,803	247,378	171,337	57,758	2,438,474	75
39,568	13,669	4,700	296,601	162,158	272,079	3,205,674	76
----------	67,891	----------	570,600	308,000	1,903,581	7,355,183	77
----------	----------	----------	[4] 128,000	----------	4,375	1,046,784	78
10,826	8,228	3,884	[5] 116,900	[5] 40,000	30,104	1,206,604	79
----------	----------	----------	331,765	1,274,730	150,920	4,068,175	80
----------	----------	[6] 109,130	81,955	153,000	319,587	1,660,363	81
----------	40,702	20,956	367,050	244,763	245,655	3,814,750	82
----------	4,291	----------	169,325	40,785	13,873	1,570,112	83
----------	----------	----------	236,188	6,757	30,811	2,427,495	84
----------	----------	----------	646,878	520,984	19,465	4,856,573	85
----------	35,266	6,764	391,819	350,979	1,326,344	4,737,216	86
14,825	1,965	2,379	200,430	635,498	190,841	3,397,272	87
----------	12,511	12,798	305,962	----------	4,969	1,712,257	88
----------	29,468	36,629	278,612	780	25,031	2,656,217	89
23,307	36,631	10,691	615,510	390,678	24,123	6,886,764	90
16,748	10,421	42	68,446	73,264	408,711	2,385,748	91
----------	7,407	3,524	109,849	284,936	4,553	1,954,611	92
786,447	114,343	74,038	490,454	904,000	3,114,215	14,317,223	93

TO 99,999 POPULATION

$1,375	$3,840	----------	$22,396	$50,059	$7,159	$625,952	1
----------	2,484	----------	122,375	72	888	515,980	2
----------	----------	----------	82,845	102,034	8,958	883,139	3
----------	5,341	$3,712	109,379	62,050	6,540	895,433	4
1,935	----------	1,992	55,857	17,500	2,513	436,562	5
----------	----------	----------	100,421	48,083	2,772	1,020,752	6

[4] Distribution of expenditures for debt service is estimated.
[5] Regular summer quarter and does not include $8,028 expended for general control and auxiliary agencies which have been included under the regular day schools of the year.

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP II.—CITIES OF 30,000

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	CALIFORNIA							
7	Alameda	$23,696	$642,366	$63,342	$38,298	$15,151	$8,048	$790,901
8	Alhambra	53,306	665,114	71,793	25,875	25,384	6,879	848,351
9	Berkeley	88,648	1,542,431	163,769	103,891	52,482	18,336	1,969,557
10	Fresno	34,893	1,119,544	130,478	33,760	58,223	13,587	1,390,485
11	Glendale	103,311	1,374,189	168,695	48,137	39,938	44,318	1,778,588
12	Pasadena	136,561	2,472,241	250,795	56,134	219,527	168,486	3,303,744
13	Sacramento	81,769	1,896,610	188,301	49,534	26,169	21,281	2,263,664
14	San Bernardino	22,266	622,391	75,211	15,448	44,428	4,882	784,626
15	San Jose	26,375	1,302,595	116,458	42,638	24,151	21,100	1,533,317
16	Santa Ana	83,293	583,156	61,790	14,069	23,046	4,396	769,750
17	Santa Barbara	28,744	613,096	81,883	19,814	21,966	6,131	771,634
18	Santa Monica	30,101	856,276	134,037	31,883	109,613	26,307	1,188,217
19	Stockton	22,872	868,076	103,366	25,560	8,931	14,490	1,043,295
	COLORADO							
20	Colorado Springs	38,333	605,681	53,716	31,416	12,579	28,280	770,005
	Pueblo.							
21	District no 1	16,129	324,163	36,327	12,594	7,417	5,170	401,800
22	District no. 20	17,300	435,855	57,865	24,037	9,010	9,692	553,759
	CONNECTICUT							
23	Greenwich	22,135	676,812	75,458	24,565	56,632	6,323	861,925
24	Meriden	10,516	473,900	68,577	27,863	17,661	5,633	604,150
25	New Britain	29,190	962,489	110,294	48,038	137,969	9,872	1,297,852
26	Norwalk	18,466	439,295	46,203	12,072	13,856	6,390	536,182
27	Norwich	9,591	271,635	36,009	14,656	5,549	2,848	339,788
28	Stamford	40,736	1,074,970	135,924	38,087	24,317	8,380	1,322,414
29	Waterbury	47,351	1,491,340	191,229	57,978	17,144	26,340	1,831,382
	FLORIDA							
30	Pensacola [2]	9,000	230,647	13,681	5,900	17,215	3,934	280,377
31	St. Petersburg [2]	17,432	340,713	28,820	17,450	20,700	5,640	430,755
	GEORGIA							
32	Augusta	20,494	490,932	36,236	15,891	30,468	14,269	608,290
33	Columbus	10,054	323,688	18,385	4,222	10,583	5,725	372,657
34	Macon	10,515	477,221	30,095	13,366	18,341	15,805	565,343
35	Savannah	21,068	627,340	38,889	21,189	37,168	13,171	758,825
	ILLINOIS							
36	Alton [3]	15,572	257,712	47,777	13,239	4,964	5,543	344,807
	Aurora:							
37	East side	11,329	271,460	48,526	16,408	4,238	3,624	355,585
38	West side	10,517	162,474	27,640	11,369	1,758	3,875	217,633
	Berwyn							
39	District no. 98	7,850	106,850	26,720	3,450	----------	1,941	146,811
40	District no 100	6,891	121,704	32,528	9,325	----------	----------	170,448
41	Bloomington	8,534	178,246	35,481	10,689	2,269	42,269	277,488
42	Cicero	33,954	372,305	99,491	82,646	13,330	8,707	610,433
43	Danville	17,932	378,498	64,396	8,117	3,773	7,684	480,400
44	Decatur	24,342	548,790	75,707	6,667	6,836	24,479	686,821
45	East St. Louis	47,347	916,710	150,326	69,260	18,157	22,091	1,223,891
46	Elgin	13,104	397,443	54,273	15,451	6,350	2,931	489,552
	Evanston							
47	District no. 75	18,908	433,905	71,216	19,005	16,638	13,316	572,988
48	District no. 76	10,850	218,863	36,547	9,835	10,751	2,330	289,176
49	Joliet	24,264	428,750	81,312	28,565	11,027	7,039	580,957
50	Maywood Melrose Park	18,609	217,355	33,585	9,065	5,396	----------	284,010
51	Moline	22,472	384,575	64,326	21,170	9,219	5,031	506,793
52	Oak Park	21,111	524,456	88,830	11,741	37,134	21,471	704,743

[2] Estimated part of county system.
[3] For elementary school district only.
[4] Statistics of 1930.

current funds, city school systems, 1931–32—Continued

TO 99,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service: Interest	Debt service: All other debt service	Capital outlay	Grand total expenditures	
9	10	11	12	13	14	15	
$12,040	$19,154	----	$24,130	$22,020	$17,855	[7] $886,100	7
12,666	10,874	$2,579	75,100	76,041	40,926	1,066,537	8
62,357	49,833	----	114,101	89,750	47,192	2,382,790	9
19,597	22,146	----	184,500	80,000	11,233	1,707,961	10
7,904	19,783	4,146	244,530	132,500	69,931	2,257,382	11
20,754	34,235	----	203,060	230,000	680,710	4,477,503	12
54,618	19,584	----	232,710	148,000	196,786	2,915,362	13
9,040	3,069	----	83,475	58,000	47,816	986,026	14
20,764	42,511	----	111,000	140,000	173,546	2,021,138	15
28,296	24,795	----	[7] 43,135	[7] 57,000	99,781	1,022,757	16
----	16,332	----	115,424	137,125	745,896	1,786,411	17
10,683	13,745	3,730	97,161	34,000	194,859	1,542,395	18
34,811	24,570	----	125,511	189,200	86,059	1,503,446	19
----	----	450	49,864	7,169	3,792	831,280	20
----	2,053	----	27,213	22,845	8,494	462,405	21
----	12,624	----	37,900	32,473	11,448	648,204	22
----	12,063	----	82,181	125,000	112,873	1,194,042	23
----	4,093	1,104	60,000	37,000	----	706,347	24
----	20,386	----	144,761	176,000	211,797	1,850,796	25
----	3,441	----	47,337	71,000	9,336	667,296	26
----	4,638	----	15,916	20,000	----	380,342	27
----	12,245	----	147,048	165,500	4,522	1,651,829	28
8,921	27,592	----	109,944	109,400	126,282	2,213,521	29
----	----	----	17,940	155,587	15,122	469,016	30
----	----	----	209,710	165,382	4,423	810,270	31
----	----	----	17,020	101,572	5,924	732,806	32
----	----	----	32,700	29,400	508	435,265	33
----	----	----	----	----	1,582	566,925	34
----	3,669	5,969	482	667	8,681	778,193	35
----	----	----	31,869	24,545	23,200	424,421	36
----	380	1,482	28,297	42,010	2,096	429,850	37
----	----	----	22,367	70,535	9,845	320,380	38
----	----	----	31,740	17,000	----	195,551	39
----	----	----	29,006	140,094	25,771	365,319	40
----	----	----	6,377	20,000	113,342	417,207	41
----	----	----	96,992	489,500	45,198	1,242,123	42
----	----	1,120	27,419	47,949	77,838	634,726	43
----	422	2,400	49,743	60,350	139,509	939,245	44
----	5,640	----	68,292	50,000	132,077	1,474,900	45
----	----	2,685	15,515	15,000	186,292	709,044	46
----	----	2,430	64,520	50,914	222,222	913,174	47
----	2,400	1,260	62,402	248,450	196	609,884	48
----	----	----	56,509	215,228	11,475	864,164	49
----	----	2,850	46,851	57,000	270,310	661,021	50
5,849	----	----	96,714	35,000	38,709	613,065	51
----	----	----	105,773	667,506	345,530	1,828,554	52

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP II—CITIES OF 30,000

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	ILLINOIS—Contd.							
53	Quincy	$15,343	$341,700	$42,191	$16,575	$1,268	$1,500	$418,577
54	Rockford	65,504	820,951	146,816	25,246	20,865	8,809	1,088,191
55	Rock Island	12,442	297,100	43,081	15,882	6,631	3,027	378,163
56	Springfield	39,875	769,049	106,902	26,462	14,259	9,986	966,533
57	Waukegan	13,195	279,220	42,740	1,901	3,247	4,654	344,957
	INDIANA							
58	Anderson	18,288	373,884	53,034	13,849	10,874	15,945	485,874
59	East Chicago	36,974	621,859	105,571	31,939	14,044	2,396	812,783
60	Elkhart	14,363	372,107	49,815	7,185	2,475	4,028	449,973
61	Hammond	34,143	774,909	115,728	20,533	41,811	15,774	1,002,898
62	Kokomo	10,679	270,125	40,643	6,174	11,030	6,738	345,389
63	Muncie	24,516	509,768	76,973	16,208	7,971	20,076	655,512
64	Richmond	17,381	337,547	59,254	23,939	6,901	3,031	448,053
65	Terre Haute	36,483	854,841	125,443	16,587	70,069	5,433	1,108,856
	IOWA							
66	Cedar Rapids	25,521	722,253	100,520	35,703	19,525	35,502	939,024
67	Council Bluffs	22,282	486,938	72,362	17,836	24,406	4,495	628,319
68	Davenport	27,308	636,427	118,205	50,630	25,738	6,391	864,699
69	Dubuque	19,923	358,482	60,431	12,867	5,583	7,680	464,966
70	Sioux City	34,664	1,117,257	143,007	66,735	38,674	19,500	1,419,837
	Waterloo							
71	East side	6,950	245,200	43,048	29,061	2,152	2,986	329,397
72	West side	15,106	213,629	37,844	5,923	4,842	4,068	281,412
	KANSAS							
73	Topeka	37,774	845,758	138,892	57,817	31,808	18,829	1,130,878
	KENTUCKY							
74	Covington	14,475	461,926	65,416	43,090	4,250	6,660	595,817
75	Lexington	17,401	427,613	47,707	12,820	14,694	8,088	528,323
76	Paducah	11,907	232,146	23,941	6,609	6,681	7,470	288,754
	LOUISIANA							
77	Baton Rouge [1]	13,800	201,543	17,252	4,000	29,360	3,800	269,755
78	Shreveport	18,087	522,204	37,391	20,192	21,513	10,004	629,391
	MAINE							
79	Lewiston	5,912	213,145	30,824	16,644	10,835	5,351	282,711
80	Portland	21,393	753,548	128,542	40,788	9,117	14,029	967,417
	MARYLAND							
81	Cumberland	6,000	322,290	31,711	12,917	18,313	----------	391,231
82	Hagerstown	8,266	265,270	23,194	10,085	8,732	3,622	319,169
	MASSACHUSETTS							
83	Arlington	20,592	565,052	73,413	30,325	26,981	----------	716,363
84	Brockton	18,363	755,924	129,571	35,584	28,861	----------	968,303
85	Brookline	22,077	722,159	96,850	42,424	25,276	3,627	912,413
86	Chelsea	12,661	517,065	65,346	17,506	12,401	965	625,944
87	Chicopee	15,346	468,554	72,854	28,366	26,915	4,816	616,851
88	Everett	18,156	638,519	84,374	24,428	13,045	----------	778,522
89	Fitchburg	15,719	395,629	62,139	22,358	38,025	1,068	534,938
90	Haverhill	13,186	493,087	64,430	24,877	27,846	220	623,646
91	Holyoke	27,532	613,415	99,158	51,229	24,120	1,855	817,309
92	Lawrence	21,495	884,150	123,745	68,301	29,267	----------	1,126,958
93	Malden	21,090	623,277	72,614	29,776	16,180	9,667	772,604

[1] Estimated part of county system.

current funds, city school systems, 1931–32—Continued

TO 99,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service: Interest	Debt service: All other debt service	Capital outlay	Grand total expenditures	
9	10	11	12	13	14	15	
	$3,905		$17,326	$15,000	$451,843	$906,651	53
	9,827		89,038	476,720	79,683	1,743,459	54
	240		28,360	143,000	6,259	556,022	55
			28,371	735,979	123,543	1,854,426	56
			31,160	202,305	30,590	609,012	57
			38,969	42,000	20,003	586,846	58
	21,601	$10,790		140,172	106,568	1,091,914	59
				140,650	3,729	594,352	60
			83,438	149,000	238,895	1,474,231	61
	5,822		23,404	24,500	1,029	400,144	62
			43,290	92,000	20,828	811,630	63
	108		32,260	55,000	142,180	677,601	64
			68,238	150,000	14,839	1,341,933	65
	3,261		70,621	88,331	14,951	1,116,188	66
	499		31,354	25,050	24,537	709,759	67
$5,939			53,790	91,000	4,478	1,019,906	68
14,199	3,849		53,483	80,000	5,222	621,719	69
1,838	2,471	413	81,208	73,000	174,240	1,753,097	70
			23,358	1,000	5,793	359,548	71
			40,773	32,000	112,076	466,261	72
	14,159	2,386	84,048	114,192	436,075	1,781,738	73
	7,220	2,154	47,040	536,755	265,111	1,445,332	74
			38,676	89,814	33,635	690,448	75
			3,696	100,335	28,403	421,188	76
			45,650	53,440	47,000	415,845	77
			84,055	136,000	180,901	1,030,437	78
	5,037		23,150	25,000	544,448	880,346	79
	12,741		100,195	67,636	45,973	1,193,962	80
			52,380	7,500	17,499	468,610	81
			77,210	33,500	16,329	446,208	82
	7,471	1,076	42,742	89,000	402,810	1,319,462	83
10,650	6,186	2,765	19,580	70,250	1,041	1,078,775	84
	12,263	855	45,571	169,900	443,224	1,584,226	85
6,994	17,416		37,943	288,000		976,297	86
14,473	12,923	1,777	139,705		28,664	814,393	87
12,500	20,413	1,090	37,519	88,500	469,757	1,408,301	88
14,558	5,602	1,397	16,728	35,000	844	609,067	89
	1,935		8,403	19,000		652,984	90
13,810	23,703	1,306	94,895		534,512	1,485,535	91
	14,996		[4] 53,887	[5] 110,000	226,909	1,532,750	92
5,904	13,278		39,485	79,000		910,271	93

[4] Estimated.

[5] Statistics of 1930.

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP II.—CITIES OF 30,000

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	MASSACHUSETTS—Continued							
94	Medford	$30,661	$822,992	$111,362	$17,822	$30,962	$500	$1,014,299
95	Newton	38,319	1,125,545	162,147	92,726	32,440	4,837	1,456,014
96	Pittsfield	15,030	677,540	115,326	55,107	24,144	1,000	888,147
97	Quincy	23,737	1,021,215	110,365	27,473	25,434	500	1,208,724
98	Revere	19,197	526,351	94,245	10,095	29,838	309	680,035
99	Salem	20,672	375,418	57,961	17,742	13,995	3,431	489,219
100	Taunton	12,065	417,719	61,180	12,326	23,915	----------	527,205
101	Waltham	15,150	493,151	46,533	21,128	28,036	7,181	611,179
102	Watertown	7,932	463,973	60,824	16,838	17,399	----------	566,966
	MICHIGAN							
103	Battle Creek	47,292	633,478	130,644	36,221	80,672	13,458	941,765
104	Bay City	23,982	590,540	90,694	16,836	32,639	6,996	761,687
	Dearborn:							
105	City district	17,078	251,505	54,037	9,615	21,267	2,589	356,091
106	Fordson district	92,076	778,799	233,729	82,602	41,110	1,770	1,230,086
107	Hamtramck	67,366	701,805	134,506	22,975	75,049	5,870	1,008,471
108	Highland Park	64,731	935,269	148,158	41,952	42,792	4,609	1,237,511
109	Jackson	35,031	723,363	132,361	24,866	16,864	10,080	942,565
110	Kalamazoo	40,947	824,523	136,105	30,945	124,202	33,609	1,190,331
111	Lansing	48,324	1,072,539	149,578	42,118	85,173	20,040	1,417,772
112	Muskegon	30,240	691,626	102,746	46,372	135,595	7,702	1,014,281
113	Pontiac	41,422	809,436	173,739	11,303	34,211	4,833	1,074,944
114	Port Huron	19,300	496,217	76,798	13,057	29,411	9,670	644,453
115	Saginaw	32,844	967,027	167,484	35,211	73,891	15,725	1,292,182
	MISSISSIPPI							
116	Jackson [8]	10,768	246,395	22,670	8,122	4,359	5,605	297,919
117	Meridian	10,180	166,825	21,740	4,187	3,162	2,814	208,908
	MISSOURI							
118	Joplin	13,385	273,629	38,705	11,705	1,826	4,670	343,920
119	St Joseph	33,194	739,928	130,175	20,130	18,708	6,432	948,567
120	Springfield	20,674	505,953	78,878	23,359	3,270	11,622	643,756
	MONTANA							
121	Butte	25,542	506,720	92,991	18,173	16,280	27,773	687,479
	NEBRASKA							
122	Lincoln	76,698	1,043,014	206,250	69,067	81,731	9,228	1,485,988
	NEW HAMPSHIRE							
123	Manchester	19,390	592,412	76,014	33,547	31,762	37,109	790,234
124	Nashua	8,377	267,948	51,906	5,498	14,813	12,565	361,107
	NEW JERSEY							
125	Atlantic City	47,870	1,271,067	169,552	53,150	58,497	16,100	1,616,236
126	Bayonne	93,570	2,097,450	268,217	127,925	108,921	10,821	2,706,904
127	Bloomfield	19,604	668,414	73,754	31,249	26,029	7,525	826,575
128	Clifton	26,329	721,716	103,607	17,051	25,980	4,545	899,228
129	East Orange	44,277	1,119,127	113,487	45,917	29,885	7,440	1,360,133
130	Hoboken	48,006	1,101,334	193,347	27,577	46,113	4,795	1,421,172
131	Irvington	40,377	868,790	159,522	22,714	30,264	6,963	1,128,650
132	Kearny (P.O., Arlington)	24,270	715,359	79,495	30,193	15,582	5,415	870,264
133	Montclair	60,946	1,054,401	128,356	27,585	23,358	4,491	1,299,137
134	New Brunswick	38,800	559,297	48,172	25,948	14,074	1,549	687,840
135	North Bergen	28,277	509,359	120,219	23,095	194,060	6,661	881,671
136	Orange	27,857	580,684	67,988	38,897	24,323	4,644	744,393

[8] Statistics of 1930.

current funds, city school systems, 1931–32—Continued

TO 99,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service		Capital outlay	Grand total expenditures	
			Interest	All other debt service			
9	10	11	12	13	14	15	
	$8,064	$1,725	$80,606	$216,650	$16,282	$1,337,626	94
$634	10,966	1,152	96,085	221,000	319,370	2,105,221	95
15,197	7,949		4,310	106,000	335,890	1,357,493	96
2,408	17,494	2,239	97,010	316,000	210,166	1,854,051	97
	8,099		42,730		72,655	803,519	98
11,948	9,063	2,179	24,150	68,000	948	605,507	99
13,369	12,897	1,151				554,622	100
2,891	5,552	2,143	37,365	88,000	238,444	985,574	101
	2,665		54,584	126,000	7,524	757,739	102
1,000	4,023	3,702	64,830	107,500	303,177	1,425,997	103
4,309	1,355		88,281	150,000	45,673	1,051,305	104
	700		51,463	81,400	3,742	493,396	105
2,750	13,002		348,047	267,000	68,194	1,929,079	106
22,744	23,253		173,777	85,996	162,784	1,477,025	107
	6,517	7,090	174,034	437,038	11,018	1,873,208	108
	5,899	1,764	103,195	118,304	11,320	1,183,047	109
18,290	12,357	2,516	115,334	206,850	20,976	1,566,654	110
3,550	15,706	8,460		134	42,934	1,488,556	111
18,930	3,341		115,044	113,154	340,339	1,605,089	112
			195,100	63,189	590	1,333,823	113
			11,680	51,850	8,325	716,308	114
10,535	7,136		80,163	134,000	64,434	1,588,450	115
		2,591	47,500		3,100	351,110	116
2,653	1,137	2,800	32,917	29,632	5,123	283,170	117
	296	1,534	56,104	52,059	274,866	728,779	118
1,445	2,773	1,487	106,438	55,027	345,281	1,461,018	119
3,929			86,563	31,127	3,595	768,970	120
	1,045		15,573	27,473	2,506	734,076	121
	15,288	507	193,272	202,542	47,591	1,945,188	122
	7,043		68,343	156,127	3,324	1,025,071	123
	1,354		24,348	46,000	7,834	440,643	124
2,421	16,719		177,170	96,000	1,956	1,910,502	125
23,330	59,538	3,541	213,514	131,384	53,575	3,191,786	126
	5,517		131,134	135,000	237,603	1,338,829	127
8,262	5,815		113,571	73,896	213,681	1,314,453	128
		5,142	158,985	112,528	92,741	1,729,479	129
13,430			166,924	100,293		1,701,819	130
	4,269	15,934	302,389	109,955	649,026	2,110,223	131
5,325	4,391		105,501	56,985	18,553	1,091,019	132
	20,589	9,466	251,190	212,217	123,151	1,915,730	133
12,241	2,182		69,924	62,000	2,199	836,386	134
3,293	4,688		152,622	50,000	51,443	1,143,717	135
1,642	12,472		75,209	49,207	116,298	999,221	136

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP II—CITIES OF 30,000

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	NEW JERSEY—Con.							
137	Passaic	$33,822	$1,152,791	$124,883	$49,480	$35,766	$8,505	$1,405,247
138	Perth Amboy	19,342	720,290	89,244	20,833	15,465	6,748	871,922
139	Plainfield	22,549	721,266	87,155	38,514	17,451	6,344	893,279
140	South Orange (Maplewood township)	25,347	766,871	115,935	56,859	38,401	9,180	1,012,593
141	Union City	41,974	987,763	130,818	54,875	55,872	5,582	1,276,884
142	West New York	23,541	667,146	111,951	40,866	25,131	3,113	871,748
	NEW YORK							
143	Amsterdam	22,735	626,229	64,440	15,933	26,823	39,023	795,183
144	Auburn	17,536	367,309	38,549	13,494	12,251	29,972	479,111
145	Binghamton	19,648	1,130,080	208,504	21,565	69,503	70,484	1,519,784
146	Elmira	17,792	624,614	53,287	18,195	27,825	43,050	784,763
147	Jamestown	35,043	714,263	85,064	17,472	16,798	40,907	909,547
148	Mount Vernon	59,183	1,445,532	154,033	44,904	136,083	96,538	1,936,273
149	Newburgh	20,852	435,021	55,506	17,700	16,714	27,276	573,069
150	New Rochelle	61,243	1,425,924	190,249	106,788	59,568	86,343	1,930,115
151	Niagara Falls	30,598	1,553,682	231,304	67,114	34,073	100,527	2,017,298
152	Poughkeepsie	19,584	554,563	79,964	37,147	24,910	34,765	750,933
153	Rome	13,895	395,622	40,400	14,626	12,967	26,393	503,903
154	Schenectady	65,125	1,695,840	255,069	68,579	65,918	107,222	2,257,753
	Troy:							
155	Lansingburg district	10,957	144,392	17,744	17,904	5,433	13,785	210,215
156	Union district	13,088	543,659	82,455	23,844	47,524	31,717	742,287
157	Watertown	21,549	517,291	69,149	21,034	20,858	34,021	683,902
158	White Plains	40,181	964,397	151,673	21,678	42,344	80,886	1,301,159
	NORTH CAROLINA							
159	Asheville	8,931	300,401	45,277	2,436	5,872	5,035	367,952
160	Charlotte	17,893	589,223	58,579	13,123	14,175	4,651	697,644
161	Durham	22,349	439,530	36,571	16,904	2,687	3,518	521,559
162	Greensboro	24,686	394,019	50,430	16,365	13,478	14,684	513,662
163	High Point	11,827	305,384	27,524	11,705	4,948	6,235	367,623
164	Raleigh	19,773	281,185	30,603	4,459	5,747	1,612	343,379
165	Wilmington	17,023	262,360	26,000	10,092	29,934	6,541	351,950
166	Winston-Salem	14,145	575,704	78,311	7,838	655	6,919	683,572
	OHIO							
167	Cleveland Heights	63,206	985,736	156,243	83,766	35,374	29,662	1,353,987
168	East Cleveland	32,105	702,264	88,734	33,179	15,645	30,272	902,199
169	Hamilton	16,033	475,223	59,717	24,811	10,754	13,670	600,208
170	Lakewood	45,842	1,021,486	143,160	14,613	39,591	30,230	1,294,922
171	Lima	25,572	342,006	70,516	22,401	4,655	22,125	487,275
172	Lorain	19,167	409,530	55,236	17,392	21,400	17,458	540,183
173	Mansfield	18,607	379,410	70,956	3,563	16,407	6,813	495,756
174	Marion	13,538	270,331	46,303	4,210	7,824	16,296	358,502
175	Newark	8,663	291,827	45,705	3,844	7,784	4,710	362,533
176	Norwood	18,326	367,081	49,010	11,034	8,121	11,255	464,827
177	Portsmouth	13,911	441,430	56,787	3,449	12,461	18,819	546,857
178	Springfield	20,855	711,015	116,559	11,972	19,118	34,007	913,526
179	Steubenville	13,195	443,436	61,456	24,686	9,150	25,068	576,991
180	Warren	28,569	473,738	76,277	10,417	15,099	8,837	612,937
181	Zanesville	13,144	321,353	49,700	7,560	9,092	17,079	417,928
	OKLAHOMA							
182	Muskogee	15,476	348,555	46,105	16,055	5,500	6,262	437,953

current funds, city school systems, 1931–32—Continued

TO 99,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service: Interest	Debt service: All other debt service	Capital outlay	Grand total expenditures	
9	10	11	12	13	14	15	
$25,611	$20,086	$9,165	$105,871	$61,079	----------	$1,627,059	137
----------	2,546	3,925	91,690	65,835	$38,162	1,074,080	138
7,239	6,034	4,624	96,839	78,000	14,071	1,100,086	139
----------	----------	----------	250,295	219,974	38,218	1,521,080	140
13,340	14,188	----------	97,425	85,454	325,480	1,812,771	141
3,966	----------	8,740	115,140	105,500	22,166	1,127,260	142
28,004	6,256	----------	99,908	57,350	236,428	1,223,219	143
20,542	1,774	2,350	25,490	39,201	384,604	953,072	144
14,275	12,515	----------	175,531	257,225	8,616	1,987,946	145
5,145	5,706	4,509	40,475	90,000	32,906	963,504	146
16,714	9,551	7,129	75,195	102,505	11,469	1,132,110	147
19,421	10,965	10,441	202,610	202,009	643,173	3,084,892	148
8,870	3,113	10,252	27,497	93,780	31,809	748,390	149
14,526	15,822	12,680	277,109	191,000	800,362	3,241,614	150
16,259	25,255	12,586	326,633	73,209	655,671	3,126,911	151
22,345	4,963	4,625	76,902	23,900	23,465	907,133	152
8,248	2,616	2,750	36,679	40,820	28,841	623,857	153
65,761	25,058	11,288	138,468	294,062	508,294	3,300,684	154
3,310	----------	----------	2,290	8,340	3,332	227,487	155
17,533	12,767	11,352	63,296	110,105	109,807	1,067,147	156
9,990	2,532	----------	43,327	75,189	28,692	843,632	157
8,340	12,942	16,874	266,621	74,390	807,582	2,487,908	158
----------	----------	----------	144,225	----------	----------	512,177	159
----------	3,569	917	92,424	50,244	2,293	847,091	160
----------	1,479	----------	94,383	54,218	17,316	688,955	161
----------	----------	----------	106,029	71,484	----------	691,175	162
----------	1,340	----------	107,603	25,000	207,429	708,995	163
----------	----------	2,879	116,712	115,991	7,522	586,483	164
----------	----------	----------	62,318	52,071	1,121	467,460	165
----------	----------	----------	181,280	23,500	1,000	889,352	166
----------	----------	9,963	379,479	482,144	23,615	2,249,188	167
----------	----------	----------	167,066	208,230	6,514	1,284,009	168
----------	----------	----------	80,392	88,402	43,382	812,384	169
----------	6,801	9,281	207,765	240,500	869	1,760,138	170
----------	592	4,194	42,166	58,552	----------	592,779	171
----------	204	1,020	72,619	114,725	102,139	830,890	172
4,000	----------	----------	57,660	94,000	3,850	655,266	173
----------	----------	----------	62,927	78,000	64,273	563,702	174
----------	----------	----------	44,443	63,834	44,622	515,432	175
----------	----------	1,370	57,762	63,500	15,416	602,875	176
----------	----------	----------	109,528	173,122	818	880,325	177
10,159	4,614	672	81,740	104,517	227,191	1,342,419	178
----------	1,578	1,175	20,080	44,000	----------	643,824	179
----------	1,720	5,508	114,392	150,870	6,208	891,135	180
----------	----------	----------	41,000	121,142	30,522	610,592	181
----------	----------	----------	65,694	10,705	1,500	515,852	182

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP II.—CITIES OF 30,000

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	PENNSYLVANIA							
183	Allentown	$70,323	$1,104,626	$149,325	$32,740	$78,856	$34,656	$1,470,526
184	Altoona	49,945	955,289	175,222	28,482	45,119	38,205	1,292,262
185	Bethlehem	36,948	661,799	112,565	17,917	20,678	33,539	883,446
186	Chester	22,010	655,550	93,785	25,661	17,963	28,878	843,847
187	Easton	30,012	485,719	68,771	26,914	39,530	15,890	666,836
188	Harrisburg	64,678	1,180,018	151,929	59,559	60,211	47,736	1,564,131
189	Hazleton	30,600	522,071	78,667	7,436	27,277	24,503	690,554
190	Johnstown	44,629	1,031,718	135,008	30,782	23,710	32,991	1,298,838
191	Lancaster	46,438	659,058	83,246	12,869	13,329	35,723	850,663
192	Lower Merion (P O, Ardmore)	39,732	612,498	79,324	11,685	62,337	28,973	834,549
193	McKeesport	43,632	745,108	95,742	16,707	13,649	33,770	948,608
194	New Castle	36,501	699,695	100,251	28,558	14,299	27,324	906,628
195	Norristown	27,234	437,898	52,302	16,946	9,578	22,590	566,548
196	Upper Darby	20,254	866,530	87,037	47,696	52,280	42,135	1,115,932
197	Wilkes-Barre	61,468	1,206,685	190,446	31,447	30,751	42,082	1,563,879
198	Williamsport	28,083	593,794	71,961	10,681	19,553	17,858	741,930
199	York	29,259	709,628	115,522	26,007	19,292	28,292	928,000
	RHODE ISLAND							
200	Cranston	10,498	510,018	66,744	18,386	16,834	----------	622,480
201	Pawtucket	18,940	788,727	149,172	37,526	11,890	----------	1,006,255
202	Woonsocket	13,650	351,674	62,246	1,742	6,826	10,263	446,401
	SOUTH CAROLINA							
203	Charleston	19,635	358,506	21,162	8,122	9,461	12,126	429,012
204	Columbia	12,367	473,109	37,373	2,931	20,243	6,137	552,160
	SOUTH DAKOTA							
205	Sioux Falls	22,742	486,741	72,120	10,814	10,361	5,335	608,113
	TEXAS							
206	Amarillo	48,675	498,701	54,658	50,100	18,090	21,430	691,654
207	Austin	16,385	416,702	34,002	5,691	3,662	4,536	480,978
	Beaumont:							
208	City district	23,278	454,812	43,791	14,388	18,079	14,520	568,868
209	French district	7,444	36,983	3,940	651	1,626	2,191	52,835
210	South Park district	11,660	171,222	19,534	9,338	2,381	----------	214,135
211	Galveston	17,720	377,222	37,575	13,812	5,359	13,014	464,702
212	Laredo	10,156	165,254	16,370	5,121	1,604	2,501	201,006
213	Port Arthur	37,077	443,938	63,345	26,321	13,279	8,458	592,418
214	Waco	15,658	501,152	44,768	17,151	5,213	7,830	591,772
215	Wichita Falls	19,846	415,248	41,047	4,707	903	6,214	487,965
	UTAH							
216	Ogden	15,318	496,668	52,657	30,358	2,201	1,622	598,824
	VIRGINIA							
217	Lynchburg	10,379	387,537	29,870	14,878	10,553	9,218	462,435
218	Newport News	12,783	400,421	39,031	15,162	17,649	3,455	488,501
219	Portsmouth	11,410	360,036	26,366	8,915	6,394	3,465	416,586
220	Roanoke	12,725	681,875	61,945	10,137	25,526	15,529	807,737
	WASHINGTON							
221	Bellingham	12,607	378,577	38,666	8,202	5,446	2,761	446,259
222	Everett	12,619	394,005	52,947	9,666	11,153	6,080	486,470

[9] Included in column 7.

current funds, city school systems, 1931–32—Continued

TO 99,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service		Capital outlay	Grand total expenditures	
			Interest	All other debt service			
9	10	11	12	13	14	15	
$21,761	$6,925	$1,750	$200,533	$186,770	$136,844	$2,025,109	183
1,660	2,640	2,345	210,827	268,351	21,952	1,800,037	184
2,200	1,069	1,560	159,709	148,383	6,345	1,202,712	185
1,900	3,208	2,160	158,020	----------	101,130	1,110,265	186
(9)	(9)	(9)	152,315	7,425	780	827,356	187
1,549	10,016	----------	142,029	182,625	3,937	1,904,287	188
3,833	----------	----------	61,671	89,354	3,617	849,029	189
8,325	9,567	----------	176,121	206,000	58,513	1,757,364	190
6,294	4,442	----------	144,063	98,938	82,073	1,186,473	191
----------	----------	----------	1,562	101,360	584,649	1,522,120	192
9,169	6,354	----------	88,355	63,637	184,361	1,300,484	193
1,956	346	----------	182,331	6,785	3,441	1,101,487	194
5,887	----------	----------	64,598	42,442	7,529	687,004	195
----------	----------	2,250	124,756	271,382	39,997	1,554,317	196
17,801	23,608	10,559	16,640	394,898	74,632	2,102,017	197
----------	404	----------	----------	111,016	74,177	927,527	198
13,200	----------	----------	89,960	89,036	443,579	1,563,775	199
----------	3,304	----------	110,435	62,000	236,866	1,035,085	200
----------	12,853	1,863	158,737	408,688	246,512	1,834,908	201
----------	7,286	----------	51,588	29,000	----------	534,275	202
----------	3,238	1,874	25,539	24,545	28,874	513,082	203
----------	----------	----------	83,582	70,045	33,517	739,304	204
----------	4,086	----------	71,429	17,243	175,231	876,052	205
----------	----------	----------	124,565	3,849	280,454	1,100,522	206
----------	4,839	----------	68,371	26,000	3,926	584,114	207
----------	2,004	----------	113,960	46,469	4,896	736,197	208
----------	----------	----------	11,018	3,018	60,584	127,450	209
----------	----------	----------	28,920	21,860	20,758	285,673	210
----------	9,202	----------	87,350	46,000	15,299	622,553	211
----------	----------	----------	2,943	----------	6,888	210,837	212
----------	----------	----------	105,751	50,000	2,315	751,494	213
----------	----------	----------	109,765	29,600	15,989	747,126	214
----------	----------	----------	89,222	3,543	----------	580,730	215
3,502	2,945	429	33,920	1,186	49,724	690,590	216
----------	6,507	4,949	56,800	17,895	10,822	559,406	217
----------	5,545	----------	48,991	4,500	3,805	550,842	218
2,400	5,256	1,681	----------	----------	605	426,478	219
----------	3,560	8,980	----------	----------	10,925	831,152	220
----------	2,587	----------	3,688	6,771	17,856	477,161	221
----------	189	----------	28,720	36,086	2,847	549,312	222

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP II.—CITIES OF 30,000

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	WEST VIRGINIA							
223	Charleston	$21,800	$756,819	$93,159	$18,854	$63,512	$18,345	$972,489
224	Huntington	33,807	1,043,960	80,326	34,491	28,789	25,640	1,247,013
	Wheeling.							
225	City district	24,616	466,021	58,322	21,831	46,454	24,960	642,204
226	Triadelphia district	6,944	196,674	33,460	10,707	13,425	812	262,022
227	Warwood dist.	3,300	63,965	8,280	33,375	7,273	5,280	121,473
	WISCONSIN							
228	Green Bay	19,417	465,954	81,709	16,903	15,164	5,809	604,956
229	Kenosha	31,204	746,770	123,186	13,205	29,537	2,599	946,501
230	La Crosse	14,945	228,594	60,630	14,985	2,522	----------	321,676
231	Madison	35,034	1,033,110	144,901	30,997	39,596	1,700	1,285,338
232	Oshkosh	12,125	390,523	56,999	17,120	9,830	387	486,984
233	Racine	24 883	785,424	131,606	43,133	8,510	3,090	996,646
234	Sheboygan	15,659	378,355	51,670	16,382	6,814	2,339	471,169
235	Superior	16,001	520,038	97,005	29,647	6,633	9,520	678,844
236	West Allis	15,436	547,469	73,193	23,902	13,968	----------	673,968

GROUP III.—CITIES OF 10,000 TO

	ALABAMA							
1	Anniston	$6,722	$136,232	$9,970	$1,355	$936	$2,327	$157,542
2	Bessemer	8,441	138,704	10,271	3,954	1,663	158	163,191
3	Decatur	4,391	63,508	7,213	636	6,283	----------	82,031
4	Dothan	6,150	80,276	4,638	2,723	750	----------	94,537
5	Fairfield	5,996	56,058	4,631	1,902	423	1,150	70,160
6	Florence	5,565	73,043	5,734	3,148	1,713	1,531	90,734
7	Gadsden	5,279	112,987	10,385	963	1,664	----------	131,278
8	Huntsville	4,704	58,376	5,406	779	897	1,730	71,892
9	Phenix City	2,900	39,925	1,824	----------	400	----------	45,049
10	Selma	5,648	100,301	7,829	4,907	1,553	2,021	122,259
11	Tuscaloosa [1]	7,434	128,470	9,250	2,830	1,200	2,054	151,238
	ARKANSAS							
12	Blytheville	4,147	47,015	4,522	476	----------	2,213	58,373
13	El Dorado	6,000	122,778	12,656	845	7,000	5,000	154,279
14	Hot Springs	9,008	133,600	20,301	6,284	2,144	1,943	173,280
15	Jonesboro	3,300	52,835	7,613	260	98	2,511	66,617
16	North Little Rock	8,120	125,107	18,527	612	3,653	6,898	162,917
17	Pine Bluff	5,652	150,196	19,683	4,257	3,367	6,937	190,092
18	Texarkana	11,101	83,226	7,616	2,836	4,791	4,006	113,576
	CALIFORNIA							
19	Anaheim	7,168	107,018	13,099	1,246	4,460	1,802	134,793
20	Bakersfield	18,945	339,882	57,220	19,684	7,599	4,467	447,797
21	Beverly Hills	10,846	243,723	35,828	8,459	13,474	4,240	316,570
22	Brawley	8,000	99,397	11,500	7,500	13,310	2,744	142,451
23	Burbank	19,855	368,896	47,085	10,227	6,477	3,730	456,270
24	Burlingame	6,944	113,142	15,976	1,161	2,024	3,575	142,822
25	Compton	8,777	168,427	23,407	3,799	42,288	3,153	249,851
26	Eureka	6,062	241,451	26,387	4,129	13,879	3,401	295,309
27	Fullerton	6,595	112,277	13,066	2,170	3,902	1,465	139,475
28	Inglewood	18,223	189,506	25,081	2,816	4,919	2,571	243,116
29	Modesto	15,660	416,165	39,814	7,163	----------	----------	478,802
30	Monrovia	8,960	223,774	38,698	4,296	----------	----------	275,728
31	Ontario	4,368	136,358	20,638	1,504	13,286	3,674	179,828
32	Palo Alto	10,175	304,006	39,663	10,194	10,215	3,692	377,945
33	Pomona	15,088	398,907	54,357	24,400	47,476	4,719	544,947
34	Redlands	9,500	216,465	36,601	8,719	25,902	5,358	297,545

[1] Statistics of 1930.

current funds, city school systems, 1931–32—Continued

TO 99,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service: Interest	Debt service: All other debt service	Capital outlay	Grand total expenditures	
9	10	11	12	13	14	15	
	$2,969	$4,291	$127,411	$89,434	$37,318	$1,233,912	223
	3,009		65,008	87,676	22,811	1,425,517	224
	2,720		5,121	44,437	34,400	728,891	225
	1,800		23,117	22,177	13,905	323,021	226
			2,375	2,500	9,607	135,955	227
			59,655	92,500	61,221	817,332	228
$60,292	17,067		122,050	159,000	4,541	1,309,451	229
	1,775				23,905	347,356	230
175,445	22,894	668	156,680	197,216	369,294	2,207,535	231
82,968	8,301		34,525	68,000	218,907	899,775	232
			91,306	154,000	48,231	1,290,183	233
70,474	6,963		27,875	65,000	94,501	735,982	234
40,747	6,188		67,929	58,000	170,813	1,022,521	235
		3,574	59,930	91,845	98,269	927,586	236

29,999 POPULATION

	$4,125		$4,688	$360	$1,249	$167,964	1
	2,281		29,092	52,703	1,899	249,166	2
			1,001	28,259	217	111,506	3
			23,963		107	118,607	4
			21,322	16,800	2,367	110,649	5
			21,500	1,230	461	113,925	6
	600		31,833	15,000	131,912	310,623	7
			8,728	34,700	481	115,801	8
			2,585	1,000		48,634	9
			656		487	123,402	10
			39,434	5,000	13,894	209,566	11
			14,545	10,304	491	83,713	12
			30,485	27,000	237	212,001	13
			28,365	26,000	7,096	284,741	14
			19,465	2,044	1,379	89,505	15
			54,300	164	900	218,281	16
			82,099	18,500		240,691	17
			22,162	774	13,914	150,426	18
	5,300		1,586	16,000	57,879	215,558	19
			10,800	90,000	7,541	556,138	20
					36,666	353,286	21
			12,612	18,200	10,000	183,263	22
	457		34,090	18,000	34,822	543,639	23
			12,785	25,000	20,784	201,391	24
			38,030	23,632		311,518	25
$2,679	4,827		26,050	22,000	22,983	378,848	26
					8,184	147,659	27
			22,075	21,000	13,894	300,085	28
	1,809			53,200	90,449	624,260	29
	10,000				14,877	300,605	30
			19,070	15,500	116,300	330,698	31
	5,000		35,600	20,000	22,944	451,489	32
	5,000		8,518	8,000	22,302	588,767	33
						297,545	34

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	CALIFORNIA—Con							
35	Richmond	$24,836	$543,710	$72,682	$6,238	$9,939	$11,252	$668,657
36	Riverside	13,160	678,072	78,869	5,684	36,720	11,709	824,214
37	Salinas	6,162	85,087	9,005	4,316	691	618	105,879
38	San Leandro	[4] 2,545	109,769	13,920	778	3,831	4,499	135,342
39	San Mateo	3,003	123,641	21,293	1,383	3,977	----------	153,297
40	Santa Cruz	10,675	231,393	32,150	8,102	11,852	3,844	298,016
41	Santa Rosa	7,607	231,289	26,712	7,003	16,527	14,099	303,237
42	South Pasadena	20,842	297,009	37,650	8,247	5,850	9,947	379,545
43	Vallejo	12,200	221,726	24,069	8,979	7,230	4,225	278,429
44	Ventura	15,514	331,459	49,636	10,048	49,261	4,815	460,733
45	Whittier	5,750	132,390	18,900	540	5,050	----------	162,630
	COLORADO							
46	Boulder	8,150	198,814	44,868	2,998	----------	1,728	256,558
47	Fort Collins	14,874	201,532	31,225	4,618	4,551	----------	256,800
48	Grand Junction	6,993	148,684	16,804	5,004	3,244	6,520	187,249
49	Greeley	14,373	207,727	30,917	10,777	9,054	----------	272,848
50	Trinidad	8,425	159,460	19,123	7,530	----------	----------	194,538
	CONNECTICUT							
51	Ansonia	10,150	249,900	22,850	3,500	1,200	2,000	289,600
52	Bristol	10,877	397,622	45,781	19,114	7,604	----------	480,998
53	Danbury	17,049	286,122	52,792	22,723	28,952	1,442	409,080
54	Derby	5,633	104,383	12,464	4,156	7,494	364	134,494
55	East Hartford	8,776	249,241	37,076	12,339	15,677	4,075	327,184
56	Groton	7,326	120,153	20,621	9,228	2,172	1,229	160,729
57	Middletown	12,871	201,563	25,622	30,664	8,808	3,888	283,416
58	Naugatuck	9,677	168,118	28,947	12,445	8,628	3,459	231,274
59	New London	9,811	272,455	27,588	20,284	1,233	----------	331,371
60	Shelton	5,631	115,845	15,485	3,628	15,223	2,620	158,432
61	Stratford	8,493	273,926	29,690	7,732	9,420	3,482	332,743
62	Torrington	10,560	328,380	43,433	16,875	15,339	2,160	416,747
63	Wallingford	8,763	195,632	22,955	14,110	20,229	2,834	264,523
64	West Hartford	17,319	428,595	71,771	22,856	14,086	11,592	566,219
65	West Haven	11,820	341,419	45,835	17,232	15,705	9,251	441,262
66	Willimantic (Windham town)	4,179	101,871	20,167	4,956	66,347	1,657	199,177
	FLORIDA							
67	Daytona Beach	8,000	143,305	18,000	16,000	15,000	4,000	204,305
68	Gainesville	2,400	61,753	6,435	1,430	2,127	----------	74,145
69	Key West	8,504	58,833	4,772	512	1,754	266	74,641
70	Lakeland	10,000	140,610	9,730	2,171	54	2,335	164,900
71	Orlando	4,038	203,857	23,484	8,861	9,983	2,950	253,173
72	St Augustine	[3] 5,000	99,874	15,282	2,621	----------	[5] 1,250	124,027
73	Sanford	8,000	114,825	14,314	4,001	5,000	4,000	150,140
74	Tallahassee	5,000	68,820	5,000	2,000	7,800	600	89,220
75	West Palm Beach	15,000	129,525	20,000	20,000	12,000	4,000	200,525
	GEORGIA							
76	Albany	4,626	89,935	5,685	3,126	----------	1,959	105,331
77	Athens	7,209	110,333	6,804	1,037	647	2,608	128,638
78	Brunswick	6,803	74,127	6,915	5,294	3,129	1,221	97,489
79	Decatur	5,550	85,150	9,970	2,350	650	1,262	104,932
80	Griffin	6,133	61,538	7,129	2,183	334	1,333	78,650
81	La Grange	4,697	141,606	16,632	5,405	----------	6,025	174,365
82	Rome	5,692	95,179	7,204	4,261	125	2,482	115,005
83	Thomasville	6,210	75,577	3,495	914	211	2,629	89,036
84	Valdosta	4,600	70,805	4,005	870	540	1,936	82,756
85	Waycross	8,497	86,103	5,623	1,435	360	960	102,978
	IDAHO							
86	Boise	19,083	318,026	42,162	14,874	8,409	3,315	405,869
87	Pocatello	14,811	227,117	26,283	17,958	10,891	3,154	300,214

[3] Estimated part of county system. [4] Estimated. [5] Statistics of 1930.

current funds, city school systems, 1931–32—Continued

29,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service		Capital outlay	Grand total expenditures	
			Interest	All other debt service			
9	10	11	12	13	14	15	
$12,475	$1,178				$44,141	$726,451	35
4,900	4,273		$95,215	$43,500	65,179	1,037,281	36
			6,250	8,000	38,276	158,405	37
			10,550	20,000	7,184	173,076	38
			14,300	23,650	8,881	200,108	39
	2,984		23,416	7,000	27,625	359,041	40
4,500	8,336		30,625	20,000	10,500	377,198	41
	779		56,450	43,500	54,897	535,171	42
	5,804		20,852	15,000	13,190	333,275	43
	7,018		45,750	46,000	196,959	756,460	44
			18,900	20,000	12,500	214,030	45
		$1,537	4,000	40,000	4,683	306,778	46
			26,622	31,998	7,447	322,867	47
			26,217	6,517	1,600	221,583	48
		1,742	22,102	26,848	137	323,677	49
	890		13,947	7,536		216,911	50
	3,000				1,450	294,050	51
			34,559	23,500	2,662	541,719	52
	1,833		23,000	55,000	7,553	496,466	53
	1,687		9,540	11,000		156,721	54
	6,531		44,404	33,000	1,984	413,103	55
	1,260		7,038	12,200	19,110	200,337	56
	1,932		24,334	27,500	73,794	410,976	57
	2,004				1,721	234,999	58
	2,918	1,282	36,403	29,000	507	401,481	59
			8,753	14,200	760	182,145	60
	1,410		28,576	40,500		403,229	61
	7,643		16,427	10,000		450,817	62
	2,219		8,500	8,000	2,837	286,079	63
			108,380	110,387	176,473	961,459	64
	1,617		77,839			520,718	65
	3,153		23,900		1,670	227,900	66
			45,000	30,000		279,305	67
			25,933	13,500		113,578	68
			3,540			78,181	69
			53,605	61,000	668	280,173	70
			89,788	46,950	475	390,386	71
			51,562	4,000	807	180,396	72
			25,000	14,000	8,000	197,140	73
				33,000	2,000	124,220	74
			62,000	40,000		302,525	75
			9,000	6,000		120,331	76
2,372	1,114		19,083	555	4,307	156,069	77
			3,999	38	2,939	104,455	78
			18,875	7,467		131,274	79
					1,039	79,689	80
			4,440	42,575		221,380	81
					22,916	137,921	82
			12,623	15,000	3,146	119,805	83
			8,250	5,000		96,006	84
			1,716	85,628	866	191,188	85
	1,114		38,164	20,046	7,900	473,093	86
			26,871	118,079	10,007	455,171	87

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III.—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	ILLINOIS							
88	Belleville	$8,466	$136,552	$26,351	$6,000	$6,550	----------	$183,919
89	Blue Island	9,497	122,036	31,097	20,347	14,612	----------	197,589
90	Brookfield	6,506	33,767	5,024	222	----------	----------	45,519
91	Cairo	8,804	80,520	16,685	4,358	2,640	$7,140	120,147
92	Calumet City	3,200	33,262	10,000	300	1,350	620	48,732
93	Canton	5,830	106,024	21,382	4,434	----------	----------	137,670
94	Centralia [3]	9,594	78,368	14,276	12,322	43	1,224	115,827
95	Champaign	10,943	230,327	52,771	24,038	8,814	12,455	339,348
96	Chicago Heights	9,419	122,538	29,362	4,941	2,268	4,023	172,551
97	East Moline	6,088	57,560	12,509	5,362	2,562	1,096	85,177
98	Elmhurst	9,738	135,403	28,623	1,596	2,850	8,713	186,923
99	Elmwood Park (P.O., Chicago)	3,500	63,527	4,867	960	----------	----------	72,854
100	Forest Park	4,116	67,480	18,911	1,776	3,354	----------	95,637
101	Freeport	8,060	206,328	40,361	2,268	3,250	5,969	266,236
102	Galesburg	12,918	246,277	50,214	15,072	2,889	7,882	335,252
103	Granite City	14,050	303,213	46,069	10,646	17,191	5,568	396,737
104	Harrisburg	6,520	59,339	8,942	2,555	1,538	3,593	82,487
105	Harvey	6,548	87,043	20,861	6,931	1,929	----------	123,312
	Highland Park.							
106	District no. 107	5,640	88,308	20,986	3,368	4,203	535	123,040
107	District no 108	7,497	89,284	17,344	3,425	2,033	----------	119,583
108	Jacksonville	7,959	134,941	18,294	4,520	1,860	----------	167,574
109	Kankakee	10,192	171,095	38,106	10,821	7,747	----------	237,961
110	Kewanee	7,084	130,211	23,354	3,936	1,831	2,800	169,216
111	La Grange	9,372	133,247	25,552	4,563	----------	----------	172,734
112	La Salle	8,070	67,959	21,775	7,000	----------	----------	104,804
113	Lincoln	3,626	50,941	11,515	2,195	2,434	1,335	72,046
114	Mattoon	9,450	108,820	17,000	1,500	2,315	1,335	140,420
115	Mount Vernon	2,650	60,503	8,037	951	1,575	759	74,475
116	Ottawa	6,539	87,130	13,858	6,968	4,400	2,159	121,054
117	Park Ridge	[4] 8,000	77,963	13,976	----------	----------	----------	99,939
118	Pekin	7,841	96,245	19,075	1,203	3,182	4,991	132,537
	Sterling							
119	District no 10	2,700	28,535	5,219	596	850	----------	37,900
120	District no 11	4,345	43,827	7,458	1,879	1,470	768	59,747
121	Streator	7,369	103,205	22,841	5,013	2,710	1,159	142,297
122	Urbana	9,345	132,416	29,990	2,667	1,650	6,144	182,212
123	West Frankfort	4,050	66,565	9,740	1,000	2,020	205	83,580
124	Wilmette	12,328	141,689	28,822	3,467	5,610	1,041	192,957
125	Winnetka	22,280	228,419	34,025	5,636	3,477	2,100	295,937
	INDIANA							
126	Bedford	8,032	148,997	20,516	5,516	2,557	15,968	201,586
127	Bloomington	10,737	203,179	31,628	3,093	3,548	7,618	259,803
128	Connersville	7,369	124,278	19,284	4,171	4,250	13,745	173,097
129	Crawfordsville	9,485	133,256	17,749	3,625	2,877	803	167,795
130	Elwood	5,581	115,430	14,220	3,234	1,001	2,580	142,046
131	Frankfort	8,572	151,035	20,890	4,579	201	5,665	190,942
132	Goshen	7,795	126,632	27,242	6,198	4,235	3,336	175,438
133	Huntington	9,948	161,648	24,912	7,928	14,918	3,078	222,432
134	Jeffersonville	4,513	103,941	14,465	1,653	----------	6,765	131,337
135	La Fayette	13,680	267,590	47,594	13,232	29,671	250	372,017
136	La Porte	9,760	207,317	38,869	3,482	2,179	2,321	263,928
137	Logansport	10,097	203,047	32,278	5,184	22,501	8,694	281,801
138	Marion	13,203	234,141	37,360	5,261	7,323	389	297,677
139	Michigan City	16,204	286,668	51,189	9,655	8,645	6,484	378,845
140	Mishawaka	12,770	315,371	47,823	11,538	2,041	4,407	393,950
141	New Albany	7,974	194,956	33,390	4,543	119	22,839	263,821
142	Newcastle	8,621	121,468	16,537	1,780	1,170	5,297	154,873
143	Peru	8,602	141,058	22,367	8,772	1,058	680	182,537
144	Shelbyville	9,531	140,257	20,184	2,900	9,258	2,524	184,654
145	Vincennes	10,059	179,867	24,375	5,308	16,205	4,245	240,059
146	Whiting	14,079	163,198	38,854	11,913	4,410	19,633	252,087

[4] Estimated.

[3] Statistics of 1930.

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III.—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and co ordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	IOWA							
147	Ames	$10,516	$133,542	$25,741	$8,356	$10,169	$1,017	$189,341
148	Boone	6,725	9,075	24,626	6,685	----------	2,071	180,379
149	Burlington	10,480	307,516	47,962	16,706	11,774	5,780	400,218
	Clinton							
150	City district	12,922	215,602	44,740	8,769	3,046	4,435	289,514
151	Lyons district	6,352	53,631	11,238	1,412	17	187	72,837
152	Fort Dodge	9,340	254,276	52,953	9,080	5,040	2,410	333,099
153	Fort Madison	7,500	103,000	17,000	4,000	----------	----------	131,500
154	Iowa City	9,739	144,248	26,155	10,729	2,848	2,512	196,231
155	Keokuk	5,460	[10] 144,149	22,414	8,427	4,710	1,511	186,671
156	Marshalltown	11,104	183,769	40,837	4,886	10,582	6,499	257,677
157	Mason City	15,358	297,422	55,553	27,572	8,084	----------	403,989
158	Muscatine	7,807	182,416	27,053	13,943	3,774	4,411	239,404
159	Newton	4,459	144,074	24,779	16,631	1,888	2,190	194,021
160	Oskaloosa	7,011	130,939	17,708	3,634	2,345	2,941	164,578
161	Ottumwa	12,946	312,991	56,545	28,130	3,275	4,279	418,166
	KANSAS							
162	Arkansas City	9,302	195,966	29,590	3,296	----------	----------	238,154
163	Atchison	7,184	109,399	18,603	4,024	4,176	7,581	150,967
164	Chanute	7,110	134,608	17,115	2,751	2,094	3,051	166,729
165	Coffeyville	6,930	190,486	33,339	4,614	3,991	----------	239,360
166	Dodge City	8,520	126,378	18,140	2,412	1,108	6,072	162,630
167	Eldorado	7,374	168,715	21,530	6,103	4,136	3,109	210,967
168	Emporia	9,844	185,426	31,075	4,538	1,872	3,430	236,185
169	Fort Scott	8,568	136,618	17,211	6,800	7,156	1,205	177,558
170	Hutchinson	13,499	312,683	47,539	6,609	4,585	8,376	393,291
171	Independence	10,629	200,064	36,831	8,756	348	540	257,168
172	Lawrence	12,896	188,474	32,094	6,112	6,049	4,100	249,725
173	Leavenworth	8,287	163,871	26,756	2,965	384	1,904	204,167
174	Manhattan	8,672	137,931	17,568	4,715	2,280	2,497	173,063
175	Newton	7,076	138,501	20,188	9,593	4,004	----------	179,362
176	Parsons	9,925	189,120	25,021	3,183	----------	650	227,899
177	Pittsburg	9,647	189,571	26,085	7,791	2,359	4,363	239,816
178	Salina	11,154	248,060	34,663	7,288	3,605	5,022	310,392
	KENTUCKY							
179	Ashland	12,724	218,102	26,716	3,692	4,756	1,970	267,960
180	Bowling Green	10,440	78,470	6,471	10,366	----------	3,744	109,491
181	Fort Thomas	7,188	98,893	13,149	1,855	2,743	2,151	125,979
182	Frankfort	6,032	52,063	9,378	7,324	1,050	3,153	79,000
183	Henderson	11,847	98,546	16,416	10,491	4,563	1,520	143,383
184	Hopkinsville	5,020	70,641	6,430	6,085	1,321	1,367	90,864
185	Middlesboro	8,415	67,072	7,799	2,103	1,252	1,172	87,813
186	Newport	8,097	168,809	24,948	4,808	6,462	3,511	216,635
187	Owensboro	6,702	112,326	16,438	2,669	3,484	3,449	145,068
	LOUISIANA							
188	Alexandria	[2] 890	175,871	14,624	4,270	8,230	2,219	206,104
189	Bogalusa [8]	3,068	85,151	6,612	8,300	----------	----------	103,131
190	Lafayette [2]	3,200	63,525	4,200	2,000	15,000	1,500	89,425
191	Lake Charles	7,403	110,762	10,443	3,875	2,600	1,500	136,583
192	Monroe	5,709	121,388	10,807	9,161	1,080	440	148,585
	MAINE							
193	Auburn	6,947	173,334	23,568	6,435	10,307	----------	220,591
194	Augusta	7,595	134,858	28,404	7,250	8,067	1,984	188,158
195	Bangor	8,727	296,682	39,612	15,641	8,382	5,396	374,440
196	Biddeford	3,728	81,105	12,435	2,481	6,894	1,338	107,981
197	Rumford	8,792	105,117	13,030	5,653	7,755	3,420	143,767
198	South Portland	4,470	184,082	29,254	9,862	2,440	4,530	234,638
199	Waterville	5,369	130,837	20,637	7,100	9,133	546	173,622
200	Westbrook	1,940	93,794	10,992	3,614	6,083	3,205	119,628

[2] Estimated part of county system. [8] Statistics of 1930. [10] Partly estimated.

current funds, city school systems, 1931–32—Continued

29,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service: Interest	Debt service: All other debt service	Capital outlay	Grand total expenditures	
9	10	11	12	13	14	15	
			$13,821	$30,000	$3,138	$236,300	147
			10,450	20,000	1,600	212,429	148
$2,080			33,122	34,000	87,769	557,189	149
	$220		27,630	33,000	6,134	356,498	150
			4,694	1,000	1,458	79,989	151
		$622	47,076	14,000	83,924	478,721	152
		150	14,000	12,000	2,000	159,650	153
			5,678	14,000	12,973	228,882	154
			19,142	26,000		231,813	155
743		1,012	21,449	33,095	1,802	315,778	156
			27,630	17,000	19,797	468,716	157
1,700			13,860	15,000		269,964	158
			18,698	33,002	300	246,021	159
			10,384	12,000		186,962	160
1,640			33,948	19,284	5,095	478,133	161
	1,096		10,358	9,655	32,580	291,843	162
			15,452	32,234	2,323	200,976	163
	40		11,750	10,000	2,091	190,610	164
	1,030	2,120	34,064	43,000	22,065	341,645	165
			30,389	38,046	7,857	238,922	166
			3,656	11,000	4,383	230,006	167
			25,458	35,000	9,949	306,592	168
			7,366	26,019	4,352	215,295	169
	1,296		35,742	24,000	1,450	455,779	170
	469		19,375	25,055	1,155	303,222	171
			25,275	26,404	1,957	303,361	172
			20,534	17,000	671	242,372	173
	425	542	11,858	16,035	3,951	206,474	174
	488		3,859	19,000		202,709	175
			15,116	25,000	3,376	271,391	176
			24,249	50,653		314,718	177
			30,212	37,012	2,813	380,429	178
			27,879	51,000	4,905	351,744	179
			8,050	7,000	1,015	125,556	180
		140	9,259	19,025	5,903	160,366	181
			4,241	12,980	28,945	125,166	182
			10		44,541	187,934	183
			576	24,500	899	116,839	184
			9,064	28,900	1,782	127,559	185
			14,161	1,000	109,669	341,465	186
			15,438	7,000	85,746	253,252	187
			65,400	26,000	1,895	299,399	188
						103,131	189
			18,000	4,500	300	112,225	190
			15,175	18,000	2,743	172,501	191
			41,062	28,000	5,037	223,284	192
			21,865	25,156	7,357	274,969	193
	605		6,588	5,000		200,351	194
	3,436		9,100	20,000		406,976	195
	843		10,000	10,000		128,824	196
	3,362	400		10,000	125,000	282,529	197
			[1] 20,525	18,110		273,273	198
	626		2,250	1,000	8,360	185,858	199
						119,628	200

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III.—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	MARYLAND							
201	Annapolis	[3] $3,600	$98,411	$7,939	$5,101	$8,469	$1,015	$124,535
202	Frederick	[3] 3,000	136,985	9,513	3,432	10,350	----------	163,280
203	Salisbury	[3] 4,940	95,428	12,067	5,058	8,443	4,475	130,411
	MASSACHUSETTS							
204	Adams	5,592	117,019	21,700	5,934	3,946	----------	154,191
205	Amesbury	5,351	93,368	14,487	3,891	7,807	1,868	126,772
206	Athol	6,128	120,860	17,451	6,189	13,818	----------	164,446
207	Attleboro	10,441	267,581	35,717	10,464	17,001	3,398	344,602
208	Belmont	12,180	349,890	42,684	9,176	16,360	----------	430,290
209	Beverly	12,681	389,106	60,726	13,332	15,456	----------	491,301
210	Braintree	7,381	234,896	26,856	10,474	19,159	----------	298,766
211	Clinton	5,255	116,752	18,986	6,849	4,445	3,042	155,329
212	Danvers	6,173	164,996	25,222	5,088	5,342	----------	206,821
213	Dedham	9,429	250,522	31,712	9,035	7,906	----------	308,604
214	Easthampton	5,566	96,331	13,994	5,619	12,941	----------	134,451
215	Fairhaven	5,471	134,901	22,952	2,857	10,017	----------	176,198
216	Framingham	11,988	298,176	46,782	15,617	17,926	1,235	391,724
217	Gardner	7,925	168,257	22,341	7,842	8,982	----------	215,347
218	Gloucester	12,446	295,116	41,548	19,125	----------	----------	368,235
219	Greenfield	8,848	241,803	42,206	3,930	7,888	----------	304,675
220	Leominster	8,368	196,970	33,038	5,260	14,458	----------	258,094
221	Marlboro	8,600	145,770	15,930	4,869	8,859	---- ------	184,028
222	Melrose	9,864	288,103	38,958	17,151	9,751	----------	363,827
223	Methuen	6,727	210,133	32,836	8,985	21,250	----------	279,931
224	Milford	7,120	156,251	22,538	7,823	13,365	----------	207,097
225	Milton	11,669	248,652	30,779	7,839	11,776	913	311,628
226	Natick	6,015	174,322	27,922	2,130	18,204	572	229,165
227	Needham	7,365	192,122	31,529	9,721	12,708	----------	253,445
228	Newburyport	8,318	140,359	16,649	21,817	4,770	1,874	193,787
229	North Adams	9,100	228,738	24,887	8,442	7,716	6,044	284,927
230	Northampton	9,298	228,931	31,658	11 932	12,860	----------	294,679
231	North Attleboro	5,954	80,807	11,896	2,377	5,499	----------	106,533
232	Norwood	10,741	270,884	41,064	11,120	25,505	----------	359,314
233	Peabody	8,654	272,435	50,294	19,416	23,132	----------	373,931
234	Plymouth	7,460	178,585	21,895	11,116	26,032	----------	245,088
235	Saugus	5,193	202,226	24,200	7,435	----------	----------	239,063
236	Southbridge	6,106	124,929	17,722	2,113	8,112	1,530	160,512
237	Stoneham	6,033	134,743	15,793	3,917	7,075	----------	167,561
238	Swampscott	7,411	158,078	19,020	5,746	2,698	697	193,650
239	Wakefield	8,529	244,536	31,176	10,722	4,930	33	299,926
240	Webster	5,279	100,335	16,306	3,496	10,658	----------	136,074
241	Wellesley	11,183	240,742	29,419	5,607	15,513	1,907	304,371
242	Westfield	10,585	259,450	45,831	5,308	24,092	----------	345,266
243	West Springfield	10,119	250,909	43,287	14,878	12,745	----------	331,938
244	Weymouth	10,422	286,509	46,567	22,797	23,152	----------	389,447
245	Winchester	10,777	206,397	24,975	5,078	9,301	----------	256,528
246	Winthrop	15,524	222,343	29,373	7,471	4,442	2,960	282,113
247	Woburn	11,350	213,669	4,551	7,986	----------	----------	237,556
	MICHIGAN							
248	Adrian	7,101	167,911	28,885	3,215	1,996	1,149	210,257
249	Alpena	10,281	125,048	17,150	3,648	7,686	2,238	166,051
250	Ann Arbor	22,141	432,985	55,096	18,339	53,716	2,479	584,756
251	Benton Harbor	9,129	180,436	33,324	5,964	3,965	2,738	235,556
252	Calumet	10,256	187,181	36,957	4,138	10,726	8,717	257,975
253	Ecorse	10,652	147,697	23,324	2,115	4,036	1,754	189,578
254	Escanaba	10,441	201,774	32,370	9,458	6,802	1,698	262,543
255	Ferndale	17,032	300,566	53,754	4,605	6,111	3,299	385,367
256	Grosse Pointe	34,614	331,040	92,542	7,239	23,682	1,200	490,317
257	Holland	8,806	203,010	31,826	5,044	3,585	2,838	255,109
258	Iron Mountain	10,383	151,104	32,065	7,591	13,277	3,472	217,892
259	Ironwood	20,308	225,846	58,288	11,085	8,686	5,225	329,438
260	Lincoln Park	11,302	114,000	26,098	677	5,148	339	157,564
261	Marquette	11,875	131,586	25,829	3,724	1,023	2,271	176,308

[3] Estimated part of county system.
[4] Estimated.

current funds, city school systems, 1931–32—Continued

29,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service		Capital outlay	Grand total expenditures	
			Interest	All other debt service			
9	10	11	12	13	14	15	
$474					$322,793	$447,802	201
					2,339	165,619	202
			[1] $20,300		3,321	154,032	203
						154,191	204
	$1,099		1,250	$6,250	645	136,016	205
					6	164,452	206
7,959	2,183		13,040	39,500	4,499	411,783	207
	534		43,550	96,000	7,029	577,403	208
9,054	5,720		35,220	74,000	3,327	618,622	209
			27,490	61,000	13,274	400,530	210
2,320	1,496				542	159,687	211
			20,160	29,000	912	256,893	212
	2,100				1,472	312,176	213
2,780	995	$270	824	12,000	4,211	155,531	214
			11,859	15,030	208,801	411,888	215
			25,631	57,500	2,803	477,658	216
	525		22,197	428,517		666,586	217
2,796	1,768		7,785	20,000	5,705	406,289	218
			10,180	23,000	1,398	339,253	219
6,797	1,294				3,699	269,884	220
8,900	1,200		15,290	48,000	168,263	420,681	221
			38,063	39,000	14,677	455,567	222
	1,036		18,505	39,500	1,205	341,077	223
	471				2,923	210,491	224
					3,153	314,781	225
			10,957	34,700		274,822	226
			32,600			286,045	227
			4,950			198,737	228
5,812	2,756		5,290	23,725	54	322,564	229
	426	1,830			4,769	301,704	230
	1,129		1,410	12,000	1,398	122,470	231
	1,357	588	26,078	75,797	60,004	523,738	232
			30,885	57,000		461,816	233
	775	399			1,079	247,341	234
						239,063	235
4,026	5,387		3,825	11,250	5,203	190,203	236
	928			10,000		178,489	237
					432	194,082	238
			25,604	59,500		385,030	239
7,538	2,476	297	13,019	37,000	216	196,620	240
	2,275	2,217	14,740	33,000	81,671	438,274	241
						345,266	242
	1,302		22,420	45,000	1,720	402,380	243
			34,706	56,000	42,958	523,111	244
	235	270	20,600	48,000	248,200	573,833	245
	634		13,438	54,000		350,185	246
	228				10,849	248,633	247
			12,150	6,006		228,413	248
			8,600	43,000	2,270	219,921	249
	1,901	2,317	67,655	125,957	10,652	793,238	250
			12,967	27,187	30,795	306,505	251
	360	4,512	17,807	50,000	189	330,843	252
			58,279	10,000	295	258,152	253
			19,807	8,500	177,412	468,262	254
			76,910	96,000	1,715	559,992	255
	895	5,262	187,628	122,000	7,652	813,754	256
4,070			28,113	25,000		312,292	257
			6,688	12,500	2,148	239,223	258
	1,044		41,937	56,170	10,514	439,103	259
			49,099	80,573		287,236	260
	65		19,793	12,801	938	209,905	261

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III.—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	MICHIGAN—Contd.							
262	Menominee	$7,643	$122,201	$24,826	$2,249	$5,335	$1,184	$163,438
263	Monroe	10,617	184,534	50,072	2,732	16,807	1,484	266,246
264	Mount Clemens	11,606	171,140	33,955	7,194	17,667	6,856	248,418
265	Muskegon Heights	14,781	214,158	36,034	6,960	8,689	4,730	285,352
266	Niles	9,666	131,426	23,205	2,963	3,236	1,328	171,824
267	Owosso	10,547	165,376	33,571	2,658	2,403	2,306	216,861
268	River Rouge	13,239	171,765	36,378	6,903	11,541	3,058	242,884
269	Royal Oak	18,069	305,983	66,396	3,738	6,672	3,816	404,674
270	Sault Ste Marie	8,935	183,959	30,585	12,605	2,502	4,283	242,869
271	Traverse City	8,489	136,804	19,256	7,730	4,892	3,750	180,921
272	Wyandotte	15,566	319,407	63,194	9,658	32,479	680	440,984
273	Ypsilanti	9,221	136,379	32,656	2,681	3,813	2,123	186,873
	MINNESOTA							
274	Albert Lea	10,292	162,545	31,383	4,581	3,772	1,853	214,426
275	Austin	9,928	154,612	27,026	3,925	3,198	2,094	200,783
276	Brainerd	8,357	103,514	28,282	1,986	2,915	3,960	149,014
277	Faribault	7,826	114,453	19,735	6,408	2,269	3,776	154,467
278	Hibbing	76,532	686,367	189,616	98,678	156,980	10,167	1,218,340
279	Mankato	8,716	163,379	33,655	5,805	3,320	7,886	222,761
280	Rochester	14,170	272,339	44,518	17,791	9,804	----------	358,622
281	St. Cloud	10,681	176,143	43,914	6,094	6,078	6,038	248,888
282	South St Paul	9,964	173,225	36,860	3,314	6,671	----------	230,034
283	Virginia	67,991	510,517	149,065	37,433	66,869	----------	831,875
284	Winona	10,306	203,308	38,721	5,218	12,691	2,696	272,940
	MISSISSIPPI							
285	Biloxi	4,500	81,312	10,242	999	----------	----------	97,053
286	Clarksdale	8,337	68,044	7,619	6,061	377	1,595	92,033
287	Columbus	5,618	74,093	5,630	2,814	4,843	1,164	94,162
288	Greenville	5,638	86,851	9,976	7,500	----------	1,200	111,165
289	Greenwood	5,625	92,481	7,949	1,134	----------	2,154	109,343
290	Gulfport [8]	9,238	92,026	5,520	----------	1,907	214	108,905
291	Hattiesburg	4,701	81,225	4,676	974	952	577	93,105
292	Laurel	11,015	141,988	13,415	1,642	----------	2,111	170,171
293	McComb	6,000	76,796	9,077	2,000	----------	----------	93,873
294	Natchez	7,422	66,761	6,319	4,072	----------	----------	84,574
295	Vicksburg	8,566	100,540	8,828	5,730	----------	----------	123,664
	MISSOURI							
296	Cape Girardeau	6,282	138,021	13,855	4,121	2,684	2,035	166,948
297	Columbia	9,699	137,809	27,328	5,426	2,428	3,618	186,808
298	Hannibal	10,321	134,791	16,619	1,096	10	4,128	166,965
299	Independence	10,259	183,411	28,371	8,469	11,858	565	242,933
300	Jefferson City	8,809	134,848	22,108	7,462	8,446	690	177,308
301	Maplewood	13,280	228,022	36,151	19,652	4,078	245	301,428
302	Moberly	5,684	120,808	19,189	7,907	----------	3,734	157,322
303	St. Charles	7,363	66,362	11,982	3,478	702	519	90,356
304	Sedalia	11,195	199,454	32,847	7,750	2,520	4,810	258,576
305	University City	22,432	380,661	62,998	12,112	61,708	785	540,691
306	Webster Groves	16,542	328,634	53,623	21,927	7,751	4,395	432,873
	MONTANA							
307	Anaconda	9,620	143,192	25,972	3,291	8,980	6,920	197,295
308	Billings	13,151	231,889	39,650	6,716	3,946	2,035	296,587
309	Great Falls	28,366	453,624	74,599	26,194	15,451	3,839	594,054
310	Helena	11,815	158,941	19,809	2,650	5,661	4,289	203,607
311	Missoula	9,185	127,699	27,733	8,175	3,284	4,287	179,892

[8] Statistics of 1930.

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	NEBRASKA							
312	Beatrice	$8,446	$137,754	$18,229	$4,528	$3,340	$1,995	$174,292
313	Fremont	7,682	149,120	21,552	14,303	1,838	1,918	196,413
314	Grand Island	15,032	242,162	39,534	7,473	3,649	1,245	309,095
315	Hastings	8,145	186,973	23,676	7,278	2,320	3,353	231,745
316	Norfolk	7,343	148,816	24,411	3,735	2,883	6,929	194,117
317	North Platte	8,188	133,623	32,515	5,753	2,691	1,109	183,879
	NEVADA							
318	Reno	7,283	207,068	33,218	10,961	600	1,905	261,035
	NEW HAMPSHIRE							
319	Berlin	6,515	133,529	27,508	2,262	10,385	8,495	188,694
320	Claremont	6,035	108,190	16,415	3,691	12,433	139	146,903
321	Concord	10,907	262,572	44,865	13,384	19,642	11,562	362,932
322	Dover	5,207	98,907	16,314	265	9,406	220	130,319
323	Keene	6,150	128,666	13,688	3,748	39,266	6,220	197,738
324	Laconia	2,501	101,877	13,083	2,809	8,940	1,128	130,338
325	Portsmouth	8,041	175,062	21,561	2,473	2,474	3,649	213,260
326	Rochester	3,832	74,574	10,194	640	9,807	5,066	104,113
	NEW JERSEY							
327	Asbury Park	20,817	314,309	42,700	16,221	18,551	2,617	415,215
328	Belleville	18,011	398,859	51,698	21,140	12,430	4,240	506,378
329	Bridgeton	8,206	238,793	24,784	18,815	9,580	2,099	302,277
330	Burlington	5,870	144,051	17,262	8,670	5,665	989	182,507
331	Carteret	12,272	196,216	35,068	10,234	20,820	2,825	277,444
332	Cliffside Park	6,464	316,764	51,813	17,908	14,680	1,479	409,108
333	Collingswood	10,491	232,843	29,233	11,796	8,348	1,810	294,521
334	Cranford	12,700	225,450	41,271	9,782	11,060	1,507	301,770
335	Dover	10,289	166,105	21,196	7,879	4,927	2,127	212,523
336	Englewood	17,736	389,145	60,409	26,140	16,294	8,749	518,473
337	Garfield	13,517	433,437	68,029	26,728	16,887	4,672	563,270
338	Gloucester City	8,643	122,626	24,410	5,556	4,999	1,802	168,036
339	Hackensack	25,947	537,325	71,667	46,123	1,036	7,465	689,563
340	Harrison	15,161	158,102	35,189	12,799	13,357	1,530	236,144
341	Hawthorne	6,472	142,668	16,575	6,404	77,606	59,247	308,972
342	Hillside (P O., Elizabeth)	9,359	284,010	39,756	10,886	11,909	3,303	359,223
343	Linden	17,104	397,050	68,956	18,924	28,653	2,843	533,530
344	Lodi	[3] 8,631	163,595	29,418	11,997	[3] 26,419	[3] 1,225	241,285
345	Long Branch	13,644	310,634	41,767	15,667	11,338	4,191	397,241
346	Lyndhurst	11,748	340,621	40,980	10,494	9,656	11,732	425,231
347	Millville	9,540	167,841	28,699	3,733	20,020	2,044	231,877
348	Morristown	6,445	298,236	47,116	27,290	15,218	5,062	399,367
349	Neptune (P.O., Ocean Grove)	14,725	215,678	38,252	9,401	14,250	5,900	298,206
350	Nutley	15,469	406,350	61,498	11,101	9,220	----------	503,638
351	Pensauken (P O, Merchantville).	7,991	173,628	53,240	8,341	14,486	55,609	313,295
352	Phillipsburg	12,447	243,758	33,959	11,544	3,830	2,021	307,559
353	Pleasantville	8,675	169,966	28,866	20,682	8,936	2,489	239,614
354	Rahway	19,486	268,044	31,603	7,632	9,383	5,657	341,805
355	Red Bank	11,460	204,675	26,691	13,669	9,087	954	266,536
356	Ridgefield Park	8,569	217,656	43,289	8,686	3,564	6,229	287,993
357	Ridgewood	10,117	331,168	59,874	60,495	14,711	5,502	481,867
358	Roselle	13,555	237,049	38,166	22,126	8,321	4,344	323,561
359	Rutherford	15,051	275,958	37,631	15,767	7,069	2,334	353,810
360	South River	7,355	130,336	20,454	6,630	6,436	2,793	174,004
361	Summit	16,513	334,917	43,570	12,732	10,606	4,207	422,545
362	Teaneck	17,409	312,209	45,702	7,068	10,887	925	394,200
363	Union	7,281	262,400	47,222	26,093	22,791	1,294	367,081
364	Vineland	5,497	231,359	38,754	15,071	26,073	4,062	320,816
365	Weehawken	8,321	245,210	34,066	40,317	18,606	3,312	349,832
366	Westfield	7,660	381,791	61,124	9,516	15,815	1,130	477,036
367	West Orange	20,569	455,052	61,162	29,693	29,163	4,258	599,897
368	Woodbridge	15,970	383,440	57,898	34,612	32,870	2,714	527,504

[3] Statistics of 1930.

current funds, city school systems, 1931–32—Continued

29,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service: Interest	Debt service: All other debt service	Capital outlay	Grand total expenditures	
9	10	11	12	13	14	15	
			$21,914	$9,000		$205,206	312
	$215		2,319		$291	199,238	313
	3,363		17,932	58,265	6,403	395,058	314
	443		25,805	28,065	8,543	294,601	315
			2,562		30,466	227,145	316
			30,387		4,245	218,511	317
			19,530	14,000	12,623	307,188	318
	823		29,920	51,000	451	270,888	319
	822	$2,235	17,525	28,200	78	195,763	320
	241		27,771	42,074	4,217	437,235	321
	460				1,769	132,548	322
	461		6,614	38,000	2,809	245,622	323
	1,147		5,524	16,250	5,729	158,988	324
	464		15,957	24,000	86,993	340,674	325
			2,800		4,231	111,144	326
			75,978	34,827	110,896	636,916	327
			84,125	149,452		739,955	328
$1,853		132	33,206	45,559	1,325	384,352	329
1,900			14,760	16,000		215,167	330
	3,200		36,364	26,957	930	344,895	331
			72,928	46,599		528,635	332
		2,585	31,887	27,500	45,845	402,338	333
			39,195	27,139		368,104	334
	304		11,072	13,000	2,372	239,271	335
	1,578	2,785	71,174	43,081	422,099	1,059,190	336
5,890	795		57,774	33,770		661,499	337
1,425			20,316	37,038		226,815	338
4,424	15,584	4,648	61,349	59,124	109,051	943,743	339
	2,299		13,250	1,700		253,393	340
			25,795	24,500	2,249	364,516	341
			66,620	67,723	16,680	510,246	342
7,904			107,471	77,102	287,354	1,013,361	343
	450	540	20,840	18,000		281,115	344
	899		51,834	28,510	78,041	556,525	345
			35,579	20,000	22,669	512,479	346
1,360			32,090	19,437	13,386	298,150	347
			51,859	29,202	175,020	655,448	348
			33,035	29,500	1,896	362,637	349
			102,515	80,753	10,000	696,906	350
			58,673	41,000		412,968	351
2,678	893		38,217	31,300	47,566	428,213	352
			35,779	23,810		300,203	353
	8,438	300	34,198	21,763	1,749	408,253	354
	491		20,968	34,400	8,699	331,091	355
			39,355	35,282		362,630	356
	335		58,215	38,825	249,429	828,671	357
			46,051	35,969		405,581	358
	1,337	1,619	46,810	34,609	2,496	440,681	359
			31,182	29,500		234,686	360
	618	690	66,510	60,264	111,078	661,705	361
			53,284	53,500	22,346	523,330	362
2,600			70,653	47,001	212,868	700,203	363
2,550	576	1,050	11,995	8,000	33,677	378,664	364
		2,259	44,298	27,751	1,132	425,272	365
			68,986	41,690	130,311	718,023	366
			93,718	58,201	464,783	1,216,599	367
			62,520	53,472		648,496	368

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III.—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	NEW MEXICO							
369	Albuquerque	$13,893	$349,212	$31,754	$8,758	$4,523	$7,038	$415,178
370	Roswell	5,861	114,809	12,370	2,426		5,385	140,851
371	Santa Fe	4,750	81,864	12,655	2,225	4,900	3,988	110,382
	NEW YORK							
372	Batavia	14,012	284,002	44,263	13,535	17,677	17,286	390,775
373	Beacon	8,648	142,951	14,771	8,869	10,526	10,840	196,605
374	Cohoes	7,625	139,869	22,704	7,630	12,595	3,195	193,618
	Corning							
375	District no 9	8,932	101,878	14,863	5,873	7,096	7,692	146,334
376	District no 13	7,540	106,083	13,853	3,170	5,051	6,614	142,311
377	Cortland	10,015	213,772	19,923	2,563	10,714	12,958	269,945
378	Dunkirk	14,422	274,517	34,871	6,594	14,400	19,782	364,586
379	Endicott	11,380	363,569	35,626	13,326	13,526	20,477	457,904
380	Freeport	14,233	310,888	41,027	4,481	33,437	23,444	427,510
381	Fulton	10,697	181,310	23,022	5,858	6,055	17,007	243,949
382	Geneva	10,870	208,336	29,750	8,165	8,443	15,944	281,508
383	Glen Cove	13,529	197,498	31,839	9,058	17,400	10,991	280,315
384	Glens Falls	13,893	237,869	39,216	21,939	8,314		321,231
385	Gloversville	15,653	338,365	40,081	21,408	23,937	19,796	459,240
386	Hempstead	17,430	417,863	71,594	11,590	19,316	33,625	571,418
387	Herkimer	8,535	144,788	19,383	4,779	4,034	13,891	195,410
388	Hornell	11,468	244,413	34,295	10,602	7,784	15,946	324,508
389	Hudson	10,249	144,342	14,065	10,516	7,859	10,249	197,280
390	Irondequoit (P.O., Rochester)	[1] 5,907	64,921	9,784	3,479	5,932	7,934	97,957
391	Ithaca	18,971	312,482	49,608	8,904	20,576	19,804	430,345
392	Johnson City	12,456	281,578	28,906	10,337	10,661	17,557	361,495
393	Johnstown	10,301	146,875	17,381	27,195	15,427	10,085	227,264
394	Kenmore	42,137	451,069	87,962	17,750	42,098	31,834	672,850
395	Kingston	8,936	307,290	37,047	11,593	10,872	3,790	379,528
396	Lackawanna	16,766	321,075	53,037	6,913	9,897	11,609	419,297
397	Little Falls	6,736	141,594	19,296	4,883	4,503	9,169	186,181
398	Lockport	17,406	324,513	44,530	24,946	28,065	22,253	461,713
399	Lynbrook	13,426	204,575	27,362	5,949	9,675	14,096	275,083
400	Mamaroneck	23,100	446,848	73,192	63,431	19,834	30,764	657,169
401	Massena	6,752	135,603	19,914	2,604	7,270	9,267	181,410
402	Middletown	10,549	263,629	42,122	11,350	24,225	18,322	370,197
403	North Tonawanda	10,078	273,317	36,590	11,946			331,931
404	Ogdensburg	6,756	170,029	26,051	5,913	4,504	9,981	223,234
405	Olean	18,498	360,152	48,194	8,717	26,728	26,705	488,994
406	Oneida	8,357	137,698	18,429	6,374	7,616	11,054	189,528
407	Oneonta	8,391	171,413	28,061	16,195	10,374	11,484	245,918
408	Ossining	15,759	204,593	12,825	20,954	26,524	19,499	300,154
409	Oswego	11,330	273,152	39,961	18,403	22,008	18,334	383,188
410	Peekskill	16,297	279,818	48,302	8,803	11,987	17,919	383,126
411	Pelham	23,542	371,090	47,956	13,328	17,427	22,494	495,837
412	Plattsburg	12,039	111,989	25,488	3,783	6,685	9,985	169,969
413	Port Chester	21,568	481,517	61,448	10,333	10,591	34,901	620,358
414	Port Jervis	9,702	136,399	22,126	3,487	19,882	16,523	208,119
415	Rensselaer	7,791	149,783	16,867	3,747	5,326	8,559	192,073
416	Rockville Center	15,588	252,046	11,014	9,387	24,067	17,016	329,118
417	Saratoga Springs	9,048	193,884	26,680	23,445	10,310	11,996	275,363
418	Tonawanda	10,585	184,569	37,922	8,859	13,678	14,832	270,445
419	Watervliet	9,815	152,473	22,529	19,473	6,839	11,439	222,568
	NORTH CAROLINA							
420	Concord	4,602	83,330	5,969	2,061		79	96,041
421	Elizabeth City	4,398	70,093	7,932	3,245	1,688	822	88,178
422	Fayetteville	4,000	70,751	6,104	811	900	1,178	83,744
423	Gastonia	8,360	150,297	14,643	1,200		2,539	177,039
424	Goldsboro	5,513	98,704	12,657	1,214	4,624	2,051	124,763
425	Kinston	5,061	102,201	9,850	2,646	1,261	947	121,966
426	New Bern	3,690	63,879	3,973	1,777	2,198	512	76,029
427	Rocky Mount	8,313	117,828	13,621	1,050	26	342	141,180

[1] Estimated

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III.—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	NEW MEXICO							
369	Albuquerque	$13,893	$349,212	$31,754	$8,758	$4,523	$7,038	$415,178
370	Roswell	5,861	114,809	12,370	2,426		5,385	140,851
371	Santa Fe	4,750	81,864	12,655	2,225	4,900	3,988	110,382
	NEW YORK							
372	Batavia	14,012	284,002	44,263	13,535	17,677	17,286	390,775
373	Beacon	8,648	142,951	14,771	8,869	10,526	10,840	196,605
374	Cohoes	7,625	139,869	22,704	7,630	12,595	3,195	193,618
	Corning							
375	District no 9	8,932	101,878	14,863	5,873	7,096	7,692	146,334
376	District no 13	7,540	106,083	13,853	3,170	5,051	6,614	142,311
377	Cortland	10,015	213,772	19,923	2,563	10,714	12,958	269,945
378	Dunkirk	14,422	274,517	34,871	6,594	14,400	19,782	364,586
379	Endicott	11,380	363,569	35,626	13,326	13,526	20,477	457,904
380	Freeport	14,233	310,888	41,027	4,481	33,437	23,444	427,510
381	Fulton	10,697	181,310	23,022	5,858	6,055	17,007	243,949
382	Geneva	10,870	208,336	29,750	8,165	8,443	15,944	281,508
383	Glen Cove	13,529	197,498	31,839	9,058	17,400	10,991	280,315
384	Glens Falls	13,893	237,869	39,216	21,939	8,314		321,231
385	Gloversville	15,653	338,365	40,081	21,408	23,937	19,796	459,240
386	Hempstead	17,430	417,863	71,594	11,590	19,316	33,625	571,418
387	Herkimer	8,535	144,788	19,383	4,779	4,034	13,891	195,410
388	Hornell	11,468	244,413	34,295	10,602	7,784	15,946	324,508
389	Hudson	10,249	144,342	14,065	10,516	7,859	10,249	197,280
390	Irondequoit (P.O., Rochester)	[1] 5,907	64,921	9,784	3,479	5,932	7,934	97,957
391	Ithaca	18,971	312,482	49,608	8,904	20,576	19,804	430,345
392	Johnson City	12,456	281,578	28,906	10,337	10,661	17,557	361,495
393	Johnstown	10,301	146,875	17,381	27,195	15,427	10,085	227,264
394	Kenmore	42,137	451,069	87,962	17,750	42,098	31,834	672,850
395	Kingston	8,936	307,290	37,047	11,593	10,872	3,790	379,528
396	Lackawanna	16,766	321,075	53,037	6,913	9,897	11,609	419,297
397	Little Falls	6,736	141,594	19,296	4,883	4,503	9,169	186,181
398	Lockport	17,406	324,513	44,530	24,946	28,065	22,253	461,713
399	Lynbrook	13,426	204,575	27,362	5,949	9,675	14,096	275,083
400	Mamaroneck	23,100	446,848	73,192	63,431	19,834	30,764	657,169
401	Massena	6,752	135,603	19,914	2,604	7,270	9,267	181,410
402	Middletown	10,549	263,629	42,122	11,350	24,225	18,322	370,197
403	North Tonawanda	10,078	273,317	36,590	11,946			331,931
404	Ogdensburg	6,756	170,029	26,051	5,913	4,504	9,981	223,234
405	Olean	18,498	360,152	48,194	8,717	26,728	26,705	488,994
406	Oneida	8,357	137,698	18,429	6,374	7,616	11,054	189,528
407	Oneonta	8,391	171,413	28,061	16,195	10,374	11,484	245,918
408	Ossining	15,759	204,593	12,825	20,954	26,524	19,499	300,154
409	Oswego	11,330	273,152	39,961	18,403	22,008	18,334	383,188
410	Peekskill	16,297	279,818	48,302	8,803	11,987	17,919	383,126
411	Pelham	23,542	371,090	47,956	13,328	17,427	22,494	495,837
412	Plattsburg	12,039	111,989	25,488	3,783	6,685	9,985	169,969
413	Port Chester	21,568	481,517	61,448	10,333	10,591	34,901	620,358
414	Port Jervis	9,702	136,399	22,126	3,487	19,882	16,523	208,119
415	Rensselaer	7,791	149,783	16,867	3,747	5,326	8,559	192,073
416	Rockville Center	15,588	252,046	11,014	9,387	24,067	17,016	329,118
417	Saratoga Springs	9,048	193,884	26,680	23,445	10,310	11,996	275,363
418	Tonawanda	10,585	184,569	37,922	8,859	13,678	14,832	270,445
419	Watervliet	9,815	152,473	22,529	19,473	6,839	11,439	222,568
	NORTH CAROLINA							
420	Concord	4,602	83,330	5,969	2,061		79	96,041
421	Elizabeth City	4,398	70,093	7,932	3,245	1,688	822	88,178
422	Fayetteville	4,000	70,751	6,104	811	900	1,178	83,744
423	Gastonia	8,360	150,297	14,643	1,200		2,539	177,039
424	Goldsboro	5,513	98,704	12,657	1,214	4,624	2,051	124,763
425	Kinston	5,061	102,201	9,850	2,646	1,261	947	121,966
426	New Bern	3,690	63,879	3,973	1,777	2,198	512	76,029
427	Rocky Mount	8,313	117,828	13,621	1,050	26	342	141,180

[1] Estimated

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	NORTH CAROLINA—Continued							
428	Salisbury	$7,287	$167,702	$14,164	$645	$74	$1,693	$191,565
429	Shelby	5,097	76,580	6,992	2,303	----------	750	91,722
430	Statesville	4,693	79,608	6,424	865	25	1,794	93,409
431	Thomasville	5,750	68,097	6,882	753	----------	362	81,844
432	Wilson	[3] 2,500	109,865	10,923	982	2,011	1,743	128,024
	NORTH DAKOTA							
433	Bismarck	8,420	18,073	16,716	1,990	1,868	7,049	154,116
434	Fargo	14,554	405,048	70,428	21,151	10,118	14,088	535,387
435	Grand Forks	10,419	181,150	33,724	3,823	9,943	4,787	243,846
436	Minot	[4] 10,000	130,437	21,408	4,088	[5] 7,834	[5] 4,303	178,070
	OHIO							
437	Alliance	11,122	250,746	41,878	4,226	4,152	9,381	321,505
438	Ashland	11,332	141,543	22,602	1,725	1,612	4,691	183,505
439	Ashtabula	6,927	198,097	47,021	11,537	6,363	10,007	279,952
440	Barberton	8,384	160,345	29,655	2,191	8,648	5,272	214,495
441	Bellaire	5,901	112,649	16,242	3,946	3,227	2,295	144,260
442	Bucyrus	6,200	91,130	17,501	11,000	800	4,200	130,831
443	Cambridge	6,350	154,259	21,345	2,796	1,294	6,175	192,219
444	Campbell	9,260	182,240	41,666	2,127	5,646	843	241,782
445	Chillicothe	6,928	177,544	20,924	5,372	4,191	3,213	218,172
446	Coshocton	7,346	106,952	17,518	3,325	1,610	5,851	142,602
447	Cuyahoga Falls	7,047	123,139	17,192	3,006	1,522	10,015	161,921
448	East Liverpool	10,097	196,576	25,392	793	4,310	5,266	242,434
449	Elyria	17,726	350,843	74,053	13,386	43,661	11,695	511,364
450	Euclid	9,608	159,032	39,717	1,867	3,587	4,001	217,812
451	Findlay	7,660	221,817	44,379	2,856	3,067	16,453	296,232
452	Fostoria	6,045	116,868	30,243	3,214	3,635	3,801	163,806
453	Fremont	9,440	155,588	20,719	4,604	14,565	7,012	211,928
454	Garfield Heights (P O, Cleveland)	15,313	160,669	41,567	4,080	11,280	5,458	238,367
455	Ironton	7,488	147,416	25,527	5,199	3,960	6,777	196,367
456	Lancaster	5,650	185,976	23,462	12,069	2,827	1,611	231,595
457	Marietta	14,206	148,128	33,920	2,342	2,221	15,749	216,566
458	Martins Ferry	6,505	143,775	18,900	4,500	5,560	5,155	184,395
459	Massillon	13,263	277,191	43,944	4,721	9,638	12,433	361,190
460	Middletown	9,680	285,236	65,654	4,758	895	----------	366,223
461	New Philadelphia	10,515	120,676	21,327	1,601	3,190	4,725	162,034
462	Niles	8,280	158,850	30,175	5,555	3,318	7,803	213,981
463	Painesville	5,855	128,555	19,447	4,500	2,880	7,980	169,217
464	Parma (P O Cleveland)	14,265	147,630	31,600	4,769	25,528	1,886	225,678
465	Piqua	6,000	152,600	25,800	9,583	4,360	8,784	207,127
466	Salem	7,556	129,862	21,860	3,485	3,762	2,690	169,215
467	Sandusky	18,570	224,784	43,998	19,372	7,983	11,853	326,510
468	Shaker Heights (P O, Cleveland)	31,536	465,553	97,018	62,572	23,055	11,737	691,471
469	Struthers	6,401	101,957	24,166	1,287	5,910	7,140	146,861
470	Tiffin	4,500	100,245	15,563	2,000	3,450	800	126,558
471	Wooster	5,500	101,200	25,280	2,500	10,324	4,400	149,154
472	Xenia	5,455	78,024	15,977	3,228	3,710	2,697	109,091
	OKLAHOMA							
473	Ada	4,780	89,000	8,060	500	----------	1,820	104,160
474	Ardmore	8,877	122,381	16,098	2,233	4,192	3,801	157,582
475	Bartlesville	9,905	170,913	27,839	1,900	400	4,405	215,362
476	Chickasha	7,537	141,841	17,917	3,852	3,735	7,775	182,657
477	Enid	9,273	209,430	36,957	6,698	990	4,146	267,494
478	Lawton	8,174	95,898	12,624	2,018	539	3,159	122,412
479	McAlester	6,798	135,105	12,430	138	3,961	3,249	161,681
480	Okmulgee	14,223	160,008	21,857	9,760	1,881	9,681	217,360

[3] Estimated part of county system. [4] Estimated. [5] Statistics of 1930.

current funds, city school systems, 1931–32—Continued

29,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service: Interest	Debt service: All other debt service	Capital outlay	Grand total expenditures	
9	10	11	12	13	14	15	
			$39,002	$22,000	$2,827	$255,394	428
			19,355	9,000	795	120,872	429
			21,022	12,000		126,431	430
			15,128	20,500	716	118,188	431
					1,659	129,683	432
			6,850	64,000	3,813	228,779	433
	$1,780		24,245	76,000	7,631	645,043	434
	800	$2,000	19,181	40,500	2,288	308,615	435
			28,392	21,587	3,600	231,649	436
$3,363			31,865	224,803	18,909	600,445	437
		465	22,414	37,000	746	244,130	438
		725	42,279	54,500	40,201	417,657	439
			38,724	105,623	500	359,842	440
			18,860	101,303		264,423	441
			31,328	40,000	77,500	279,659	442
			14,349	19,400	119	226,087	443
			41,483	55,500	158	338,923	444
			56,173	41,000	12,084	327,429	445
	289		9,076	24,000	17,980	193,947	446
			53,564	46,245	5,710	267,440	447
			14,287	26,400	842	283,963	448
	792	2,450	55,134	44,500	10,595	624,835	449
			92,305	95,500	28,553	434,170	450
			21,265	41,000	1,417	359,914	451
			8,042	7,231		179,079	452
	360		35,000	33,000		280,288	453
			41,483	57,500	370	337,720	454
			51,915	10,116		258,398	455
			24,600	31,000	6,063	298,258	456
			25,390	33,000	1,501	276,457	457
			17,308	22,500	218	224,421	458
	1,618		48,989	59,500	2,666	478,963	459
			104,629	104,000	3,868	578,720	460
			17,125	29,963	868	209,490	461
			41,109	64,016	2,460	321,566	462
			26,197	31,500	79,981	306,895	463
			78,728	25,955	2,725	333,076	464
		500	18,228	28,000		245,855	465
			12,364	49,100		260,679	466
			21,178	34,320	11,000	393,008	467
			211,698	226,004	418,518	1,547,686	468
			20,785	27,505		205,151	469
			17,588	25,750	10,000	179,846	470
			17,386	37,000		208,540	471
			26,425	36,800		171,316	472
			13,971	48		118,179	473
6,790			37,091	37,965		219,576	474
			25,126	34,500	2,300	287,287	475
			23,909	10,945	1,056	218,567	476
			33,750	195,062		495,306	477
			12,146	12,883	14,867	168,257	478
			16,315	14,506	397	205,796	479
			37,869	21,384	1,315	277,869	480

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	OKLAHOMA—Con							
481	Ponca City	$11,031	$224,646	$36,397	$16,989	$4,004	$4,688	$297,755
482	Sapulpa	9,605	124,434	20,764	1,500	556	2,341	159,200
483	Seminole	6,500	114,920	11,528	3,787	6,500	2,800	146,035
484	Shawnee	12,904	197,052	21,189	6,949	----------	4,251	242,345
485	Wewoka	[4] 4,000	66,726	8,270	785	----------	----------	79,781
	OREGON							
486	Astoria	7,202	109,178	14,654	2,674	2,606	1,237	137,551
487	Eugene	9,128	212,918	25,997	9,059	5,504	2,338	264,944
488	Klamath Falls	10,144	137,745	32,371	6,178	3,168	4,111	193,717
489	Medford	10,445	195,332	23,492	10,780	2,683	2,894	245,626
490	Salem	9,775	262,906	29,261	13,830	56,236	2,403	374,411
	PENNSYLVANIA							
491	Abington	31,906	352,138	48,034	34,136	20,926	22,339	509,479
492	Aliquippa	34,614	426,145	55,354	13,363	10,990	15,847	556,313
493	Ambridge	19,871	274,845	52,236	11,603	9,188	15,120	382,863
494	Arnold	11,685	91,624	12,884	2,860	6,190	3,337	128,580
495	Beaver Falls	15,144	234,614	36,927	5,192	14,148	12,877	318,902
496	Bellevue	8,947	151,529	19,878	8,333	2,949	860	102,496
497	Berwick	8,084	150,613	24,708	5,880	3,028	6,152	198,465
498	Braddock	20,651	221,871	26,460	5,233	3,296	7,593	285,104
499	Bradford	19,817	212,749	32,164	6,315	26,354	8,125	305,524
500	Bristol	5,550	105,612	15,379	4,185	----------	3,538	134,264
501	Butler	15,581	302,162	38,952	7,902	8,112	8,935	381,644
502	Canonsburg	12,571	138,326	16,181	2,968	3,037	6,895	179,978
503	Carbondale	21,507	216,680	32,508	5,692	4,614	6,158	287,159
504	Carlisle	11,389	136,594	16,187	2,785	3,266	5,363	175,584
505	Carnegie	15,603	136,880	25,446	6,969	4,761	7,241	196,900
506	Chambersburg	12,607	152,555	18,991	3,103	----------	----------	187,256
507	Charleroi [8]	12,414	156,255	21,868	11,847	4,957	6,407	213,748
508	Cheltenham	24,541	349,814	60,634	15,497	17,050	14,669	482,205
509	Clairton	25,387	280,324	44,648	7,616	17,687	9,129	384,791
510	Coatesville	13,278	208,607	17,753	3,518	8,484	7,690	259,330
511	Columbia	8,839	92,086	10,916	3,130	761	6,428	122,160
512	Connellsville	16,904	210,044	25,962	11,616	8,818	6,541	279,885
513	Conshohocken	5,800	76,830	5,270	1,919	700	3,388	93,907
514	Coraopolis	12,561	157,772	23,029	6,561	4,351	8,791	213,065
515	Dickson	17,567	134,402	21,537	5,483	1,093	7,339	187,421
516	Donora	17,837	212,361	24,008	3,396	7,716	8,253	273,571
517	Dormont (P O, Pittsburgh)	17,182	207,582	28,440	8,817	4,245	8,487	274,753
518	Du Bois	10,472	152,377	10,341	6,511	3,945	13,656	197,302
519	Dunmore	21,197	189,361	23,748	12,022	11,001	2,206	259,535
520	Duquesne	17,388	251,819	42,257	11,508	9,601	8,451	341,024
521	Ellwood City	12,628	217,663	25,982	2,257	6,683	1,619	266,832
522	Farrell	11,791	170,087	23,580	7,927	6,584	5,483	225,452
523	Franklin	10,909	124,800	20,393	1,319	691	----------	158,112
524	Greensburg	19,364	288,698	42,228	12,331	5,378	13,049	381,048
525	Hanover (borough)	9,736	127,272	14,233	1,482	2,054	7,241	162,618
526	Hanover (township) (P O, Wilkes-Barre)	27,099	363,974	72,916	12,534	37,615	17,124	531,262
527	Harrison (P O, Natrona)	12,771	99,820	12,784	1,217	4,737	4,175	135,504
528	Haverford (P O, Llanerch)	22,312	341,673	39,022	22,514	18,616	15,537	459,674
529	Homestead	27,663	248,176	34,142	12,685	9,713	----------	332,379
530	Jeannette	7,160	176,864	21,837	7,330	8,014	8,356	229,561
531	Kingston	[8] 16,328	[8] 251,746	[11] 41,314	[11] 9,672	[11] 7,972	[11] 10,864	343,896
532	Latrobe	11,731	159,337	17,439	2,980	3,288	4,704	199,479
533	Lebanon	13,877	233,972	34,814	7,678	8,988	9,236	308,565
534	Lewistown	11,636	161,422	15,056	1,913	6,078	6,202	202,307
535	McKees Rocks	20,060	163,752	31,869	2,527	3,169	7,379	228,756
536	Mahanoy City	6,642	108,230	14,786	1,358	4,789	4,880	140,685

[8] Statistics of 1930.

[11] Statistics of 1928.

current funds, city school systems, 1931–32—Continued

29,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service		Capital outlay	Grand total expenditures	
			Interest	All other debt service			
9	10	11	12	13	14	15	
$10,729			$51,170	$50,389	$7,092	$417,135	481
			24,650	36,655	757	221,202	482
			3,328	12,500	14,095	175,958	483
			28,107		8,813	279,265	484
			17,200			96,981	485
			20,384	45,000	2,374	205,309	486
			27,843	20,840	5,221	318,848	487
			29,640	13,000	74,810	311,167	488
		$900	20,620	16,018	11,466	294,630	489
			20,000	51,000		445,411	490
		702	74,884	55,500	116,425	756,990	491
	$1,002		59,100	78,731	15,847	710,993	492
			30,738	180,305	3,439	597,345	493
			12,728	22,900	76,272	240,480	494
			33,407	17,552	132,360	502,221	495
			14,863	28,000	157,715	393,074	496
			25,086	10,000	603	234,154	497
			9,700	85,688	935	381,427	498
			17,490	21,135	9,425	353,574	499
			7,200	7,200	927	149,591	500
			15,410	22,000	938	419,992	501
			18,588	30,255	46,900	275,730	502
			27,138	220,194	3,319	546,810	503
			14,218	10,000	19,389	219,191	504
			12,882	25,901	456	230,139	505
			21,208	7,887	98,080	314,491	506
					5,923	219,671	507
	500	250	66,071	39,606	19,343	607,975	508
	1,420		48,630	45,055	2,402	482,298	509
	1,942		14,953	36,536	2,666	315,433	510
			1,268	45,200	352	168,980	511
			11,975	1,172	2,959	295,991	512
			8,460	4,000		106,367	513
		1,200	23,388	33,000	8,169	278,822	514
			21,437	60,500	23,783	293,141	515
			35,057	20,000	5,225	334,753	516
		750	40,100	40,896	536	357,035	517
			4,054	10,500	719	212,575	518
1,750			16,280	122,000		399,565	519
			8,078	11,764		360,867	520
	1,073		16,159	30,000	6,351	320,415	521
			26,002	22,350	17,623	291,427	522
			1,188	42,500	1,022	202,822	523
	712		41,893	85,000	39,610	548,263	524
			9,130	66,792	217,793	456,333	525
			44,823	206,565	83,618	866,268	526
			21,152	73,500	108	230,264	527
		3,288	81,449	89,231	221,281	854,923	528
			15,984	125,500	8,665	482,528	529
	480	440	15,954	25,000	2,178	273,613	530
						343,896	531
	680		6,980	60,700	1,918	269,757	532
4,000			20,996	22,487	7,018	363,066	533
			16,086	45,472	1,913	265,778	534
			37,630	76,022	1,210	343,618	535
3,471			10,620	25,697	247	180,720	536

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	PENNSYLVANIA—Continued							
537	Meadville	$13,633	$173,840	$23,389	$3,678	$13,640	$10,813	$238,993
538	Monessen	16,397	261,383	39,302	9,786	8,198	14,791	349,857
539	Mount Carmel	11,246	116,500	14,674	2,494	4,000	4,425	153,339
540	Mount Lebanon	25,060	227,607	39,667	1,400	10,240	8,365	312,339
541	Munhall	15,433	175,871	28,443	11,542	17,584	9,666	258,539
542	Nanticoke	26,674	280,244	39,236	8,930	5,843	2,049	362,976
543	New Kensington	19,459	262,266	32,366	6,315	7,959	5,183	333,548
544	North Braddock	19,846	245,300	42,173	7,738	10,023	6,866	331,946
545	Oil City	15,574	283,918	39,037	8,182	9,117	10,113	365,941
546	Old Forge	14,642	137,261	15,282	1,706	2,739	7,331	178,961
547	Olyphant	18,124	121,465	16,882	7,724	6,120	4,180	174,495
548	Phoenixville	13,078	138,605	20,205	2,985	9,255	11,709	195,837
549	Pittston	15,551	213,983	36,759	5,040	5,042	7,328	283,703
550	Plains	26,324	211,495	39,654	10,859	10,553	11,738	310,623
551	Plymouth	14,341	166,576	25,484	3,479	4,782	7,309	221,971
552	Pottstown	15,234	206,868	25,720	1,980	7,918	7,738	265,458
553	Pottsville	23,707	245,547	37,541	2,577	20,131	11,101	340,604
554	Shamokin	17,082	194,765	24,715	13,761	3,039	7,946	261,308
555	Sharon	23,771	313,934	57,855	16,307	6,767	14,557	433,191
556	Shenandoah	21,028	159,026	38,542	712	8,190	2,442	229,940
557	Steelton	13,691	157,422	25,523	13,921	6,211	4,513	221,281
558	Stowe (P O, McKees Rocks)	14,621	177,322	24,147	3,211	5,305	5,593	230,199
559	Sunbury	13,216	188,155	23,891	8,384	6,587	7,656	247,889
560	Swissvale	18,064	201,247	39,043	13,585	10,082	10,740	292,761
561	Tamaqua	14,550	122,024	20,803	3,349	2,378	5,373	168,537
562	Taylor	17,068	136,940	21,757	1,344	7,320	6,367	100,796
563	Turtle Creek	13,727	84,521	21,588	10,392	78,771	5,903	214,902
564	Uniontown	13,461	228,875	43,721	5,275	10,484	7,270	309,086
565	Vandergrift	11,203	138,004	18,522	2,512	1,671	4,804	176,716
566	Warren	13,621	218,007	39,415	2,939	21,258	9,331	304,571
567	Washington	22,738	269,171	35,039	7,314	22,067	13,792	370,121
568	Waynesboro	9,201	106,888	9,516	2,423	3,034	4,286	135,348
569	West Chester	17,627	184,484	25,904	17,606	18,375	8,461	272,457
570	Wilkinsburg	21,123	545,776	82,820	11,989	10,567	26,441	698,716
	RHODE ISLAND							
571	Bristol	5,106	119,310	14,273	4,196	5,942	----------	148,827
572	Central Falls	6,259	162,151	29,027	2,509	5,733	----------	205,679
573	Cumberland (P O, Valley Falls)	4,703	83,441	19,271	6,291	9,946	----------	123,652
574	East Providence	11,193	347,285	59,032	16,046	21,514	----------	455,070
575	Lincoln (P O, Lonsdale)[8]	6,064	57,055	13,316	3,341	46,226	----------	126,002
576	Newport	10,686	352,893	53,908	19,146	2,494	----------	439,127
577	North Providence	4,334	86,043	15,653	4,629	48,072	500	159,231
578	Warwick (P O, Apponaug)	7,816	227,149	37,743	13,885	9,568	----------	296,161
579	Westerly	7,229	144,731	22,911	10,557	13,942	----------	199,370
580	West Warwick	8,042	136,242	21,933	4,123	5,309	14,152	189,801
	SOUTH CAROLINA							
581	Anderson	7,920	174,299	11,526	3,413	1,900	1,318	200,376
582	Florence	5,017	129,654	10,002	3,413	3,647	----------	151,733
583	Greenville	15,385	279,914	23,589	3,863	3,212	3,600	329,563
584	Greenwood [8]	4,000	103,664	37,998	----------	----------	----------	145,662
585	Rock Hill	5,575	105,421	9,000	3,400	3,700	----------	127,096
586	Spartanburg	7,069	247,627	15,195	7,981	5,683	2,989	286,544
587	Sumter	7,370	97,162	7,186	2,146	----------	265	114,129

[8] Statistics of 1930.

[12] Not including $108,585 which was reported expended for capital outlay in 1930.

current funds, city school systems, 1931–32—Continued

29,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service: Interest	Debt service: All other debt service	Capital outlay	Grand total expenditures	
9	10	11	12	13	14	15	
			$15,965	$20,538	$61,333	$336,829	537
			44,424	83,970	20,885	499,136	538
			1,440	76,613	967	232,359	539
			48,786	78,536	281,377	721,038	540
			43,388	24,854	316,709	643,490	541
			33,655	73,000	418	470,049	542
	$2,720		32,006	92,405	61,772	522,460	543
			42,131	20,025	5,596	399,698	544
			27,989	20,000	62,707	476,637	545
			22,025	69,000	456	270,442	546
$1,700			5,303	142,200	16,925	340,623	547
1,900	7,000		30,062	788	18,789	254,376	548
930			15,858	92,186		392,677	549
			19,490	83,832	2,199	416,144	550
	300		14,338	44,965		281,574	551
2,060			37,925	10,210	37,747	353,409	552
2,806	1,110		47,916	21,077	405,574	819,087	553
			12,201	62,600		336,109	554
			60,153	45,031	7,530	545,905	555
	600		14,306	3,628	384	250,708	556
1,850	1,989		16,408	15,621	2,989	258,288	557
			33,251	116,419	2,197	382,066	558
650			23,891	36,795	39,682	348,907	559
			40,966	38,500	5,383	377,610	560
			15,228	17,600	7,171	208,536	561
1,600			11,915	80,000	243	284,554	562
			10,890	47,328	55,894	329,014	563
			64,637	128,667	5,948	508,338	564
			8,146	42,581		227,443	565
			28,155	78,713	79,913	491,352	566
			47,270	47,360	400,004	804,755	567
			5,473	10,329	4,436	155,586	568
	2,722	$2,193	6,902	69,165	4,370	357,899	569
			78,711	55,020	11,618	844,065	570
	1,474				1,392	151,693	571
	6,415		12,525		4,653	229,272	572
	1,209		9,856	16,500	15,958	167,175	573
	1,318		47,487	31,500	3,948	539,323	574
	1,643					127,645	575
	5,129	1,253	37,030	37,167	8,442	528,148	576
	3,664		10,281	11,000	1,259	185,435	577
	725		22,853	52,000	37,825	409,564	578
	860	367	33,850	20,000	6,283	260,730	579
		954	48,750	10,750	2,874	253,129	580
	1,135		23,546	13,895		238,952	581
			21,696	69,000	468	242,899	582
			44,898	73,506	5,274	453,241	583
			18,178			[13] 163,840	584
	800		2,613	137,000		267,509	585
			35,573	28,287		350,404	586
			17,425	6,000		137,554	587

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III.—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	SOUTH DAKOTA							
588	Aberdeen	$9,860	$208,992	$38,942	$9,031	$5,079	$4,739	$276,643
589	Huron	7,718	145,725	27,337	6,996	2,992	1,176	191,944
590	Mitchell	8,800	132,411	23,213	2,918	2,287	1,464	171,093
591	Rapid City	11,346	156,277	27,174	3,511	3,893	13,377	215,578
592	Watertown	8,603	135,710	29,864	2,516	988	2,758	180,439
	TENNESSEE							
593	Bristol	6,822	107,779	10,003	1,695	1,500	----------	127,799
594	Jackson	5,793	111,496	8,514	1,901	----------	672	128,376
595	Johnson City	10,933	190,373	16,212	1,500	9,160	1,165	229,343
596	Kingsport	5,958	128,185	7,904	2,605	6,425	3,215	154,292
	TEXAS							
597	Abilene	4,500	104,472	18,029	74,123	----------	----------	201,124
598	Big Spring	7,070	68,269	9,659	801	263	971	87,033
599	Brownsville	14,696	152,677	20,180	1,575	16,597	3,645	209,370
600	Brownwood	7,502	108,906	5,330	600	850	1,500	124,688
601	Cleburne	6,286	105,181	11,575	2,374	----------	3,967	129,383
602	Corpus Christi	13,790	180,340	6,418	3,942	1,138	4,832	210,460
603	Corsicana	5,890	119,602	13,224	1,152	515	5,584	145,967
604	Del Rio	10,315	55,125	5,531	329	236	1,452	72,988
605	Denison	6,245	109,842	10,459	2,511	418	1,446	130,921
606	Greenville	4,943	95,233	6,559	3,582	----------	713	111,030
607	Harlingen	13,946	110,054	8,973	----------	3,967	----------	136,940
608	Highland Park (P.O., Dallas)	9,977	157,942	14,972	2,256	1,315	1,824	188,286
609	Lubbock	11,317	210,878	13,500	3,436	1,500	5,860	246,491
610	Marshall	6,836	138,840	9,384	6,509	----------	4,973	166,542
611	Palestine	10,125	101,488	7,650	4,800	17	1,312	125,392
612	Pampa	3,720	116,870	11,575	1,237	22,615	----------	156,017
613	Paris	5,675	98,199	7,861	1,818	356	4,375	118,284
614	San Angelo	[1] 12,388	249,218	19,463	8,888	2,535	----------	292,492
615	San Benito	7,788	79,879	7,215	690	693	4,123	100,388
616	Sherman	[1] 8,871	145,213	[1] 9,114	[1] 4,559	----------	[1] 1,997	169,754
617	Sweetwater	12,221	79,165	10,021	324	343	2,750	104,824
618	Temple	5,065	125,768	11,759	3,073	----------	2,203	147,868
619	Texarkana	10,725	141,651	13,523	2,755	1,185	1,263	171,102
620	Tyler	8,719	175,045	15,195	1,902	----------	3,401	204,262
	UTAH							
621	Provo	12,296	149,181	23,077	3,324	4,104	1,452	193,434
	VERMONT							
622	Barre	4,100	107,128	21,209	5,971	1,371	934	140,713
623	Burlington	8,615	170,675	30,415	16,331	6,234	1,662	233,932
624	Rutland	7,359	142,192	23,586	10,111	4,221	2,002	189,471
	VIRGINIA							
625	Alexandria	7,500	163,975	21,020	8,578	6,416	2,039	209,528
626	Charlottesville	6,333	146,342	12,268	9,220	1,601	2,932	178,696
627	Danville	8,289	182,447	18,775	2,223	4,464	2,956	219,154
628	Hopewell	2,790	120,159	12,433	4,394	1,697	526	141,999
629	Petersburg	9,418	250,362	27,422	5,151	3,008	878	296,239
630	Staunton	7,040	61,704	8,852	2,207	1,778	709	82,290
631	Suffolk	5,806	76,973	10,277	1,466	189	1,096	95,807
632	Winchester	5,713	114,703	10,894	2,571	2,634	1,840	138,355

[1] Statistics of 1930.

current funds, city school systems, 1931–32—Continued

29,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service		Capital outlay	Grand total expenditures	
			Interest	All other debt service			
9	10	11	12	13	14	15	
	$164		$21,515	$37,000	$7,912	$343,234	588
	162		17,400	11,573		221,088	589
			11,465	54,141	1,443	238,142	590
			32,666	33,064	27,047	308,355	591
			14,871	29,897	2,448	227,655	592
			19,025	386,596		533,420	593
			10,000			138,376	594
	657		56,000			286,000	595
						154,292	596
			47,727	6,000		254,851	597
			22,037	63,862	20,283	193,215	598
			48,879	11,000	78,985	348,234	599
			1,800	9,000		135,488	600
			19,120	18,000	1,100	167,603	601
			22,373	2,780		235,613	602
			1,152	9,412	2,769	159,300	603
			19,279	5,000	3,698	100,965	604
			701	13,500	145	145,207	605
			7,575	100	1,039	119,744	606
			33,737	9,048		179,725	607
			45,249	35,000	3,458	271,993	608
			63,521	10,000		320,012	609
			9,396	17,000	4,750	197,688	610
			9,000	13	885	135,290	611
			29,221	20,078		205,316	612
			19,860			138,144	613
			58,600			351,092	614
			29,418	5,000		134,800	615
					95,264	265,018	616
			21,848	5,800	194	132,660	617
			19,650	50,041	6,852	224,411	618
			32,355	57,159	1,944	262,560	619
			3,202		22,127	229,591	620
			14,526	18,000	5,351	231,311	621
	9,101		5,250			155,064	622
	3,000		24,523		4,697	266,152	623
						189,471	624
				23,273	3,374	236,175	625
		$4,260	31,025	7,846	21,761	243,588	626
			3,681	8,000	20,295	251,130	627
			21,500		250	163,749	628
	2,353	2,629			3,177	304,398	629
		1,045	14,838	5,000	450	103,623	630
			832	2,500	678	99,817	631
		650		139	4,063	143,207	632

TABLE 5.—*Expenses, outlays, and other payments from*

GROUP III—CITIES OF 10,000 TO

	City	Current expenses, full-time day schools						
		General control	Instruction	Operation of plant	Maintenance of plant	Auxiliary agencies and coordinate activities	Fixed charges	Total
	1	2	3	4	5	6	7	8
	WASHINGTON							
633	Aberdeen	$10,154	$241,076	$28,051	$4,764	$6,756	$5,282	$296,083
634	Bremerton	12,356	146,545	26,763	18,004	6,850	----------	210,518
635	Hoquiam	9,369	117,883	15,124	9,046	4,811	----------	156,233
636	Longview	9,838	134,507	24,117	7,399	16,985	----------	192,846
637	Olympia	11,595	184,440	27,825	6,300	6,056	3,198	239,414
638	Port Angeles	6,905	114,110	13,456	6,621	9,444	----------	150,537
639	Vancouver	7,949	205,262	28,374	6,636	5,289	4,666	258,176
640	Walla Walla	8,987	179,136	26,995	4,506	2,845	1,225	223,693
641	Wenatchee	[8] 8,123	228,402	32,408	10,809	[8] 2,174	[8] 3,670	285,586
642	Yakima	12,357	318,063	42,340	5,798	4,038	6,340	388,936
	WEST VIRGINIA							
643	Bluefield	10,950	208,940	24,160	2,040	11,000	2,500	259,590
	Clarksburg							
644	City district	13,476	251,730	48,200	11,744	5,400	3,300	333,850
645	Coal district	3,865	154,236	19,916	300	10,598	1,051	189,966
	Fairmont							
646	Independent district	10,742	217,904	39,292	6,950	11,207	3,440	289,625
647	Union district	6,395	89,449	12,300	600	1,050	1,300	111,094
648	Martinsburg	4,915	138,319	18,338	2,260	650	1,912	166,394
649	Morgantown	11,207	295,112	44,730	8,170	19,866	6,133	385,218
650	Moundsville	6,712	119,864	20,137	2,822	4,431	1,571	155,537
651	Parkersburg	15,200	447,007	50,535	27,000	38,191	8,000	583,933
	WISCONSIN							
652	Appleton	17,162	295,959	50,366	3,093	14,237	6,033	386,850
653	Ashland	6,375	127,624	21,016	2,317	2,487	26	159,845
654	Beloit	11,191	315,502	49,063	10,350	6,046	3,426	395,578
655	Cudahy	8,006	114,447	25,555	3,322	5,374	----------	156,704
656	Eau Claire	8,430	281,899	50,580	13,428	20,747	16,105	391,189
657	Fond du Lac	9,784	339,364	49,348	10,362	10,479	1,094	420,431
658	Janesville	8,220	245,868	39,995	7,563	2,693	2,193	306,532
659	Manitowoc	16,016	280,580	55,618	15,949	5,878	9,990	384,031
660	Marinette	7,680	142,757	21,416	3,588	2,447	7,222	185,110
661	Shorewood (P O, Milwaukee)	17,546	277,789	42,758	24,623	563	2,729	366,008
662	South Milwaukee	7,683	118,127	22,857	7,411	1,563	1,042	158,683
663	Stevens Point	7,544	124,837	18,754	5,847	4,075	1,539	162,596
664	Two Rivers	7,258	100,012	17,199	4,843	2,487	728	132,527
665	Watertown	6,855	93,885	16,380	1,702	956	1,735	121,513
666	Waukesha	10,921	218,728	34,238	8,274	7,966	9,068	289,195
667	Wausau	12,434	263,030	49,876	11,020	5,945	7,698	350,003
668	Wauwatosa	14,986	292,244	42,326	15,350	385	4,540	369,831
	WYOMING							
669	Casper	20,602	469,864	78,212	12,067	54,373	8,474	643,599
670	Cheyenne	11,353	235,233	42,665	5,379	15,502	8,850	318,982

[8] Statistics of 1930.

current funds, city school systems, 1931–32—Continued

29,999 POPULATION—Continued

Part-time and continuation schools	Night schools and Americanization classes	Summer schools	Debt service		Capital outlay	Grand total expenditures	
			Interest	All other debt service			
9	10	11	12	13	14	15	
$1,161	$255		$32,057	$62,600	$35,989	$428,145	633
	2,912		651	11,800	22,514	248,395	634
			12,262	40,250		208,745	635
			22,029	8,000	22,895	245,770	636
			16,783	8,900	12,693	277,790	637
			5,175	11,194	3,879	170,785	638
			9,738	10,000	3,829	281,743	639
			8,230	19,000	1,754	252,677	640
			31,905	57,000	6,890	381,381	641
			25,481	11,400	9,463	435,280	642
			16,200	28,500		304,290	643
			7,080	10,000		350,930	644
			667	13,000	59,654	263,287	645
			44,135	27,000	19,500	380,260	646
			21,000	8,000		140,094	647
			24,376	10,000		200,770	648
	2,025		32,181	13,100	7,308	439,832	649
			13,746	13,000	3,841	186,124	650
			10,200	25,500	5,000	624,633	651
					27,743	414,593	652
	1,706				6,337	167,888	653
			15,025	61,012	5,487	478,002	654
			20,890	45,064	485	223,152	655
			1,304	5,500	37,681	435,674	656
		$328	22,838	47,000	16,283	500,880	657
					16,330	322,862	658
			40,743	56,000	236,082	716,856	659
					3,100	188,210	660
		3,283	72,500	61,000	44,617	547,408	661
11,462	1,836		19,957	30,625	6,394	228,957	662
			5,505	10,000	5,581	183,682	663
27,413	3,065	150	16,973	25,500	14,123	219,751	664
			5,985	11,000	5,306	143,804	665
			21,475	39,000	474	350,144	666
48,588	4,513		18,504	24,000	36,981	482,589	667
		4,060	52,800	72,000	101,496	600,787	668
			42,501	59,750	113,073	858,923	669
	5,844	915	21,625	60,000	8,715	416,081	670

UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES : SECRETARY
OFFICE OF EDUCATION : GEORGE F. ZOOK
COMMISSIONER

STATISTICS OF HIGHER EDUCATION, 1931–32

BEING CHAPTER III OF THE
BIENNIAL SURVEY OF EDUCATION IN THE
UNITED STATES : 1930–1932



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CHAPTER III

STATISTICS OF HIGHER EDUCATION, 1931–32

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PART I. GENERAL FINDINGS AND INTERPRETATIONS

HIGHER EDUCATION AND THE DEPRESSION

Colleges and universities feel the full force of economic depressions later than do business and industry. The close of the year ending June 30, 1932, found business in almost complete stagnation, and unemployment at about its worst. Colleges and universities for the year ending the same time, collected in student fees 6½ million dollars more than they did 2 years earlier. To be sure, this gain in fees was a little more than offset by a decrease of 7½ million dollars in income from endowments. A depression registers its blighting effect upon endowments quickly, while students can draw upon reserves for fees a while longer.

Even the income from public sources held up for the year ending June 30, 1932, to 3 million more than 2 years earlier. Probably this was due in part to the fact that the appropriations were made either during the spring of 1931 or earlier, and it will be recalled that even though the depression had lasted over a year at that time, the people were unwilling to believe that it was to be as severe or as prolonged as it has proved to be. The legislative bodies, eager to maintain first-class colleges and universities, made increased appropriations for maintenance, even though public income was already showing clear signs of dwindling.

(The comparisons in the above two paragraphs are based upon differing numbers of institutions for the 2 years covered, as shown in table 3. The discrepancies thus produced are not serious, however, because the institutions not included in the 1929–30 totals have relatively small items of income.)

This phenomenon of lag which characterizes the entrance of educational institutions into the depression may well forecast a lag, likewise, in emerging from the depression. In fact, the experience of educational institutions in past depressions lends weight to the expectation that the worst years for the colleges will come a year or two after the worst of the depression has passed in business and industry. Indeed there is ample and sorry evidence at this writing that when we

come to tell the story of higher education's finances for the year 1934, the account will show greatly reduced income, the cutting in half of the salaries in many institutions, and inability to pay even the reduced amounts.

THE DUAL SYSTEM OF CONTROL OF HIGHER EDUCATION

The drop in income from endowment at the same time that student fees and income from public sources increases, reminds us that higher education is maintained in this country under a dual system of control. Let us examine a few figures bearing upon this dual control.

If the junior colleges and the teachers colleges and normal schools are omitted from the computations, we find that 140 publicly controlled and 671 privately controlled colleges and universities submitted financial reports, and 134 publicly controlled and 695 privately controlled institutions submitted enrollment and faculty reports. Disregarding these discrepancies in the numbers of institutions reporting we get the following picture of the two parts of our dual system. The number of institutions is about 5 to 1 in favor of the privately controlled institutions. In the regular session, the publicly controlled institutions enrolled 366,000 and the privately controlled 538,000 students, a ratio of almost exactly 2 to 3. The publicly controlled institutions provide for 40 percent of the students and the privately controlled ones, 60 percent.

Turning to the income figures we find that the publicly controlled institutions received 123 million from public sources. The privately controlled ones received 57 million from endowment sources. Of course, not all the public funds are used for instruction purposes. Neither is all the endowment income so used. Nevertheless, this is a wide difference which must be made up largely by higher student fees in the privately controlled institutions.

This question of student fees for the support of higher education is naturally made more acute by the depression. Students and parents have insufficient funds to meet high tuition rates. They offer notes in lieu of currency for their fees. Institutions therefore suffer from greatly reduced income, and their very existence seems jeopardized in many cases. The privately controlled institutions received 109 million dollars from student fees in 1931–32, and the publicly controlled ones received 28 million. This is a ratio of nearly 4 to 1. This is the way the difference is largely made up between public support of publicly controlled institutions and endowment support of privately controlled ones. Of course certain other figures are necessary if the entire income is to be considered, but these are not essential for our purpose here.

By comparing the foregoing figures with figures for 10 years ago, some significant trends can be discerned. (Here as in the foregoing

NUMBER OF STUDENTS IN RELATION TO TOTAL POPULATION

One hears the comment often these days that there are too many young people going to college. There is of course no way to determine how many should go to college, but it may be useful to point out certain facts that bear upon it.

The total enrollment of resident students during the regular 9-months session in all the 1,460 institutions reporting was 1,154,117. This number is just about half as large as the number of young people 18 years old in this country. In other words, if all the 18-year-old youth were to enter college, they alone would fill all the colleges twice over. On the average, only about one-tenth of the young people of college age are in college.

Is this too many?

Comparisons are frequently made with university enrollments in Europe. Such comparisons are usually very misleading. Students in most European countries have completed the equivalent of our freshman college year—and in many cases the sophomore year also—before entering the universities. Furthermore, European figures do not usually include students in normal schools and technological institutions. When comparisons are made with enrollments in the classes above the sophomore, and omitting normal schools, our proportion of students while still nearly twice that of Europe, is not so fantastic as usually reported.

Liberally estimated, the number of students above sophomore year in degree-granting institutions in this country (calculated at 45 percent of the total) is 450,000. This means about 1 student for each 275 of the total population. Comparable figures for certain European countries are:[1] Germany, 504; Sweden, 563; France, 574; Norway, 583; Holland, 672; Italy, 867.

But should this differential be interpreted as meaning that we are educating too many? Our curricula and those of Europe are organized so differently that only very general comparisons can be made. Certain it is, however, that we have many more engineering students and business administration students than have European universities. Perhaps our social life calls for more. In proportion to population we have more automobiles, more heavy farm machinery, more mechanical equipment in our homes, more people engaged in complicated business organizations, etc. In short, our needs for professionally trained engineers and business men are probably much greater than are the similar needs in most European countries.

Probably other professions would exhibit similar differences if they were analyzed. At any rate, the need for trained men and women bears a direct relationship to the social life of the people, and it is

[1] Numbers of students taken from: Rapport de la Conference D'Experts sur le surpeuplement des Universites, Geneva, August 1933, p. 24. Population figures taken from World Almanac, 1934.

unsafe to assume that the correct ratio of college and university students to total population in one country is the correct ratio in another. The real criterion is not to be found in comparisons with other countries. The above figures are given mostly to refute the oft-repeated assertions that we have five times as many students in college as have European countries.

Statistics may be used to shed light upon many educational questions only three of which have been briefly discussed above. In the interest of the busy reader it is advantageous also to draw out of statistical tables certain important figures, to make comparisons between related items, and to reveal trends. The following pages have been prepared for that purpose.

First a word about the data themselves.

ASSEMBLING OF THE DATA

Statistics of higher education have been collected and published by the Office of Education since 1870. These reports, originally on an annual basis, have been published biennially beginning with 1918. Earlier reports attempted segregation of institutions by type of curricular offering, with the result that an occasional institution was carried on more than one list and a grand total exclusive of duplications was almost impossible. In later years these various lists have been merged one by one with the general list, although up to 1930 separate textual discussions of various types of colleges continued to appear in publications of this Office.

In the present report, for the first time, statistics of all institutions of higher education, including junior colleges, are here summarized in one publication. This includes material previously carried in three separate chapters: (1) On universities, colleges, and professional schools; (2) on teachers colleges and normal schools; and (3) on land-grant colleges and universities. A unified statistical view of the higher educational situation in the United States is thus afforded.

A total of 1,460 institutions are reported, including universities, colleges, professional schools of various types including teachers colleges and normal schools, and junior colleges offering at least 2 years of work above the secondary level and enrolling at least 50 college students. The figures presented were obtained by means of printed questionnaires, copies of which were sent to every institution of college grade in continental United States of whose existence the Office of Education had information. Approximately 20 percent of the institutions were visited by representatives of the Office, who assisted in making the returns. Questionnaires were also sent to and replies received from institutions of college grade in the outlying parts of the United States, but these institutions are not included in the general summaries.

DISTRIBUTION OF INSTITUTIONS

The number of institutions of various types in the different States is shown in the accompanying table A.

TABLE A.—NUMBER OF INSTITUTIONS REPORTING PERSONNEL DATA

State	Universities, colleges, and professional schools				Teacher-training institutions				Total
	Publicly controlled		Privately controlled		Publicly controlled		Privately controlled		
	4-year	Junior	4-year	Junior	Teachers colleges	Normal schools	Teachers colleges	Normal schools	
1	2	3	4	5	6	7	8	9	10
Alabama	3	1	7	1	5	1	1		19
Arizona	1	1		1	2				5
Arkansas	2	7	7	4	2				22
California	1	34	36	9	7			1	88
Colorado	3	2	7	3	3				18
Connecticut	2		8	3		5	1	2	21
Delaware	1	1							2
District of Columbia	1		11			2		1	15
Florida	3	1	4	2					10
Georgia	7	2	21	1	3	2			36
Idaho	2		3	1		2			8
Illinois	1	6	41	11	5	2	2	3	71
Indiana	2		22	3	2		2		31
Iowa	2	21	24	9	1				57
Kansas	3	10	16	7	3				39
Kentucky	4		15	11	4	2			36
Louisiana	4	1	6	1	1	1			14
Maine	1		4		1	6			12
Maryland	2	1	14	2		5			24
Massachusetts	2		28	3	7	4		5	49
Michigan	6	7	15	2	4	20			54
Minnesota	1	7	20	2	6			2	38
Mississippi	4	7	9	7	2				29
Missouri	2	8	25	16	8			1	60
Montana	3	1	2		1	1			8
Nebraska	2	2	11	2	4			2	23
Nevada	1								1
New Hampshire	1		2	1	2	1			7
New Jersey	1		14	1	2	4	1		23
New Mexico	3	1			2				6
New York	5		60	3	5	10	1	6	90
North Carolina	5	1	19	15	4	3	1		48
North Dakota	2	2	1		5				10
Ohio	6		45	3	2	1		1	58
Oklahoma	5	10	6	2	6				29
Oregon	2		9	2		3		2	18
Pennsylvania	1		64	3	13	4		1	86
Rhode Island	1		2		1				4
South Carolina	7		13	1					21
South Dakota	3		5	3	1	3			15
Tennessee	3		20	9	3	1	1		37
Texas	8	20	29	22	7				86
Utah	2	1	1	5					9
Vermont	1		3			2			6
Virginia	6		17	7	4	2			36
Washington	2	3	8	2		3		1	19
West Virginia	2	1	6	1	7				17
Wisconsin	1		15	2	10	16			44
Wyoming	1								1
United States	134	159	695	183	145	106	10	28	1,460
1929–30	117	129	684	148	134	139	6	52	1,409

Here it will be noted that 6 States report 60 or more institutions each, while at the other end of the scale 13 States report not more than 10 institutions each.

The total of 1,460 institutions carried in 1931–32 is 51 more than the number reporting for 1929–30. This increase is due in part to an increase in the number of institutions supplying data requested by the Office of Education. It is also due partially to the opening of new schools, principally those of the junior college type.

The very noticeable decrease in teachers colleges and normal schools is due to two factors: (1) The actual closing of a number of normal schools, and (2) the transfer of several institutions from the list of teachers colleges and normal schools to that of universities, colleges, and professional schools.

Worthy of special comment is the increase in number of junior colleges reporting. In 1930 reports were received from 129 publicly controlled and 148 privately controlled institutions of this type, a total of 277 institutions. In 1932 reports were received from 157 publicly controlled and 183 privately controlled, or a total of 340 junior colleges. The increase from 1930 to 1932 is 63.

There were in 1932 but 5 States (in addition to the District of Columbia) from which no junior college reports were received: Maine, Nevada, Rhode Island, Vermont, and Wyoming.

DISTRIBUTION OF PROFESSIONAL SCHOOLS

Many of the 1,460 institutions reporting maintain professional schools or departments as a part of their organization. Considering each of these as well as the separate independent schools, there were in 1932 a total of 1,350 professional schools. The distribution of these professional schools is shown in the accompanying table B. Professional courses in colleges of liberal arts are not included in this tabulation.

TABLE B.—DISTRIBUTION OF 1,350 DEGREE-GRANTING PROFESSIONAL SCHOOLS, 1931–32

State or outlying part	Agriculture	Architecture	Commerce and business	Dentistry	Education [1]	Engineering	Fine arts	Forestry	Home economics	Journalism	Law	Library science	Medicine	Music	Nursing	Osteopathy	Pharmacy	Theology	Veterinary medicine	Other [1]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Continental United States	52	34	88	39	251	135	24	19	52	14	137	14	76	54	36	4	62	133	11	115
Alabama	1	1	1	.....	8	2	1	.....	2	.....	2	.....	1	.....	.....	.....	1	1	1	.....
Arizona	1	.....	.....	.....	3	1	.....	.....	1	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....
Arkansas	2	.....	1	.....	4	1	.....	.....	1	.....	1	.....	1	.....	.....	.....	.....	.....	.....	.....
California	1	2	6	3	10	5	.....	.....	.....	.....	11	1	4	1	2	.....	2	8	.....	4
Colorado	1	.....	2	1	3	5	1	2	1	.....	3	1	1	1	1	.....	1	2	1	2
Connecticut	.....	1	.....	.....	1	1	1	1	.....	.....	1	.....	1	1	1	.....	1	3	.....	3
Delaware	1	.....	.....	.....	1	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
District of Columbia	.....	1	1	2	1	2	.....	.....	.....	.....	7	.....	3	.....	1	.....	2	2	.....	1
Florida	1	2	1	.....	3	1	.....	.....	1	1	3	.....	.....	1	.....	.....	1	.....	.....	.....
Georgia	1	1	3	1	5	2	.....	1	2	1	4	1	2	.....	1	.....	1	3	1	5
Idaho	1	.....	1	.....	1	2	.....	1	.....	.....	1	.....	.....	.....	.....	.....	1	.....	.....	2
Illinois	1	2	4	3	9	4	1	.....	1	2	8	2	4	3	2	.....	1	12	.....	2
Indiana	1	.....	2	1	7	4	.....	1	1	.....	5	.....	1	3	1	.....	3	2	.....	3
Iowa	1	.....	1	1	3	2	.....	1	1	1	2	.....	1	.....	1	1	2	3	1	2
Kansas	1	1	2	.....	5	2	3	.....	1	.....	2	.....	1	4	1	.....	1	3	1	8
Kentucky	1	.....	1	1	5	2	.....	.....	1	.....	4	.....	1	.....	.....	.....	1	4	.....	.....
Louisiana	2	1	2	1	4	3	.....	1	2	1	3	1	2	1	.....	.....	2	.....	.....	2
Maine	1	.....	.....	.....	2	1	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1
Maryland	1	.....	1	1	2	2	.....	.....	1	.....	1	.....	2	.....	1	.....	1	1	.....	2
Massachusetts	.....	2	3	2	9	6	.....	.....	.....	.....	6	.....	3	1	.....	1	1	9	.....	9
Michigan	1	1	3	1	7	6	.....	2	2	1	4	.....	2	2	2	.....	3	3	1	2
Minnesota	1	1	2	1	7	1	.....	1	1	.....	4	.....	1	.....	1	.....	1	5	.....	3
Mississippi	.....	.....	1	.....	2	2	.....	.....	.....	.....	1	.....	1	.....	.....	.....	1	.....	.....	.....
Missouri	1	2	2	3	9	2	1	.....	1	1	6	.....	3	3	3	2	2	4	.....	3
Montana	.....	.....	1	.....	2	1	.....	1	.....	1	1	.....	.....	1	.....	.....	1	.....	.....	1
Nebraska	1	1	2	2	6	1	2	.....	1	.....	2	.....	2	2	1	.....	2	2	.....	1
Nevada	1	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	1	.....	2	.....	2	2	.....	1	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
New Jersey	1	.....	.....	.....	4	4	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	1	4	.....	2
New Mexico	1	.....	1	.....	3	3	.....	.....	1	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	.....

New York	2	5	9	3	14	12	3	1	2	2	10	2	9	4	2		6	14	1	12
North Carolina	2	1	1		6	2	1	1			3	1	3		1		1	2		4
North Dakota	1	1	1		7	2			1		1		1				1			2
Ohio	2	4	7	2	13	7	2		4		8	1	3	7	3		4	10	1	5
Oklahoma	1	1	2		10	3	3		1		1		1	4	1		1	1		1
Oregon	1		2	1	2	1		1	1	1	3		1	1			1			5
Pennsylvania	1	2	9	3	20	9	1	1	4		5	2	6	3	3		4	15	1	12
Rhode Island	1		1		1	1			1								1			
South Carolina	1		1		1	2				1	2		1	1	1		2	1		2
South Dakota	1		1		2	3	1		1		1		1	1			1			1
Tennessee	2		1	2	6	2			2		4		3		3		2	2		3
Texas	2	1	1	2	9	6			1		5		2	2	2		1	4	1	2
Utah	1		3		3	2	1		1		1		1							1
Vermont	1					2			1				1							
Virginia	2		2	1	7	3			2		3		2		1		1	4		3
Washington	1				2	2	2	1	1		2	1		2			2	3	1	2
West Virginia	1				8	1			1		1		1	1			1			1
Wisconsin	1		1	1	11	2			1	1	2	1	2	2				5		1
Wyoming	1				1	1			1		1									
Outlying parts of the United States																				
Alaska						1														
Hawaii	1				1	1			1											1
Puerto Rico	1		1		1	1			1		1						1			

[1] Includes teachers colleges but not normal schools.

[2] Detail given in table 2.

LIMITATIONS OF THE DATA

There are two limitations of the data here presented. First, the authorities of certain institutions furnish only incomplete data; second, there is some lack of uniformity in the interpretations placed by different schools on the items contained in the questionnaires.

For the completeness and accuracy of the data here presented the Office of Education depends almost wholly on the voluntary cooperation of the authorities of the various institutions of higher education over the country. Of the 1,460 institutions, only the land-grant colleges and universities are under any legal obligation to report to this Office.

STEPS TOWARD STANDARD REPORTS

In the field of higher educational finance, while there is not yet complete agreement as to the meaning or relative importance of the items on which information should be collected, great strides have been made in that direction in recent years. Probably the greatest single contribution in this field is that made by the National Committee on Standard Reports for Institutions of Higher Education. The recommendations of this committee have been adopted in general by some of the regional accrediting agencies and denominational boards of higher education. There is an ever-widening acceptance of its major recommendations among institutions over the country. The methods suggested by it have been followed in principle by this Office and form the basis of the financial data here presented.

A study which is closely related to the work of the national committee was made by Aziere.[2] This study deals with some of the difficulties encountered in attempting to standardize financial procedure in institutions sponsored by the Roman Catholic Church and suggests certain basic principles and accounting procedure looking toward comparability between Catholic and non-Catholic institutions. Attention is given in it to the financial evaluation of non-salaried service, joint use of properties by two or more corporate units, and classification of accounts in general.

COMPARATIVE SUMMARY, FACULTY, STUDENTS, AND DEGREES, 1900–32

Table 1, page 25 gives an historical summary of certain items relating to staff, students, degrees, and other items of general interest for institutions of higher education from 1899–1900 to 1931–32.

Part 1 of this table is a continuation of the summary table which formerly introduced the statistics of universities, colleges, and professional schools.

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[2] Aziere, Charles. Accounting for Catholic Institutions of Higher Education. National Benedictine Educational Association Bulletin, 16: 29–57, December 1933.

Part 2 continues the summary hitherto carried in the chapter on teachers colleges and normal schools.

Because of the changes in the forms used for collecting data in 1931–32 from those formerly used, the trends which appear must be interpreted with caution. Because of these differences, the data carried in the two parts of this table should be studied in connection with those presented in table 2 (staff, students, and degrees, 1931–32).

FACULTY, STUDENTS, AND DEGREES, SUMMARY, 1931–32

Table 2, page 28, gives a general summary of staff, resident students of college grade, and degrees conferred, at institutions of higher education during the year 1931–32. The institutions are also classified according to type of control, curricular offering, and whether they grant degrees or not.

From this general summary table a few observations of special interest may be made.

FACULTY OR TEACHING STAFF

The 1,460 institutions in the country required the equivalent of more than 100,000 full-time staff members, including administrative officers, teachers, extension and research workers, and other professional employees, but not including clerical or custodial employees.

Comparison should not be attempted between this figure and any figure for previous years for the reason that 1931–32 was the first year for which information concerning full-time equivalence was collected.

A percentage analysis, by sex, of the staff members of the different types of institutions follows:

TABLE C.—PERCENTAGE ANALYSIS OF TEACHING STAFF, 1931–32, BY TYPE OF SCHOOL AND BY SEX

Item	Universities, colleges, and professional schools			Teachers colleges and normal schools			All institutions reporting		
	Public	Private	All	Public	Private	All	Public	Private	All
1	2	3	4	5	6	7	8	9	10
Degree-granting:									
Men	32.0	45.2	77.2	40.7	2.5	43.2	32.9	41.0	73.9
Women	9.8	3.10	22.8	54.6	2.2	56.8	14.2	11.9	26.1
Total	41.8	58.2	100.0 (82,749)	95.3	4.7	100.0 (9,065)	47.1	52.9	100.0 (91,814)
Non-degree-granting:									
Men	27.9	22.8	50.7	19.8	8.9	28.7	25.6	17.4	43.0
Women	20.2	29.1	49.3	65.1	11.2	76.3	33.0	24.0	57.0
Total	48.1	51.9	100.0 (6,435)	84.9	15.1	100.0 (2,540)	58.6	41.4	100.0 (8,975)
All institutions:									
Men	31.7	43.6	75.3	36.1	2.8	38.9	32.2	38.9	71.1
Women	10.5	14.2	24.7	56.9	4.2	61.1	15.9	13.0	28.9
Total	42.2	57.8	100.0 (89,184)	93.0	7.0	100.0 (11,605)	48.1	51.9	100.0 (100,789)

Resident instruction as distinguished from extension instruction and research claimed the services of 65,828 men and 24,247 women, or 90,075 persons in all, in 1931–32. (These figures are not reduced to a full-time basis.) These included 79,314 persons thus employed in the university, college, and professional school group and 10,761 in the teacher-training school group. Of the total number reported, 88,172 were in work of collegiate grade and 2,957 in secondary instruction; 1,054 instructors (all but 7 of whom were in the university, college, and professional school group) divided their time between secondary and collegiate work and are listed in both categories.

The following tabulation shows the increase in total number since 1921–22.

TABLE D.—RESIDENT INSTRUCTIONAL STAFF (ABOVE SECONDARY GRADE), 1921–22 TO 1931–32

Year	Number	Increase over previous report		Year	Number	Increase over previous report	
		Number	Percent			Number	Percent
1	2	3	4	1	2	3	4
1921–22	56,486			1927–28	76,080	5,406	7 6
1923–24	63,999	7,513	11 5	1929–30	82,386	6,306	8. 3
1925–26	70,674	6,675	10 4	1931–32	88,172	5,786	7 0

The following items relating to staff engaged in special work are presented for the first time in National and State summaries. The significance of these services is suggested by the national totals: Summer session 1931, 26,139; correspondence work, 3,896; extension class and course instruction, 5,105; agricultural and home economics extension, 2,032; county, home, and club agents, 4,046; agricultural and experiment station staff, 2,924; other research workers, 1,449. (See table 7, p. 59.)

STUDENTS

Institutions of higher education enrolled a total of more than 1,100,000 resident students of above secondary grade during the regular session from September 1931, to June 1932, and more than 414,000 for the summer session of 1931.

More than 530,000 were listed as undergraduates in arts and sciences and more than 42,000 as graduates in arts and sciences. Professional schools enrolled nearly half a million undergraduates and more than 35,000 graduates.

The total enrollment has increased continuously. The rate of increase is shown in the following tabulation:

TABLE E.—RESIDENT COLLEGE ENROLLMENTS IN ALL INSTITUTIONS OF HIGHER EDUCATION, 1919–20 TO 1931–32, SUMMER SESSIONS EXCLUDED

Year	Enrollment	Percent of increase in 2 years	Year	Enrollment	Percent of increase in 2 years
1919–20	597,857		1927–28	1,053,955	14.9
1921–22	681,076	13.9	1929–30	1,100,737	4.4
1923–24	823,063	20.8	1931–32	1,154,117	4.9
1925–26	917,462	11.5			

Four of every seven resident college students are men. The percentage of men goes higher in the university, college, and professional school group, reaching its maximum of 63.1 percent in the degree-granting institutions of this type. Among the teacher-training institutions the reverse is true, women outnumbering men 2 to 1 in teachers colleges and nearly 5 to 1 in normal schools.

These and similar facts may be noted in the accompanying percentage analysis, of resident college students, by sex.

TABLE F.—PERCENTAGE ANALYSIS OF RESIDENT COLLEGE STUDENTS, BY TYPE AND CONTROL OF INSTITUTION AND BY SEX, 1931–32

Item	Universities, colleges, and professional schools			Teachers colleges and normal schools			All institutions reporting		
	Public	Private	All	Public	Private	All	Public	Private	All
1	2	3	4	5	6	7	8	9	10
Degree-granting:									
Men	25.4	37.7	63.1	32.2	1.0	33.2	26.3	32.9	59.2
Women	15.1	21.8	36.9	64.7	2.1	66.8	21.7	19.1	40.8
Total	40.5	59.5	100.0 (904,694)	96.9	3.1	100.0 (138,254)	48.0	52.0	100.0 (1,042,948)
Non-degree-granting:									
Men	39.5	14.1	53.6	15.6	1.4	17.0	33.9	11.1	45.0
Women	29.7	16.7	46.4	72.4	10.6	83.0	39.8	15.2	55.0
Total	69.2	30.8	100.0 (85,063)	88.0	12.0	100.0 (26,106)	73.7	26.3	100.0 (111,169)
All institutions:									
Men	26.6	35.7	62.3	29.6	1.0	30.6	27.0	30.8	57.8
Women	16.4	21.3	37.7	65.9	3.5	69.4	23.4	18.8	42.2
Total	43.0	57.0	100.0 (989,757)	95.5	4.5	100.0 (164,360)	50.4	49.6	100.0 (1,154,117)

The enrollment figures so far given do not include the following students of less than college grade enrolled at institutions of collegiate rank in 1931–32: 20,891 men and 16,087 women in elementary and secondary grades; 14,581 men and 5,692 women in correspondence courses; and 86,430 men and 68,218 women in extension courses.

DEGREES

The baccalaureate or the first degree in professional work was conferred on more than 136,000 persons during the year under review; the master's (or an advanced degree in engineering) was conferred on more than 19,000; and 2,900 persons were admitted to the doctorate *in cursu*.

Tables 10 and 13 show 14,671 students in colleges of agriculture, with degrees conferred on 2,748. This compares with 2,333 degrees in agriculture conferred in 1930. Neither of these figures, however, includes graduates in arts and sciences with specialization in agriculture. The number of such persons in 1932 was 288; no data on this point were collected for 1929–30.

In professional schools of commerce and business there were enrolled 64,274 students, 7,293 degrees being awarded. The number of degrees conferred in this field in 1930 was 6,741, including 528 degrees of M.B.A. In 1932, in addition to the above, the number of degrees in arts and sciences with major in commerce and business was 3,417.

In dentistry 8,519 students were enrolled, 2,084 degrees being conferred, not including 166 granted to persons in predental courses in arts and sciences.

In engineering, 77,041 students and 12,004 degrees are reported.

The number of students and degrees in professional schools of home economics, law, medicine, nursing, pharmacy, theology, and other fields are shown in the tables. The number of graduates in arts and sciences with specialization in such of these fields as were reported are shown in table 10.

The total number of honorary degrees reported in 1931–32 was 1,167. In 1929–30 it was 1,347; in 1927–28 it was 1,245; and in 1925–26 it was 1,214. These figures cover only the university, college, and professional school group, as data on this point have not been collected from teachers colleges.

All but 146 of the honorary degrees conferred in 1931–32 were reported by institutions under private control.

As usual, the doctorate was in 1931–32 by far the most popular honorary degree, 1,062, or 91 percent of the total, being of this grade. Twenty-five different types of doctorate were conferred, but, as usual, the 4 most popular degrees were the LL.D., the D.D., the Sc.D., and the Litt.D., this order of popularity being the same for both 1929–30 and 1931–32.

Thirteen varieties of honorary master's degrees were conferred on 93 persons, the most popular degrees being the A.M. (56 persons) and the M.S. (18 persons). These were also the most popular master's degrees in 1929–30.

Nine persons received other honorary degrees in 1931–32—5 the M.E., 2 the C.E., and 1 each the E.E. and the Ph.C.

FINANCES, GENERAL SUMMARY

Table 3, page 31, summarizes the receipts, expenditures, and value of property of the 1,460 institutions of higher education reporting for the year under review. This table is drawn up with special reference to the two groups of schools carried in previous reports; divisions are also made according to type of control and level of work done. The grand total of all institutions reporting is given in the last section of the table.

The table also presents a comparison between 1929–30 and 1931–32 for such of the financial details as are fairly comparable. Caution must be exercised in interpreting these comparisons, however, because the forms for collecting data were changed in certain particulars for 1931–32 from what was used 2 years earlier. There is, for example, no figure in the 1929–30 report to compare with the 1931–32 item of $5,238,649 unitemized educational and general expenditures, neither is there in the 1931–32 set-up any item to compare with that of $151,094,497 identified in 1929–30 as "other items, including unitemized totals."

Educational and general receipts for all institutions totaled $451,996,833; receipts from auxiliary enterprises and activities, $103,268,891; receipts for other noneducational purposes, $10,997,781; those to be applied directly to extension of the physical plant, $56,256,818; and those for additions to the permanent funds $47,676,822.

Educational and general expenditures for all institutions reporting totaled $420,632,553. Expenditures for auxiliary enterprises and activities totaled $90,897,297, those for other noneducational purposes of a current character amounted to $24,993,022, and capital outlays totaled $98,388,697. This gives a grand total of $634,911,569, which represents an increase of $2,662,783, or 0.4 percent, over the corresponding total of $632,248,786 for 1929–30. Let it be recalled that 46 more schools reported expenditures for 1931–32 than for 1929–30.

The total number of bound volumes in libraries of the various institutions in the country increased from 48,461,498 in 1930 to 52,919,063 in 1932. This is an increase of 4,457,565, or 9.2 percent.

The total value of all property held in 1932, including buildings, grounds, improvements, funds, and other assets, was $3,824,982,967, which is an increase of $387,865,050, or 11.3 percent, over the 1930 total. Details of this increase are shown in the following tabulation.

TABLE G.—VALUE OF PROPERTY HELD, ALL INSTITUTIONS, 1930 AND 1932

Item	1930	1932	Percent of increase
1	2	3	4
Campuses, farms, buildings, and improvements	$1,654,174,028	$1,858,794,718	12.4
Equipment	270,921,232	348,499,859	28.7
Total physical property	1,925,095,260	2,207,294,577	14.7
Endowment (including student aid funds)	1,372,068,474	1,463,407,130	6.7
Other assets	139,945,183	154,281,260	10.2
Grand total	3,437,117,917	3,824,982,967	11.3

In table 4, page 40, are presented percentage analyses of educational and general receipts, educational and general expenditures (so far as itemized), and property held by institutions of higher education. The analyses of expenditures and property are drawn up in two forms each so as to facilitate comparison between schools of different types of organization or control.

EDUCATIONAL AND GENERAL FUNDS

Receipts.—Total receipts for educational and general purposes were $451,996,833. Of this amount $409,217,928 went to universities, colleges, and professional schools and $42,778,905 to teachers colleges and normal schools. Degree-granting universities, colleges, and professional schools received $391,485,575, teachers colleges $34,915,216, junior colleges $17,732,353, and normal schools $7,863,689. The total of educational and general receipts at publicly controlled institutions of all types was $220,015,154; at all privately controlled institutions it was $231,981,679. There is no figure in the 1929–30 reports which may be compared with the 1931–32 total here given; the total of $483,065,219 for the earlier year includes more than 70 million dollars classified as miscellaneous receipts and probably includes some items which are itemized in the 1931–32 reports.

Student fees, including matriculation, tuition, laboratory, library, and incidental fees for directly educational purposes, and including those collected from both resident and nonresident students, totaled $150,649,047. This is 4.5 percent greater than the corresponding receipts in 1929–30 and may be compared with the increase of 4.9 percent in resident college student enrollment already noted.

Student fees comprised one-third of the total educational and general receipts of all institutions. As might be expected, they ran much higher in privately controlled schools than in those under public control. The greatest extremes are to be found in the normal schools, where the percent among publicly controlled institutions is 4.4 and that among institutions under private control is 71.6.

Income from endowment amounted to $60,902,567, which apparently represents a decrease of $7,702,380, or 11.2 percent, from the amount reported for 1929–30. The earlier figure, however, included yield of student aid and annuity funds, which in 1931–32 were included under the heading "Other noneducational receipts." Endowment income accounted for 13.5 percent of the total educational and general receipts of all institutions reporting. As might be expected, it ran highest among privately controlled institutions, reaching 26 percent of the total among degree-granting privately controlled universities, colleges, and professional schools. It reached its lowest point among the publicly controlled teachers colleges, dropping to 0.1 percent; it amounted to only 1.1 percent of the total for all publicly controlled institutions above secondary grade.

Receipts from public sources for current expenses totaled $174,663,239, which is approximately three-eighths of the total educational and general receipts and exceeds the 1929–30 report for this item by $3,157,843, or 1.8 percent.

Receipts of this character ran highest among institutions under public control. It is noteworthy that they reached 4 percent of the total among privately controlled institutions in 1931–32, when they amounted to $9,197,526 and exceeded by $865,233, or 10.4 percent, the amount reported in 1929–30. Contributions of this character frequently do not take the form of unconditional subsidies; they are often to be viewed in the light of payment for services rendered, such as tuitions held at the disposal of public authorities, etc. In one institution, for example, the public grant is small and is conditioned on the opening of the college library to the residents of the local community.

Private gifts for current expenses amounted to $29,947,529, of which $27,064,506, or more than 90 percent, was reported by institutions under private control. This item amounted to 1.3 percent of the total educational and general receipts of publicly controlled institutions; among those under private control it came to 11.7 percent; and among all institutions reporting it was 6.6 percent. It exceeded the 1929–30 figure of $26,172,312 by $3,775,217, or 14.4 percent.

This increase, however, is more than offset by the inclusion in 1931–32 of more than 5 million dollars' worth of donated service, an item not previously carried in reports of this Office. The greater part of this item is, of course, reported by institutions under private control. The contributed administrative, teaching, and other service of the various religious bodies has long been recognized as an important factor in some institutions. It is also interesting to note that some publicly controlled institutions recognize this form of contribution and report nearly a quarter of a million dollars' valuation for it.

Doctors and dentists serving as faculty members without pay are illustrations of this practice.

Details of the number of schools reporting this item and the amounts reported by them appear in the accompanying table:

TABLE H.—ESTIMATED VALUE OF NONSALARIED PERSONAL SERVICE RENDERED, 1931–32

Item	Publicly controlled institutions		Privately controlled institutions		All institutions reporting	
	Number	Amount	Number	Amount	Number	Amount
1	2	3	4	5	6	7
A. Universities, colleges, and professional schools						
1. Degree-granting	4	$235,750	104	$4,466,362	108	$4,702,132
2 Junior colleges	2	5,800	26	319,323	28	325,123
Total	6	241,550	130	4,785,705	136	5,027,255
B. Teachers colleges and normal schools						
1 Teachers colleges	1	1,800			1	1,800
2. Normal schools			4	73,850	4	73,850
Total	1	1,800	4	73,850	5	75,650
C All institutions reporting:						
1. Degree-granting	5	237,550	104	4,466,382	109	4,703,932
2 Non-degree-granting	2	5,800	30	393,173	32	398,973
Total	7	243,350	134	4,859,555	141	5,102,905

Sales and services of educational departments, including hospital service and charges therefor, sales of products of farms operated primarily for instructional or research purposes, library fines, registrars' fees for transcripts of credits, collections of employment bureaus, charges for chemical or other analyses made by university staff or students for outside persons, and the like amounted to $21,008,513, or 4.7 percent of the total educational and general receipts.

Other receipts, such as interest on current funds (daily balances, etc.), rentals of property not held as part of the university dormitory system or through the endowment fund (such as rentals of college auditoriums or gymnasiums for noncollegiate meetings of one sort or another, rental of houses occupying sites planned for future buildings, etc.), money borrowed for current expenses, and other items not easily susceptible of classification, accounted for $14,825,938, or 3.3 percent of the total.

Comparison may now be made between publicly and privately controlled institutions with respect to sources of current educational and general income. Among the publicly controlled institutions as a whole public appropriations and tax levies account for 75.2 percent, student fees for 15.7 percent, and sales and services of educational

departments for 5.5 percent. Current private benefactions (private gifts for current expenses) and earnings of former benefactions (income from endowment) together yield less than one-fortieth of the total.

Among the privately controlled institutions the three most important sources of income are student fees, 50.1 percent; income from endowment, 25.2 percent; and private gifts for current expenses, 11.7 percent, the three coming to 87 percent, or approximately seven-eighths of the total.

Expenditures.—Educational and general expenditures for all the 1,357 institutions reporting totaled $420,632,553, of which $380,568,284 was expended by universities, colleges, and professional schools and $40,064,269 by teachers colleges and normal schools. Of the total amount $205,863,802, or 48.9 percent, was expended by the 500 institutions under public control and $214,768,751, or 51.9 percent, by the 857 under private control.

Of the total amount of expenditures just mentioned, $415,393,904 was itemized by function, the account headings being quite similar to those used in the 1929–30 report. Since the set-up for the earlier year did not include expenditures for extension among educational and general expenditures, but that for 1931–32 did include it, the percentage analysis of these expenditures for 1931–32 cannot be compared with a similar percentage analysis for 1929–30.

In reporting to this Office, the institutions were asked to prorate salaries and other items for employees whose time was divided among two or more functions. Provision was also made for estimating the value of nonsalaried personal service. In this way a more complete and reliable picture is provided than in former biennial reports.

Administration and general control cost $47,231,796, representing 11.4 percent of the total itemized educational and general expenditures.

Beginning with 1931–32 the resident instruction account is divided into two parts: (1) Colleges, schools, and departments, and (2) related activities. The first part includes salaries of professors, instructors, and other persons charged with direct instruction on the campus, as well as other expenses connected with direct classroom, laboratory, or seminar instruction. The second part includes expenses of conducting activities which are aids to instruction and research, but which render service also to the general public. Examples of this are hospitals operated in connection with medical schools, dental or legal clinics, agricultural school creameries, university museums, etc.

The item of colleges, schools, and departments entailed an expenditure of $232,645,009, or 56 percent of the educational and general total. That of related activities came to $21,297,061, or 5.1 percent of the total. If the two are added together and considered as instruction cost, the total is $253,942,070, or 61.1 percent of the total.

Organized research expenditures amounted to $21,977,741, or 5.3 percent of the total. A little more than two-thirds of this expenditure is reported by the institutions under public control, where a large amount of research is carried on in agricultural experiment stations.

The cost of conducting the libraries was $11,379,044, which includes salaries of library staff, and current expenditures of various sorts, except that new books and other permanent equipment for libraries are not included unless these articles are considered replacements.

This item is greater by $1,757,486, or 18.3 percent, than the corresponding item for 1929–30, when $9,621,558 was reported. In 1931–32 it came to 2.7 percent of the total of all educational and general expenditures. Libraries claimed a larger share of the total expenditures in privately controlled than in publicly controlled institutions.

Operation and maintenance of the physical plant cost $56,796,812, which was 13.7 percent of the total of all educational and general expenditures. This was a decrease of $3,625,370, or 6 percent, from the 1929–30 report.

Extension cost $24,066,441, or 5.8 percent of the itemized total. Since this includes not only general extension and correspondence instruction, but also agriculture and home economics extension work, which is an important item in the publicly controlled institutions, it runs to a much higher percent of the total among publicly controlled degree-granting institutions than elsewhere. Here it reaches 12.8 percent, or a little more than one-eighth of the itemized total. Among privately controlled degree-granting institutions it reaches 1.7 percent and among publicly controlled teachers colleges it comes to 1.6 percent.

AUXILIARY ENTERPRISES AND ACTIVITIES

In the evolution of the present-day institution of higher education there have developed certain activities which, while not strictly educational in their character, are widely recognized as legitimate functions of an educational institution. Prominent among these are the provision of food and shelter for students, the recreational- and health-service program, the operation of student bookstores, social organizations intended to appeal to the entire student body, and the like. These are listed in the present report under the heading of auxiliary enterprises and activities.

The operation of dormitories and dining halls involved the collection of $64,198,692 and the expenditure of $47,819,768. It appears from a scrutiny of reports of some institutions that this difference is partially a matter of bookkeeping whereby all the income for the dormitories and dining halls is credited to that account, but some of

the expenses of operation and maintenance are included in the general operation and maintenance accounts of the institution. In some other schools the differentiation between tuition and boarding rates is not clearly reflected in the financial records and reports.

The athletic program involved total receipts of $15,050,335 and total expenditures of $15,266,162 during the year under review.

Other activities, including student health service, operation of college bookstores, student unions, Young Men's and Young Women's Christian Associations, college print shops, and the like, showed receipts of $24,019,864 and expenditures of $27,811,367.

The total of all receipts for auxiliary enterprises and activities came to $103,268,891; the total of all expenditures $90,897,297. There are no corresponding figures for 1929–30 from which comparisons may be drawn.

OTHER NONEDUCATIONAL TRANSACTIONS

Receipts for other noneducational purposes totaled $10,997,781. These included income from investments held as endowment of scholarships, fellowships, or prizes, earnings of funds held under annuity agreements, money received to be awarded directly as scholarships, fellowships, or prizes, and similar collections.

Expenditures under this heading totaled $24,993,022. These included payment of annuities, interest on indebtedness, repayment of money borrowed prior to 1931–32, payment of expenses incident to the conducting of financial campaigns, and amounts granted to students in the shape of scholarships, fellowships, etc., which do not involve repayment or the rendering of service to the institution concerned. The fact that money borrowed is listed in this report under educational and general receipts, whereas its repayment falls under noneducational transactions explains part of the great disparity between receipts and expenditures for other noneducational purposes.

PLANT FUNDS

Institutions of higher education received a total of $56,256,818 which was specially designated for expansion of their physical properties. The total expenditures for this purpose were $98,388,697, showing that large funds were used for plant extension which were not earmarked for that purpose.

The total expenditure for capital outlay is less by $26,717,711, or 21.4 percent, than the corresponding expenditure for 1929–30.

CAPITAL FUNDS

Receipts intended for increase of the permanent funds (endowment, student aid funds, etc.) amounted to $47,676,822, which is less by $15,835,386, or 24.9 percent, than in 1929–30.

BENEFACTIONS OF $100,000 OR MORE

During the year under review 105 institutions received benefactions totaling $100,000 or more. These institutions were scattered over 35 States. This compares with 161 insitutions in 40 States, which reported total benefactions of this magnitude in 1929–30.

PROPERTY

Nearly 53 million bound volumes are reported in the libraries of higher educational institutions. These figures do not include unbound pamphlets and papers not preserved in permanent form. Over 50 million volumes are at degree-granting institutions. Of the total number 35 3 percent are available at publicly controlled institutions and 64.7 percent ar at institutions under private control.

Campuses and farms held for instructional purposes in 1932 were valued at $331,293,862; buildings and improvements at $1,527,-500,856; and equipment (including library books, scientific and other instructional apparatus, furniture and fixtures, etc.) at $348,499,859. This makes a total of $2,207,294,577 invested in physical property.

The campuses and farms item amounts to 15 percent of the total of all physical property and varies widely among the different types of schools. In the privately controlled teachers colleges and publicly controlled normal schools it stands at 6 9 percent, but it goes to 22.2 percent among privately controlled junior colleges and to 24.7 percent among privately controlled normal schools. With the single exception of the teachers colleges, it runs higher among privately controlled schools than among those under public control.

Endowment funds, exclusive of student-aid funds and those held subject to annuity, totaled $1,372,348,965, or 35.9 percent of the total of all property reported. Among the privately controlled institutions the percent ran nearly four times as high as it did among those under public control.

Among privately controlled degree-granting universities, colleges, and professional schools the amount of endowment held is a little greater than the total investment in physical properties, the percent of the total being slightly more than 46.1 for each item.

Student-aid funds amounted to $91,058,165, or 2.4 percent of the grand total. They ran consistently higher among privately controlled schools than in those under public control. They ran proportionately much lower in the teacher-training schools than in the university, college, and professional school group.

Other assets amounted to $154,281,260, or 4 percent of the grand total. This item includes annuity funds, funds whose final disposition was still undecided upon at the time of making the report, office, dining room, or other supplies on hand, and minor items not easily classifiable.

PART II.—SUMMARIES FOR THE UNITED STATES

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TABLE 1.—HISTORICAL SUMMARY, 1900–1932

PART 1—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES

Item	1899–1900	1909–10	1919–20	1927–28	1929–30	1931–32
1	2	3	4	5	6	7
TEACHING STAFF						
Preparatory departments.						
Men	2,572	2,807	2,714	1,834	1,564	(1)
Women	1,506	1,741	1,568	1,433	1,251	(1)
Total	4,078	4,548	4,282	3,267	2,815	2,837
Collegiate departments.						
Men	9,014	14,051	21,644	36,783	39,735	(1)
Women	2,205	3,230	6,469	13,339	14,460	(1)
Total	11,219	17,281	28,113	50,122	54,195	[2] 77,524
Professional departments.						
Men	.....	12,986	10,603	14,373	15,562	(3)
Women	.....	309	312	542	652	(3)
Total	8,277	13,285	10,915	14,915	16,214	(3)
Total, excluding duplicates:						
Men	18,343	28,477	34,111	52,263	55,861	61,691
Women	3,791	5,154	8,771	14,946	15,861	17,623
Total	22,134	33,631	[4] 42,882	[5] 67,209	71,722	79,314
STUDENTS						
Preparatory departments:						
Men	34,814	42,616	38,398	30,206	27,766	19,372
Women	21,471	23,426	20,911	20,382	19,543	14,378
Total	56,285	66,042	59,309	50,588	47,309	33,750
Collegiate departments:						
Men	68,047	113,074	212,405	402,242	441,985	[6] 292,702
Women	36,051	61,139	128,677	292,977	311,842	[6] 232,976
Total	104,098	174,213	341,082	695,219	753,827	[6] 525,678
Graduate departments:						
Men	4,112	6,504	9,837	26,540	29,070	[7] 50,379
Women	1,719	2,866	5,775	17,625	18,185	[7] 26,574
Total	5,831	9,370	15,612	44,165	47,255	[7] 76,953
Professional departments: [8]						
Men	55,926	65,569	53,295	93,639	92,786	[8 9] 257,342
Women	2,144	5,688	3,836	5,785	5,255	[8 9] 84,407
Total	58,070	71,257	57,131	99,424	98,041	[8 9] 341,749
Total number, excluding duplicates:						
Men	162,899	227,995	334,226	563,244	604,243	616,843
Women	61,385	104,701	187,528	356,187	367,341	372,914
Total	224,284	332,696	[10] 521,754	[11] 919,381	[12] 971,584	[13] 989,757
Students in certain engineering courses:						
Civil engineering	3,140	7,899	8,859	11,501	11,563	11,435
Mechanical engineering	4,459	6,377	11,789	10,434	11,597	13,927
Electrical engineering	2,555	5,450	9,469	15,781	15,647	15,547
Mining engineering	1,261	2,656	3,048	1,545	1,439	2,512
Chemical engineering	.....	869	5,743	4,948	6,474	9,256

See footnotes at end of table.

TABLE 1.—HISTORICAL SUMMARY, 1900–1932—Continued

PART 1—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES—Continued

Item	1899–1900	1909–10	1919–20	1927–28	1929–30	1931–32
1	2	3	4	5	6	7
DEGREES CONFERRED						
Baccalaureate:						
Men	9,547	15,267	23,272	45,912	51,160	[14] 77,989
Women	4,471	7,420	15,280	37,153	40,463	[14] 44,549
Total	**14,018**	**22,687**	**38,552**	**83,065**	**91,623**	[14] **122,538**
Professional.[8]						
Men	----------	----------	8,272	18,966	18,846	(15)
Women	----------	----------	502	951	942	(15)
Total	**13,392**	**14,512**	**8,774**	**19,917**	**19,788**	(15)
Graduate.						
Men	1,628	1,939	3,457	8,976	10,693	(1)
Women	324	602	1,396	4,858	6,139	(1)
Total	**1,952**	**2,541**	**4,853**	**13,834**	**16,832**	[16] **21,655**
Honorary	702	679	989	1,245	1,347	1,167
Ph.D degree, on examination:						
Men	322	365	439	1,249	1,692	(17)
Women	20	44	93	198	332	(17)
Total	**342**	**409**	**532**	**1,447**	**2,024**	(17)

PART 2—TEACHERS COLLEGES AND NORMAL SCHOOLS

TEACHING STAFF						
Teacher-training courses, regular session:						
Men	1,470	1,360	(17)	3,718	4,171	(1)
Women	1,618	2,400	(17)	6,177	6,549	(1)
Total	**3,088**	**3,760**	(17)	**9,895**	**10,720**	[18] **10,648**
Teacher-training courses, summer session:						
Men	(17)	(17)	2,333	3,764	3,913	(1)
Women	(17)	(17)	2,535	3,999	4,077	(1)
Total	(17)	(17)	**4,868**	**7,763**	**7,990**	[19] **7,492**
Teacher-training courses, excluding duplicates.						
Men	1,470	1,360	(17)	5,002	5,446	(20)
Women	1,618	2,400	(17)	7,428	7,760	(20)
Total	**3,088**	**3,760**	(17)	**12,430**	**13,206**	(20)
All courses, excluding duplicates:						
Men	1,860	2,195	3,560	5,831	5,995	5,174
Women	2,512	3,719	6,027	8,631	8,468	7,401
Total	**4,372**	**5,914**	**9,587**	**14,462**	**14,463**	**12,575**
RESIDENT STUDENTS						
Teacher-training courses, regular session:						
Men	24,169	19,746	19,110	32,719	36,646	45,032
Women	45,424	68,815	116,325	129,361	124,878	108,762
Total	**69,593**	**88,561**	**135,435**	**162,080**	**161,524**	**153,794**
Teacher-training courses, summer session						
Men	(17)	(17)	9,387	26,534	25,990	28,725
Women	(17)	(17)	63,961	117,751	112,866	94,949
Total	(17)	(17)	**73,348**	**144,285**	**138,856**	**123,674**

See footnotes at end of table.

TABLE 1.—HISTORICAL SUMMARY, 1900–1932—Continued

PART 2—TEACHERS' COLLEGES AND NORMAL SCHOOLS—Continued

Item	1899–1900	1909–10	1919–20	1927–28	1929–30	1931–32
1	2	3	4	5	6	7
RESIDENT STUDENTS—continued						
Teacher-training courses, excluding duplicates						
Men	21,169	19,716	[17]	52,054	54,123	66,918
Women	45,124	68,815	[17]	222,294	210,134	189,061
Total	69,593	88,561	[17]	274,348	264,257	255,979
All courses, excluding duplicates						
Men	47,900	37,823	29,119	61,573	60,935	74,157
Women	68,778	91,615	133,647	235,857	218,260	197,471
Total	116,684	132,438	162,796	297,430	279,195	271,628
GRADUATES						
Nondegree teacher-training courses.						
Men	3,005	2,151	2,151	6,521	7,038	3,837
Women	8,388	13,279	18,861	43,106	42,189	26,126
Total	11,393	15,430	21,012	49,627	49,227	29,963
Baccalaureate degree, teacher-training courses[1]						
Men	[17]	[17]	436	2,781	3,609	5,180
Women	[17]	[17]	860	5,398	7,464	10,131
Total	[17]	[17]	1,296	8,179	11,073	15,311
Enrollment in observation and practice schools	35,307	66,180	58,879	71,685	90,601	61,144
Number of volumes in libraries	807,963	1,521,528	2,385,238	3,536,032	4,065,076	4,236,927
RECEIPTS						
From public funds:						
For increase of plant	$718,507	$2,635,838	$4,573,043	$11,127,979	$11,078,486	[21] $5,515,918
For current expenses	2,786,123	6,675,152	15,589,994	32,112,330	37,210,645	34,795,124
Total	3,504,630	9,310,990	20,163,037	43,240,309	48,299,131	[21] 40f311,042
Total receipts from all sources	5,236,856	14,688,220	[22] 31,395,389	[22] 70,016,988	[22] 69,983,932	[22]59,069,316

[1] Not tabulated by sex.
[2] Collegiate, professional, and graduate departments.
[3] Not tabulated separately.
[4] Includes 982 men and 1,239 women teaching in other departments.
[5] Includes 27 men and 91 women teaching in other departments.
[6] These figures not comparable with those of former years. "Collegiate" in 1932 figures means only colleges of arts and sciences, whereas formerly the term included engineering, education, commerce, etc., limiting "professional" in former years to theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.
[7] Includes graduate students in both academic and professional departments.
[8] See table B for types of professional work included.
[9] Undergraduate enrollments only.
[10] Includes 27,333 men and 38,328 women in other departments.
[11] Includes 16,399 men and 22,751 women in other departments.
[12] Includes 15,923 men and 14,225 women in other departments.
[13] Not including subcollegiate students.
[14] Baccalaureate and first professional degrees
[15] Included with baccalaureate and graduate degrees.
[16] Includes advanced professional degrees.
[17] Data not requested for this year.
[18] Entire instructional staff, September to June.
[19] Entire instructional staff, summer session, 1931.
[20] Data not available in tabular form.
[21] Includes receipts from other than public funds for increase of plant.
[22] Expenditure figures used for city normal schools.

TABLE 2.—FACULTY, STUDENTS, AND DEGREES, 1931-32 (1,460 INSTITUTIONS)

	Universities, colleges, and professional schools			Teachers colleges and normal schools			All institutions reporting		
	Publicly controlled	Privately controlled	All institutions	Publicly controlled	Privately controlled	All institutions	Publicly controlled	Privately controlled	All institutions
1	2	3	4	5	6	7	8	9	10
A. Degree-granting institutions:									
Number reporting	134	695	829	145	10	155	279	705	984
1. Faculty (reduced to full-time basis).									
Men	26,499	37,405	63,904	3,686	227	3,913	30,185	37,632	67,817
Women	8,067	10,778	18,845	4,952	200	5,152	13,019	10,978	23,997
Total	34,566	48,183	82,749	8,638	427	9,065	43,204	48,610	91,814
2. Resident college enrollments:									
a. Regular session, 1931-32									
Men	229,883	341,365	571,248	44,507	1,403	45,910	274,390	342,768	617,158
Women	136,490	196,956	333,446	89,426	2,918	92,344	225,916	199,874	425,790
Total	366,373	538,321	904,694	133,933	4,321	138,254	500,306	542,642	1,042,948
b. Summer session, 1931:									
Men	60,379	52,376	112,755	28,130	1,468	29,598	88,509	53,844	142,353
Women	76,616	77,638	154,254	91,015	3,675	94,690	167,631	81,313	248,944
Total	136,995	130,014	267,009	119,145	5,143	124,288	256,140	135,157	391,297
c. Third week of fall term (men and women)	288,325	376,078	664,403	98,043	2,688	100,731	386,368	378,766	765,134
d. Freshmen (first year of college work), men and women	87,299	119,866	207,165	43,719	1,221	44,940	136,018	121,087	257,105
e. Arts and sciences:									
I. Undergraduate:									
Men	87,259	159,848	247,107	3,194	251	3,445	90,453	160,099	250,552
Women	66,292	127,216	193,508	1,927	240	2,167	68,219	127,456	195,675
Total	153,551	287,064	440,615	5,121	491	5,612	158,672	287,555	446,227
II. Graduate									
Men	10,168	15,775	25,943	4	.....	4	10,172	15,775	25,947
Women	5,767	10,943	16,710	1	.....	1	5,768	10,943	16,711
Total	15,935	26,718	42,653	5	.....	5	15,940	26,718	42,658

f. Professional schools:									
I. Undergraduate:									
Men	118,906	138,436	257,342	40,090	868	40,958	158,996	139,304	298,300
Women	45,908	38,499	84,407	85,215	2,258	87,473	131,123	40,757	171,880
Total	164,814	176,935	341,749	125,305	3,126	128,431	290,119	180,061	470,180
II. Graduate:									
Men	11,218	13,218	24,436	329	196	525	11,547	13,414	24,961
Women	3,086	6,778	9,864	366	271	637	3,452	7,049	10,501
Total	14,304	19,996	34,300	695	467	1,162	14,999	20,463	35,462
8. Degrees:									
a. Baccalaureate and first professional:									
Men	30,025	47,964	77,989	5,063	219	5,282	35,088	48,183	83,271
Women	18,144	26,405	44,549	9,643	600	10,243	27,787	27,005	54,792
Total	48,169	74,369	122,538	14,706	819	15,525	62,875	75,188	138,063
b. Master's, including advanced engineering (men and women)	7,466	11,306	18,772	281	286	567	7,747	11,592	19,339
c. Doctor's (men and women)	962	1,921	2,883	----------	17	17	962	1,938	2,900
d. Honorary (men and women)	146	1,021	1,167	----------	----------	----------	146	1,021	1,167
B. Nondegree-granting institutions:									
Number reporting	159	183	342	106	28	134	265	211	476
1. Faculty (reduced to full-time basis):									
Men	1,794	1,466	3,260	504	99	603	2,298	1,565	3,863
Women	1,303	1,872	3,175	1,653	284	1,937	2,956	2,156	5,112
Total	3,097	3,338	6,435	2,157	383	2,540	5,254	3,721	8,975
2. Resident college enrollments:									
a. Regular session, 1931-32:									
Men	33,582	12,013	45,595	4,067	361	4,428	37,649	12,374	50,023
Women	25,305	14,163	39,468	18,908	2,770	21,678	44,213	10,933	61,146
Total	58,887	26,176	85,063	22,975	3,131	26,106	81,862	29,307	111,169
b. Summer session, 1931:									
Men	2,063	1,661	3,724	1,779	161	1,940	3,842	1,822	5,664
Women	3,444	3,904	7,348	9,459	492	9,951	12,903	4,396	17,299
Total	5,507	5,565	11,072	11,238	653	11,891	16,745	6,218	22,963
c. Third week of fall term (men and women)	37,245	18,905	56,150	15,986	2,471	18,457	53,231	21,376	74,607
d. Freshmen (first year of college work), men and women	29,076	12,863	41,939	6,811	1,221	8,032	35,887	14,084	49,971
e. Arts and sciences (all undergraduate):									
Men	33,582	12,013	45,595	348	----------	348	33,930	12,013	45,943
Women	25,305	14,163	39,468	307	67	374	25,612	14,230	39,842
Total	58,887	26,176	85,063	655	67	722	59,542	26,243	85,785
f. Professional schools (all undergraduate):									
Men	----------	----------	----------	3,714	361	4,075	3,714	361	4,075
Women	----------	----------	----------	18,575	2,703	21,278	18,575	2,703	21,278
Total	----------	----------	----------	22,289	3,064	25,353	22,289	3,064	25,353

TABLE 2.—FACULTY, STUDENTS, AND DEGREES, 1931-32 (1,460 INSTITUTIONS)—Continued

	Universities, colleges, and professional schools			Teachers colleges and normal schools			All institutions reporting		
	Publicly controlled	Privately controlled	All institutions	Publicly controlled	Privately controlled	All institutions	Publicly controlled	Privately controlled	All institutions
1	2	3	4	5	6	7	8	9	10
C. All institutions reporting [1]									
Number reporting	293	878	1,171	251	38	289	544	916	1,460
1. Faculty (reduced to full-time basis).									
Men	28,293	38,871	67,164	4,190	326	4,516	32,483	39,197	71,680
Women	9,370	12,650	22,020	6,605	484	7,089	15,975	13,134	29,109
Total	37,663	51,521	89,184	10,795	810	11,605	48,458	52,331	100,789
2 Resident college enrollments.									
a Regular session, 1931-32:									
Men	263,465	353,378	616,843	48,574	1,764	50,338	312,039	355,142	667,181
Women	161,795	211,119	372,914	108,334	5,688	114,022	270,129	216,807	486,936
Total	425,260	564,497	989,757	156,908	7,452	164,360	582,168	571,949	1,154,117
b. Summer session, 1931:									
Men	62,442	54,037	116,479	29,909	1,629	31,538	92,351	55,666	148,017
Women	80,060	81,542	161,602	100,474	4,167	104,641	180,534	85,709	266,243
Total	142,502	135,579	278,081	130,383	5,796	136,179	272,885	141,375	414,260
c. Third week of fall term (men and women)	325,570	394,983	720,553	114,029	5,159	119,188	439,599	400,142	839,741
d Freshmen (first year of college work), men and women	116,375	132,729	249,104	55,530	2,442	57,972	171,905	135,171	307,076
e. Arts and sciences (undergraduate only): [1]									
Men	120,841	171,861	292,702	3,542	251	3,793	124,383	172,112	296,495
Women	91,597	141,379	232,976	2,234	307	2,541	93,831	141,686	235,517
Total	212,438	313,240	525,678	5,776	558	6,334	218,214	313,798	532,012
f Professional schools (undergraduate only): [1]									
Men	118,906	138,436	257,342	43,804	1,229	45,033	162,710	139,665	302,375
Women	45,908	38,499	84,407	103,790	4,961	108,751	149,698	43,460	193,158
Total	164,814	176,935	341,749	147,594	6,190	153,784	312,408	183,125	495,533

[1] For graduate enrollments and degrees, see section A, degree-granting institutions.

TABLE 3.—FINANCIAL DATA—TOTALS FOR SELECTED ITEMS, ALL INSTITUTIONS COMBINED, 1931-32 COMPARED WITH 1929-30

PART 1.—RECEIPTS

Item	Universities, colleges, and professional schools				Teachers colleges and normal schools				All institutions reporting			
	1931-32			All institutions reporting, 1929-30	1931-32			All institutions reporting, 1929-30	1931-32			All institutions reporting, 1929-30
	Publicly controlled	Privately controlled	All institutions reporting		Publicly controlled	Privately controlled	All institutions reporting		Publicly controlled	Privately controlled	All institutions reporting	
1	2	3	4	5	6	7	8	9	10	11	12	13
I. DEGREE-GRANTING INSTITUTIONS												
Number reporting	140	671	811	769	140	9	149	140	280	680	960	909
A. Educational and general:												
1. Student fees	$27,918,822	$108,716,490	$136,635,312		$5,013,236	$952,626	$5,995,862		$32,932,058	$109,669,116	$142,631,174	
2. Income from endowment	2,290,546	57,433,049	59,723,595		41,886	189,875	231,761		2,332,432	57,622,924	59,955,356	
3. Receipts from public sources for current expenses	123,419,779	9,161,096	132,580,875		28,104,346	0	28,104,346		151,524,125	9,161,096	160,685,221	
4. Private gifts for current expenses	2,817,895	25,183,249	28,001,144		32,744	95,295	128,039		2,850,639	25,278,544	28,129,183	
5. Sales and services of educational departments	11,920,446	8,762,773	20,683,219		153,757	2,439	156,196		12,074,203	8,765,212	20,839,415	
6. Other receipts for educational purposes	2,092,566	11,768,864	13,861,430		179,221	119,791	299,012		2,271,787	11,888,655	14,160,442	
Total educational and general receipts	170,460,054	221,025,521	391,485,575		33,525,190	1,360,026	34,915,216		203,985,244	222,415,547	426,400,791	
B. Auxiliary enterprises and activities:												
1. Dormitories and dining halls	12,131,927	40,567,093	52,699,020		5,978,614	394,424	6,373,038		18,110,541	40,961,517	59,072,058	
2. Athletics	5,190,724	8,765,607	13,956,331		673,619	6,516	680,135		5,864,343	8,772,123	14,636,466	
3. Other activities	9,329,412	11,561,918	20,890,330		1,847,886	125,610	1,973,496		11,176,298	11,687,528	22,863,826	
Total auxiliary receipts	26,651,063	60,894,618	87,545,681		8,500,119	526,550	9,026,669		35,151,182	61,421,168	96,572,350	

TABLE 3.—FINANCIAL DATA—TOTALS FOR SELECTED ITEMS, ALL INSTITUTIONS COMBINED, 1931-32 COMPARED WITH 1929-30—Continued

PART 1—RECEIPTS—Continued

Item	Universities, colleges, and professional schools				Teachers colleges and normal schools				All institutions reporting			
	1931-32			All institutions reporting, 1929-30	1931-32			All institutions reporting, 1929-30	1931-32			All institutions reporting, 1929-30
	Publicly controlled	Privately controlled	All institutions reporting		Publicly controlled	Privately controlled	All institutions reporting		Publicly controlled	Privately controlled	All institutions reporting	
1	2	3	4	5	6	7	8	9	10	11	12	13
I. DEGREE-GRANTING INSTITUTIONS—continued												
C Other noneducational receipts	$2,104,784	$8,322,707	$10,427,491	.....	$90,221	$2,619	$92,840	.....	$2,195,005	$8,325,326	$10,520,331	.....
D. Receipts for extension of physical plant	19,108,276	30,568,678	49,676,954	.....	4,685,440	13,136	4,698,576	.....	23,793,716	30,581,814	54,375,530	.....
E. Receipts for increase of permanent funds	4,632,044	42,430,662	47,062,706	.....	110,917	6,775	117,692	.....	4,742,961	42,437,437	47,180,398	.....
II. NONDEGREE-GRANTING INSTITUTIONS												
Number reporting	136	169	305	[1]156	92	23	115	[1]144	228	192	420	[1]300
A. Educational and general:												
1. Student fees	$1,236,270	$5,886,749	$7,123,019	.....	$311,571	$583,283	$894,854	.....	$1,547,841	$6,470,032	$8,017,873	.....
2. Income from endowment	17,500	843,542	861,042	.....	18,616	67,553	86,169	.....	36,116	911,095	947,211	.....
3. Receipts from public sources for current expenses	7,250,810	36,430	7,287,240	.....	6,690,778	0	6,690,778	.....	13,941,588	36,430	13,978,018	.....
4. Private gifts for current expenses	29,697	1,628,953	1,658,650	.....	2,687	157,009	159,696	.....	32,384	1,785,962	1,818,346	.....
5. Sales and services of educational departments	65,985	90,816	156,801	.....	10,318	1,979	12,297	.....	76,303	92,795	169,098	.....
6. Other receipts for educational purposes	380,610	264,991	645,601	.....	15,068	4,827	19,895	.....	395,678	269,818	665,496	.....
Total educational and general receipts	8,980,872	8,751,491	17,732,353	.....	7,049,038	814,651	7,863,689	.....	16,029,910	9,566,132	25,596,042	.....

B. Auxiliary enterprises and activities:												
1. Dormitories and dining halls	672,024	8,457,393	4,129,417	----------	796,487	200,730	997,217	----------	1,468,511	3,658,123	5,126,634	----------
2. Athletics	145,407	217,148	362,555	----------	46,334	4,980	51,314	----------	191,741	222,128	413,869	----------
3. Other activities	416,559	536,214	951,773	----------	197,882	6,383	204,265	----------	614,441	541,597	1,156,038	----------
Total auxiliary receipts	1,233,990	4,209,755	5,443,745	----------	1,040,703	212,093	1,252,796	----------	2,274,693	4,421,848	6,696,541	----------
C. Other noneducational receipts	4,305	251,619	255,924	----------	221,376	150	221,526	----------	225,681	251,769	477,450	----------
D. Receipts for extension of physical plant	374,381	689,565	1,063,946	----------	810,594	6,748	817,342	----------	1,184,975	696,313	1,881,288	----------
E. Receipts for increase of permanent funds	12,741	420,713	433,454	----------	59,970	3,000	62,970	----------	72,711	423,713	496,424	----------
III. ALL INSTITUTIONS REPORTING												
Number reporting	276	840	1,116	[1]925	232	32	264	[1]284	508	872	1,380	[1]1,209
A. Educational and general:												
1. Student fees	$29,155,002	$114,603,239	$143,758,331	$137,330,750	$5,324,807	$1,565,909	$6,890,716	$6,795,099	$34,479,899	$116,169,148	$150,649,047	$144,125,879
2. Income from endowment	2,308,046	58,276,591	60,584,637	67,370,057	60,502	257,428	317,930	1,234,890	2,368,548	58,534,019	60,902,567	68,604,947
3. Receipts from public sources for current expenses	130,670,589	9,197,526	139,868,115	133,975,212	34,795,124	0	34,795,124	37,530,164	165,465,713	9,197,526	174,663,239	171,505,396
4. Private gifts for current expenses	2,847,592	26,812,202	29,659,794	24,540,099	35,431	252,304	287,735	1,632,213	2,883,023	27,064,506	29,947,529	26,172,312
5. Sales and services of educational departments	11,986,431	8,853,589	20,840,020	(1)	164,075	4,418	168,493	(1)	12,150,506	8,858,007	21,008,513	(1)
6. Other receipts for educational purposes	2,473,176	12,033,855	14,507,031	(1)	194,269	124,618	318,907	(1)	2,667,445	12,158,473	14,825,938	(1)
Total educational and general receipts	179,440,926	229,777,002	409,217,928	(1)	40,574,228	2,204,677	42,778,905	(1)	220,015,154	231,981,679	451,996,833	(1)
B. Auxiliary enterprises and activities:												
1. Dormitories and dining halls	12,803,951	44,024,486	56,828,437	51,804,303	6,775,101	595,154	7,370,255	8,614,549	19,579,052	44,619,640	64,198,692	60,418,852
2. Athletics	5,336,131	8,982,755	14,318,886	(1)	719,953	11,496	731,449	(1)	6,056,084	8,994,251	15,050,335	(1)
3. Other activities	9,744,971	12,097,132	21,842,103	11,026,998	2,045,768	131,993	2,177,761	(1)	11,790,739	12,229,125	24,019,864	11,026,998
Total auxiliary receipts	27,885,053	65,104,373	92,989,426	(1)	9,540,822	738,643	10,279,465	(1)	37,425,875	65,843,016	103,268,891	(1)

See footnotes on page 39.

B. Auxiliary enterprises and activities:												
1. Dormitories and dining halls	672,024	8,457,393	4,129,417	----------	796,487	200,730	997,217	----------	1,468,511	3,658,123	5,126,634	----------
2. Athletics	145,407	217,148	362,555	----------	46,334	4,980	51,314	----------	191,741	222,128	413,869	----------
3. Other activities	416,559	536,214	951,773	----------	197,882	6,383	204,265	----------	614,441	541,597	1,156,038	----------
Total auxiliary receipts	1,233,990	4,209,755	5,443,745	----------	1,040,703	212,093	1,252,796	----------	2,274,693	4,421,848	6,696,541	----------
C. Other noneducational receipts	4,305	251,619	255,924	----------	221,376	150	221,526	----------	225,681	251,769	477,450	----------
D. Receipts for extension of physical plant	374,381	689,565	1,063,946	----------	810,594	6,748	817,342	----------	1,184,975	696,313	1,881,288	----------
E. Receipts for increase of permanent funds	12,741	420,713	433,454	----------	59,970	3,000	62,970	----------	72,711	423,713	496,424	----------
III. ALL INSTITUTIONS REPORTING												
Number reporting	276	840	1,116	[1]925	232	32	264	[1]284	508	872	1,380	[1]1,209
A. Educational and general:												
1. Student fees	$29,155,002	$114,603,239	$143,758,331	$137,330,750	$5,324,807	$1,565,909	$6,890,716	$6,795,099	$34,479,899	$116,169,148	$150,649,047	$144,125,879
2. Income from endowment	2,308,046	58,276,591	60,584,637	67,370,057	60,502	257,428	317,930	1,234,890	2,368,548	58,534,019	60,902,567	68,604,947
3. Receipts from public sources for current expenses	130,670,589	9,197,526	139,868,115	133,975,212	34,795,124	0	34,795,124	37,530,164	165,465,713	9,197,526	174,663,239	171,505,396
4. Private gifts for current expenses	2,847,592	26,812,202	29,659,794	24,540,099	35,431	252,304	287,735	1,632,213	2,883,023	27,064,506	29,947,529	26,172,312
5. Sales and services of educational departments	11,986,431	8,853,589	20,840,020	(1)	164,075	4,418	168,493	(1)	12,150,506	8,858,007	21,008,513	(1)
6. Other receipts for educational purposes	2,473,176	12,033,855	14,507,031	(1)	194,269	124,618	318,907	(1)	2,667,445	12,158,473	14,825,938	(1)
Total educational and general receipts	179,440,926	229,777,002	409,217,928	(1)	40,574,228	2,204,677	42,778,905	(1)	220,015,154	231,981,679	451,996,833	(1)
B. Auxiliary enterprises and activities:												
1. Dormitories and dining halls	12,803,951	44,024,486	56,828,437	51,804,303	6,775,101	595,154	7,370,255	8,614,549	19,579,052	44,619,640	64,198,692	60,418,852
2. Athletics	5,336,131	8,982,755	14,318,886	(1)	719,953	11,496	731,449	(1)	6,056,084	8,994,251	15,050,335	(1)
3. Other activities	9,744,971	12,097,132	21,842,103	11,026,998	2,045,768	131,993	2,177,761	(1)	11,790,739	12,229,125	24,019,864	11,026,998
Total auxiliary receipts	27,885,053	65,104,373	92,989,426	(1)	9,540,822	738,643	10,279,465	(1)	37,425,875	65,843,016	103,268,891	(1)

See footnotes on page 39.

5. Physical plant operation and maintenance	16,685,725	30,144,219	46,829,944		4,970,159	150,738	5,120,897		21,655,884	30,294,957	51,950,841	
Subtotal	136,638,633	197,955,365	334,593,998		31,514,418	1,286,134	32,800,552		168,153,051	199,241,499	367,394,550	
6. Extension	20,058,908	3,436,410	23,495,318		515,932	15,255	531,187		20,574,840	3,451,665	24,026,505	
Total itemized expenditures	156,697,541	201,391,775	358,089,316		32,030,350	1,301,389	33,331,739		188,727,891	202,693,164	391,421,055	
7. Unitemized expenditures	2,009,154	2,868,368	4,877,522		0	23,850	23,850		2,009,154	2,692,218	4,901,372	
Total educational and general expenditures	158,706,695	204,260,143	362,966,838		32,030,350	1,325,239	33,355,589		190,737,045	205,585,382	396,322,427	
B. Auxiliary enterprises and activities:												
1. Dormitories and dining halls	9,939,655	29,746,343	39,685,998		4,297,800	298,440	4,596,240		14,237,455	30,044,783	44,282,238	
2. Athletics	5,352,771	8,846,693	14,199,464		713,557	9,414	723,271		6,066,328	8,856,107	14,922,735	
3. Other activities	9,485,620	15,243,848	24,729,468		1,793,044	113,143	1,906,189		11,278,664	15,356,993	26,635,657	
Total auxiliary expenditures	24,778,046	53,836,884	78,614,930		6,804,701	420,999	7,225,700		31,582,747	54,257,883	85,840,630	
C. Other noneducational expenditures	2,961,080	20,531,295	23,492,375		292,556	219,130	511,686		3,253,636	20,750,425	24,004,061	
II. NON-DEGREE-GRANTING INSTITUTIONS												
Number reporting	142	173	315		87	21	108		229	194	423	
A. Educational and general:												
1. Administration and general control	$744,781	$1,611,662	$2,356,443		$709,993	$96,442	$806,435		$1,454,774	$1,708,104	$3,162,878	
2. Resident instruction:												
a. Colleges, schools, and departments	6,433,168	4,334,621	10,767,789		4,087,477	407,460	4,494,937		10,520,645	4,742,081	15,262,726	
b. Related activities	49,318	15,649	64,967		0	0	0		49,318	15,649	64,967	
3. Organized research	12,336	38,413	50,749		0	600	600		12,336	39,013	51,349	
4. Libraries	212,921	161,707	374,718		164,214	6,090	170,304		377,135	167,887	545,022	
5. Physical plant operation and maintenance	1,545,629	2,157,139	3,702,768		940,042	203,161	1,143,203		2,485,671	2,360,300	4,845,971	
Subtotal	8,998,153	8,319,281	17,317,434		5,901,726	713,753	6,615,479		14,899,879	9,033,034	23,932,913	
6. Extension	12,426	7,748	20,174		19,762	0	19,762		32,188	7,748	39,936	
Total itemized expenditures	9,010,579	8,327,029	17,337,608		5,921,488	713,753	6,635,241		14,932,067	9,040,782	23,972,849	

See footnotes on page 39.

TABLE 3.—FINANCIAL DATA—TOTALS FOR SELECTED ITEMS, ALL INSTITUTIONS COMBINED, 1931-32 COMPARED WITH 1929-30—Continued

PART 2—EXPENDITURES (CURRENT)—Continued

Item	Universities, colleges, and professional schools				Teachers colleges and normal schools				All institutions reporting			
	1931-32			All institutions reporting, 1929-30	1931-32			All institutions reporting, 1929-30	1931-32			All institutions reporting, 1929-30
	Publicly controlled	Privately controlled	All institutions reporting		Publicly controlled	Privately controlled	All institutions reporting		Publicly controlled	Privately controlled	All institutions reporting	
1	2	3	4	5	6	7	8	9	10	11	12	13
II. NON-DEGREE-GRANTING INSTITUTIONS—continued												
7 Unitemized expenditures	$134,140	$129,698	$263,838	.....	$60,550	$12,889	$73,439	.....	$194,690	$142,587	$337,277	.....
Total educational and general expenditures	9,144,719	8,456,727	17,601,446	.....	5,982,033	726,642	6,708,680	.....	15,126,757	9,183,369	24,310,126	.....
B. Auxiliary enterprises and activities:												
1. Dormitories and dining halls	480,515	2,170,095	2,650,610	.....	746,938	139,981	886,920	.....	1,227,454	2,310,076	3,537,530	.....
2. Athletics	134,891	150,917	285,808	.....	51,392	6,227	57,619	.....	186,283	157,144	343,427	.....
3. Other activities	438,164	546,329	984,493	.....	186,629	4,588	191,217	.....	624,793	550,917	1,176,710	.....
Total auxiliary expenditures	1,053,570	2,867,341	3,920,911	.....	984,960	150,796	1,135,756	.....	2,038,530	3,018,137	5,056,667	.....
C. Other noneducational expenditures	106,852	792,365	899,217	.....	65,948	23,796	89,744	.....	172,800	816,161	988,961	.....
III. ALL INSTITUTIONS REPORTING												
Number reporting	275	827	1,102	1,044	225	30	255	267	500	857	1,357	1,311

A. Educational and general:												
1. Administration and general control	$12,942,232	$29,406,672	$42,348,904	$38,168,049	$4,496,456	$386,436	$4,882,892	$4,465,078	$17,438,688	$29,793,108	$47,231,796	$42,633,127
2. Resident instruction:												
a. Colleges, schools, and departments	85,635,359	120,119,222	205,754,581	191,066,825	25,756,065	1,134,363	26,890,428	30,530,835	111,391,424	121,253,585	232,645,009	221,597,660
b. Related activities	10,485,544	10,734,589	21,220,133	(1)	73,631	3,297	76,928	(1)	10,559,175	10,737,886	21,297,061	(1)
3. Organized research	14,800,783	7,074,626	21,875,409	18,007,547	21,017	81,315	102,332	(1)	14,821,800	7,155,941	21,977,741	(1)
4. Libraries	3,541,514	6,638,179	10,179,693	9,621,555	1,158,774	40,577	1,199,351	(1)	4,700,288	6,678,756	11,379,044	(1)
5. Physical plant operation and maintenance	18,231,354	32,301,358	50,532,712	45,943,106	5,910,201	353,899	6,264,100	14,479,282	24,141,555	32,655,257	56,796,812	60,422,382
Subtotal	145,636,786	206,274,640	351,911,432	(1)	37,416,144	1,999,887	39,416,031	(1)	183,052,930	208,274,533	391,327,463	(1)
6. Extension	20,071,334	3,444,158	23,515,492	(1)	535,694	15,255	550,949	(1)	20,607,028	3,459,413	24,066,441	(1)
Total itemized expenditures	165,708,120	209,718,804	375,426,924	(1)	37,951,838	2,015,142	39,966,980	(1)	203,659,958	211,733,946	415,393,904	(1)
7. Unitemized expenditures	2,143,294	2,998,066	5,141,360	(1)	60,579	36,739	97,289	(1)	2,203,844	3,034,805	5,238,649	(1)
Total educational and general expenditures	167,851,414	212,716,870	380,568,284	(1)	38,012,388	2,051,881	40,064,269	(1)	205,863,802	214,768,751	420,632,553	(1)
B. Auxiliary enterprises and activities:												
1. Dormitories and dining halls	10,420,170	31,916,438	42,336,608	(1)	5,044,739	438,421	5,483,160	(1)	15,464,909	32,354,859	47,819,768	(1)
2. Athletics	5,487,662	8,997,610	14,485,272	(1)	777,249	15,641	780,890	(1)	6,252,911	9,013,251	15,266,162	(1)
3. Other activities	9,923,784	15,790,177	25,713,961	(1)	1,979,673	117,733	2,097,406	(1)	11,903,457	15,907,910	27,811,367	(1)
Total auxiliary expenditures	25,831,616	56,704,225	82,535,841	(1)	7,759,661	571,795	8,361,456	(1)	33,621,277	57,276,020	90,897,297	(1)
C. Other noneducational expenditures	3,067,932	21,323,660	24,391,592	(1)	358,504	242,926	601,430	(1)	3,426,436	21,566,586	24,993,022	(1)

PART 3.—CAPITAL OUTLAY AND INVENTORIES

I. DEGREE-GRANTING INSTITUTIONS												
Number reporting	122	457	579		142	9	151		264	466	730	
A. Capital outlay:												
1. Buildings and grounds	$22,249,020	$50,391,510	$72,640,530		4,948,361	14,062	4,963,323		27,197,381	50,406,472	77,603,853	
2. Equipment	6,662,941	6,330,706	12,993,647		1,136,595	22,527	1,159,122		7,799,536	6,353,233	14,152,769	
Total capital outlay	28,911,961	56,722,216	85,634,177		6,084,956	37,489	6,122,445		34,996,917	56,759,705	91,756,622	

See footnotes on page 39.

TABLE 3.—FINANCIAL DATA—TOTALS FOR SELECTED ITEMS, ALL INSTITUTIONS COMBINED, 1931-32 COMPARED WITH 1929-30—Continued

PART 3.—CAPITAL OUTLAY AND INVENTORIES—Continued

Item	Universities, colleges, and professional schools				Teachers colleges and normal schools				All institutions reporting			
	1931-32			All institutions reporting, 1929-30	1931-32			All institutions reporting, 1929-30	1931-32			All institutions reporting, 1929-30
	Publicly controlled	Privately controlled	All institutions reporting		Publicly controlled	Privately controlled	All institutions reporting		Publicly controlled	Privately controlled	All institutions reporting	
1	2	3	4	5	6	7	8	9	10	11	12	13
I. DEGREE-GRANTING INSTITUTIONS—continued												
B. Number of bound volumes in libraries	14,303,492	32,885,359	47,188,851		3,331,023	129,450	3,460,473		17,634,515	33,014,809	50,649,324	
C. Property values												
1 Campuses and farms	$87,295,376	$210,489,517	$297,784,893		11,369,570	524,918	11,894,488		98,664,946	211,014,435	309,679,381	
2 Buildings and improvements	462,921,570	848,260,404	1,311,181,974		121,768,220	6,200,709	127,968,929		584,689,790	854,461,113	1,439,150,903	
3. Equipment	139,556,141	170,570,271	310,126,412		23,666,244	851,086	24,517,330		163,222,385	171,451,357	334,673,742	
Total physical property	689,773,087	1,229,320,192	1,919,093,279		156,804,034	7,606,713	164,410,747		846,577,121	1,236,926,905	2,083,504,026	
4. Endowment funds	122,819,370	1,229,424,266	1,352,243,636		1,774,205	3,912,434	5,686,639		124,593,575	1,233,336,700	1,357,930,275	
5. Student-aid funds	12,946,844	76,442,364	89,389,208		511,442	27,565	539,007		13,458,286	76,469,929	89,928,215	
6. Other assets	19,813,616	131,369,290	151,182,906		1,467,643	19,595	1,487,238		21,281,259	131,388,885	152,670,144	
Total property values	845,352,917	2,666,556,112	3,511,909,029		160,557,324	11,566,307	172,123,631		1,005,910,241	2,678,122,419	3,684,032,660	
II. NONDEGREE-GRANTING INSTITUTIONS												
Number reporting	52	103	155		89	19	108		141	122	263	
A. Capital outlay:												
1. Buildings and grounds	$1,096,557	$1,772,507	$2,869,064		$2,774,079	$25,420	$2,799,499		$3,870,636	$1,797,927	$5,668,563	
2. Equipment	359,193	295,578	654,771		196,324	13,699	210,023		555,517	309,277	864,794	
Total capital outlay	1,455,750	2,068,085	3,523,835		2,970,403	39,119	3,009,522		4,426,153	2,107,204	6,533,357	

B. Number of bound volumes in libraries	370,857	1,122,428	1,493,285	----------	696,028	80,426	776,454	----------	1,066,885	1,202,854	2,269,739	----------
C Property values:												
1. Campuses and farms	$3,704,326	$14,647,040	$18,351,366	----------	$2,175,790	$1,057,325	$3,263,115	----------	$5,880,116	$15,734,365	$21,614,481	----------
2. Buildings and improvements	14,973,472	44,524,887	59,498,359	----------	25,928,904	2,922,690	28,851,594	----------	40,902,376	47,447,577	88,349,953	----------
3. Equipment	3,162,461	6,707,894	9,870,355	----------	3,552,719	403,043	3,955,762	----------	6,715,180	7,110,937	13,826,117	----------
Total physical property	21,840,259	65,879,821	87,720,080	----------	31,657,413	4,413,058	36,070,471	----------	53,497,672	70,292,879	123,790,551	----------
4. Endowment funds	375,000	13,016,646	13,391,646	----------	180,000	847,044	1,027,044	----------	555,000	13,863,690	14,418,690	----------
5. Student-aid funds	121,529	828,443	949,972	----------	102,025	77,975	179,975	----------	223,557	906,393	1,129,950	----------
6. Other assets	1,275	1,604,685	1,605,960	----------	0	5,156	5,156	----------	1,275	1,609,841	1,611,116	----------
Total property value	22,338,063	81,329,595	103,667,658	----------	31,939,441	5,343,233	37,282,646	----------	54,277,504	86,672,803	140,950,307	----------
III. ALL INSTITUTIONS REPORTING												
Number reporting	174	560	734	(1)	231	28	259	(1)	405	588	993	(1)
A. Capital outlay:												
1. Buildings and grounds	$23,345,577	$52,164,017	$75,509,594	$93,674,726	7,722,446	49,382	7,762,822	(1)	31,068,017	52,204,399	83,272,416	(1)
2. Equipment	7,022,134	6,626,284	13,648,418	15,970,768	1,332,917	99,228	1,432,145	(1)	8,355,053	6,662,510	15,017,563	(1)
Total capital outlay	30,367,711	58,790,301	89,158,012	109,645,494	9,055,363	78,610	9,194,967	15,460,914	39,423,070	58,866,909	98,289,979	125,106,408
B. Number of bound volumes in libraries	14,674,349	34,007,787	48,682,136	44,396,422	4,027,051	209,876	4,236,927	4,065,076	18,701,400	34,217,663	52,919,063	48,461,498
C. Property values:												
1. Campuses and farms	$90,999,702	$225,136,557	$316,136,259	$274,545,550	13,545,360	1,612,243	15,157,603	(3)	104,545,062	226,748,800	331,293,862	(1)
2. Buildings and improvements	477,895,042	892,785,291	1,370,680,333	1,205,188,633	147,697,129	9,124,399	156,820,523	(3)	625,592,166	901,905,690	1,527,500,856	(1)
3. Equipment	142,718,602	177,278,165	319,996,767	243,297,004	27,218,963	1,284,129	28,503,092	27,624,228	169,937,565	178,562,294	348,499,859	270,921,232
Total physical property	711,613,346	1,295,200,013	2,006,813,359	1,723,031,187	188,461,447	12,019,771	200,481,218	202,064,073	900,074,793	1,307,219,784	2,207,294,577	1,925,095,260
4. Endowment funds	123,194,370	1,242,440,912	1,365,635,282	1,347,675,733	1,954,205	4,759,478	6,713,683	24,392,741	125,148,575	1,247,200,390	1,372,348,965	1,372,068,447
5. Student aid funds	13,068,373	77,270,807	90,339,180	(4)	613,470	105,515	718,985	(4)	13,681,843	77,376,322	91,058,165	(4)
6. Other assets	19,814,891	132,973,975	152,788,866	139,954,183	1,467,643	24,751	1,492,394	(4)	21,282,534	132,998,726	154,281,260	139,954,183
Total property values	867,690,980	2,747,885,707	3,615,576,687	3,210,661,103	192,496,765	16,909,515	209,406,280	226,456,814	1,060,187,745	2,764,795,222	3,824,982,967	3,437,117,917

[1] No comparable data.
[2] Not including 26 city normal schools and 101 junior colleges maintained in connection with city public-school systems.
[3] Value of buildings and grounds, $174,439,845.
[4] Student-aid funds and annuity funds included under endowment by some institutions in 1930, annuities under other assets in 1932.

TABLE 4.—PERCENTAGE ANALYSIS, 1931-32

PART 1—RECEIPTS, EDUCATIONAL AND GENERAL (1,380 INSTITUTIONS)

Item	Universities, colleges, and professional schools			Teachers colleges and normal schools			All institutions reporting		
	Publicly controlled	Privately controlled	All institutions	Publicly controlled	Privately controlled	All institutions	Publicly controlled	Privately controlled	All institutions
1	2	3	4	5	6	7	8	9	10
I. Degree-granting institutions.									
1 Student fees	16 4	49.2	34.9	15.0	70 7	17.2	16 2	49.3	33 5
2 Income from endowment	1.3	26.0	15.3	.1	13.7	.7	1 1	25.9	14.0
3. Receipts from public sources for current expenses	72.4	4.1	33.9	83.8	.....	80.5	74.3	4.1	37 7
4. Private gifts for current expenses	1 7	11.4	7.1	.1	6.8	.3	1.4	11.4	6 6
5. Sales and services of educational departments	7.0	4.0	5.3	.5	.2	.4	5.9	3.9	4.9
6 Other receipts for educational purposes	1.2	5.3	3 5	.5	8.6	.9	1.1	5.4	3 3
II. Nondegree-granting institutions'									
1. Student fees	13.8	67.3	40 2	4.4	71 6	11.3	9 6	67 6	31.3
2. Income from endowment	.2	9.7	4.9	.3	8 3	1.1	.2	9 5	3 7
3. Receipts from public sources for current expenses	80 7	.4	41.1	95.0	.....	85.1	87.0	.4	54.6
4. Private gifts for current expenses	.3	18.6	9.3	.0	19.3	2 0	2	18.7	7.1
5. Sales and services of educational departments	.7	1.0	.9	.1	.2	.2	5	1.0	7
6. Other receipts for educational purposes	4.3	3.0	3.6	.2	.6	.3	2.5	2.8	2.6
III. All institutions reporting:									
1. Student fees	16.2	49.9	35.1	13.1	71 0	16.1	15 7	50 1	33.3
2. Income from endowment	1.3	25.4	14.8	1	11.7	.7	1.1	25 2	13 5
3. Receipts from public sources for current expenses	72.8	4.0	34.2	85 8	.....	81.3	75.2	4.0	38.6
4. Private gifts for current expenses	1.6	11.7	7 3	1	11.4	.7	1.3	11.7	6.6
5. Sales and services of educational departments	6.7	3.8	5 1	.4	.2	.4	5.5	3.8	4.7
6. Other receipts for educational purposes	1.4	5.2	3 5	.5	5.7	.8	1 2	5.2	3 3

PART 2.—EXPENDITURES, EDUCATIONAL AND GENERAL (1,357 INSTITUTIONS)

Item	Including extension service									Exclusive of extension service								
	Universities, colleges, and professional schools			Teachers colleges and normal schools			All institutions reporting			Universities, colleges, and professional schools			Teachers colleges and normal schools			All institutions reporting		
	Public	Private	Public and private	Public	Private	Public and private	Public	Private	Public and private	Public	Private	Public and private	Public	Private	Public and private	Public	Private	Public and private
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
I. Degree-granting institutions:																		
1. Administration and general control	7.8	13 8	11.2	11.8	22.3	12.2	8.5	13.9	11.3	8.9	14.0	12.0	12.0	22.5	12 4	9 5	14.1	12.0
2. Resident instruction:																		
a. Colleges, schools, and departments	50.5	57.5	54.4	67.7	55.9	67.2	53 5	57.5	55 5	58.0	58.5	58.3	68.7	56 5	68 3	59.9	58.5	59 2
b. Related activities	6.7	5.3	5.9	.2	.2	.2	5.5	5.3	5.4	7 7	5 4	6 3	.2	.3	.2	6 3	5.4	5.8
3. Organized research	9.4	3.5	6.1	.1	6.2	.3	7.8	3.5	5.6	10 8	3.6	6 5	.1	6 3	3	8.8	3.6	6 0
4. Libraries	2.1	3.2	2.7	3.1	2.6	3.1	2.3	3.2	2.8	2 4	3.3	2 9	3.2	2.7	3.2	2.6	3.2	2 9
5. Physical plant operation and maintenance	10.7	15.0	13.1	15.5	11 6	15.4	11.5	14.9	13.3	12.2	15.2	14.0	15.8	11.7	15.6	12.9	15.2	14.1
6. Extension	12.8	1.7	6.6	1.6	1.2	1.6	10.9	1.7	6.1	.....	.....	.....	.....	.....	.....	.....	.....	.....
II. Nondegree-granting institutions:																		
1. Administration and general control	8.3	19.3	13.6	12.0	13.5	12.2	9.7	18.9	13.2	8.3	19.4	13.6	12.0	13.5	12.2	9.8	18.9	13.2
2. Resident instruction:																		
a. Colleges, schools, and departments	71 4	52.1	62.1	69.0	57.1	67.7	70.5	52.5	63.6	71.5	52.1	62.2	69.3	57.1	67 9	70 6	52.5	63.8
b. Related activities	.6	.2	.4	.....	.....	.....	.3	.2	.3	.6	.2	.4	.....	.....	.....	.3	.2	.3
3. Organized research	.1	.5	.3	.....	.1	.0	.1	.4	.2	.1	.5	.3	.....	.1	.0	1	4	.2
4. Libraries	2.4	1.9	2.2	2.8	.9	2.6	2.5	1 8	2.3	2.4	1 9	2.1	2.8	.9	2.6	2.5	1 9	2 3
5. Physical plant operation and maintenance	17.1	25.9	21 3	15.9	28.4	17.2	16.7	26.1	20.2	17.1	25.9	21.4	15 9	28 4	17.3	16 7	26 1	20.2
6. Extension	.1	.1	.1	.3	.....	.3	.2	.1	.2	.....	.....	.....	.....	.....	.....	.....	.....	.....
III. All institutions reporting:																		
1. Administration and general control	7.8	14.0	11.3	11.9	19.2	12.2	8.6	14.1	11.4	8.9	14.3	12.0	12.0	19 3	12.4	9.5	14.3	12.1
2. Resident instruction																		
a. Colleges, schools, and departments	51.7	57.3	54.8	67 8	56.3	67.2	54.7	57.3	56.0	58.8	58 2	58 5	68 8	56 7	68.2	60 8	58.2	59.5
b. Related activities	6 3	5 1	5.6	.2	.2	.2	5.2	5.1	5.1	7.2	5 2	6 0	.2	.2	.2	5 8	5 2	5.4
3. Organized research	8 9	3.4	5 8	.1	4.0	.3	7.3	3 4	5.3	10 2	3 4	6.2	.1	4.1	.3	8.1	3 4	5.6
4. Libraries	2.2	3.2	2.7	3 0	2.0	3.0	2.3	3.1	2.7	2.4	3.2	2 9	3 1	2.0	3 0	2 6	3.2	2.9
5. Physical plant operation and maintenance	11.0	15.4	13 5	15 6	17.6	15.7	11 8	15 4	13.7	12.5	15.7	14.4	15 8	17.7	15.9	13 2	15.7	14.5
6 Extension	12 1	1 6	6.3	1.4	.7	1.4	10.1	1 6	5.8	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 4.—PERCENTAGE ANALYSIS, 1931-32—Continued

PART .—PROPERTY (993 INSTITUTIONS)

Item	Physical property only									All property held								
	Universities, colleges, and professional schools			Teachers colleges and normal schools			All institutions reporting			Universities, colleges, and professional schools			Teachers colleges and normal schools			All institutions reporting		
	Public	Private	Public and private	Public	Private	Public and private	Public	Private	Public and private	Public	Private	Public and private	Public	Private	Public and private	Public	Private	Public and private
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
I. Degree-granting institutions.																		
1. Campuses and farms	12.7	17 1	15 5	7 3	6.9	7 3	11 6	17 0	14.9	10 3	7 9	8 5	7 1	4.6	6.9	9 8	7 9	8.4
2 Buildings and improvements	67 1	69 0	68.3	77.6	81.5	77 8	69 1	69 1	69.1	54.8	31 8	37 3	75 8	53 6	74.3	58 1	31 9	39 1
3. Equipment	20 2	13 9	16 2	15.1	11.6	14.9	19 3	13 9	16.0	16 5	6.4	8 8	14 8	7.6	14 3	16 3	6 4	9 1
Total physical property	100 0	100 0	100.0	100 0	100 0	100 0	100 0	100.0	100 0	81 6	46 1	54.6	97 7	65 8	95 5	84.2	46 2	56 6
4. Endowment funds	.....	.....	.....	.....	.....	.....	.....	.....	.....	14 5	46 1	38 5	1.1	33.8	3 3	12 4	46 0	36.9
5. Student aid funds	.....	.....	.....	.....	.....	.....	.....	.....	.....	1 5	2.9	2 6	.3	.2	3	1 3	2 9	2.4
6. Other assets	.....	.....	.....	.....	.....	.....	.....	.....	.....	2.4	4.9	4.3	.9	2	9	2 1	4 9	4 1
II. Nondegree-granting institutions:																		
1 Campuses and farms	17 0	22 2	20.9	6.9	24.7	9.0	11.0	22.4	17 4	16 6	18 0	17 7	6 8	20.4	8 7	10 8	18.2	15 3
2 Buildings and improvements	68 5	67 6	67 8	81 9	66 2	80 0	76.5	67 5	71 4	67 0	54 8	57 4	81.2	54.7	77 4	75 4	54 7	62 7
3. Equipment	14 5	10 2	11.3	11.2	9.1	11 0	12 5	10 1	11.2	14 2	8.2	9 5	11 1	7 5	10 6	12 4	8.2	9.8
Total physical property	100 0	100.0	100.0	100 0	100.0	100 0	100 0	100.0	100 0	97 8	81 0	84.6	99 1	82 6	96.7	98 6	81 1	87 8
4. Endowment funds	.....	.....	.....	.....	.....	.....	.....	.....	.....	1.7	16 0	12.9	.6	15 8	2.8	1 0	16 0	10.2
5. Student aid funds	.....	.....	.....	.....	.....	.....	.....	.....	.....	.5	1 0	9	.3	1 5	5	4	1 0	.8
6. Other assets	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	2 0	1 6	.....	.1	0	0	1 9	1 2
III. All institutions reporting:																		
1. Campuses and farms	12 8	17.4	15.8	7 2	13 4	7.6	11.6	17 3	15 0	10 5	8 2	8 7	7 0	9 5	7 2	9 9	8 2	8.7
2. Buildings and improvements	67.2	68.9	68 3	78.4	75 9	78.2	69 5	69 0	69 2	55 1	32 5	37.9	76.7	54 0	74.9	59 0	32 6	39 9
3. Equipment	20 0	13 7	15 9	14 4	10.7	14.2	18 9	13 7	15.8	16 4	6 4	8.9	14.2	7 6	13 6	16 0	6 5	9 1
Total physical property	100.0	100.0	100 0	100.0	100 0	100.0	100.0	100 0	100 0	82.0	47 1	55 5	97 9	71.1	95 7	84 9	47 3	57 7
4. Endowment funds	.....	.....	.....	.....	.....	.....	.....	.....	.....	14.2	45 2	37 8	1.0	28 2	3 2	11 8	45 1	35.9
5. Student aid funds	.....	.....	.....	.....	.....	.....	.....	.....	.....	1 5	2 8	2.5	3	6	4	1.3	2.8	2.4
6. Other assets	.....	.....	.....	.....	.....	.....	.....	.....	.....	2.3	4.9	4.2	8	.1	7	2 0	4.8	4.0

PART 4.--CERTAIN ITEMS AS DIVIDED BETWEEN PUBLICLY CONTROLLED AND PRIVATELY CONTROLLED INSTITUTIONS (VARYING NUMBERS OF INSTITUTIONS FOR DIFFERENT ITEMS)

Item	Universities, colleges, and professional schools		Teachers colleges and normal schools		All institutions reporting	
	Public	Private	Public	Private	Public	Private
1	2	3	4	5	6	7
PERSONNEL						
Number of institutions reporting	25.0	75.0	86 9	13 1	37.3	62 7
Total full-time staff	42.2	57.8	93 0	7.0	48.1	51 9
Total resident college students, September to June	43.0	57.0	95.5	4 5	50 5	49.5
Baccalaureate and first professional degrees	39.3	60 7	94 7	5 3	45 5	54 5
Master's degrees	39.8	60.2	49.6	50.4	40.1	59 9
Doctor's degrees	33 4	66.6	.0	100.0	33 2	66.8
Honorary degrees	12.5	87.5	(1)	(1)	12 5	87.5
FINANCES						
Number of institutions reporting receipts	24.7	75.3	87.9	12.1	36.8	63 2
Total educational and general receipts	43.8	56.2	94.8	5.2	48 7	51.3
Total receipts for capital outlay	38.4	61 6	99 6	.4	44.4	55 6
Total additions to permanent funds	9.8	90 2	94 6	5 4	10.1	89 9
Number of institutions reporting current expenditures	25.0	75 0	88 2	11 8	36 8	63 2
Total educational and general expenditures	44.1	55.9	94 9	5 1	48 9	51 1
Number of institutions reporting capital outlay and property	23.7	76 3	89.2	10.8	40 8	59 2
Total physical property	35.5	64.5	94.0	6 0	40 8	59.2
Total of all property, including physical property and funds	24.0	76.0	92.0	8 0	27 7	72 3

[1] Data not collected

Part III.—Summaries by States

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TABLE 5.—FACULTY, STUDENTS, AND DEGREES, 1931-32

PART 1.—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES

State or outlying part	Faculty (reduced to full-time basis)		Enrollments														Degrees				
			Regular session, 1931-32		Summer session, 1931		Third week of fall term—men and women	Freshmen (first year of college work) men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Masters, including advanced engineering—men and women	Doctor's—men and women	Honorary—men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Continental United States	67,164	22,020	616,843	372,914	116,479	161,582	720,553	249,104	202,762	232,576	25,940	16,710	257,342	84,407	24,436	9,664	77,989	44,549	18,772	2,883	1,167
Alabama	666	321	7,073	4,300	2,394	2,902	5,623	3,762	3,256	3,095	42	105	3,404	643	102	30	802	696	130	.....	13
Arizona	204	69	1,733	1,160	170	237	2,641	1,021	1,121	647	43	58	309	423	90	32	169	107	57	.....	.....
Arkansas	545	203	3,767	2,665	906	2,025	5,529	2,538	2,542	2,319	21	6	905	209	24	9	304	197	17	.....	15
California	4,622	1,644	43,634	30,940	5,667	8,078	45,763	21,345	20,341	23,749	1,537	2,130	10,304	3,067	2,362	1,373	3,594	2,795	1,181	234	40
Colorado	656	229	6,421	3,844	1,960	4,101	8,073	3,208	2,502	2,613	253	252	3,554	850	214	42	818	416	157	15	11
Connecticut	1,030	235	6,330	1,600	24	1	7,982	1,821	4,092	955	674	192	1,379	330	171	77	1,271	228	165	130	37
Delaware	98	43	483	321	111	386	801	306	256	197	.....	.....	225	124	2	.....	73	53	2	.....	2
District of Columbia	831	125	11,543	5,077	1,792	1,776	12,769	3,796	4,229	2,999	925	574	5,497	757	261	137	1,710	639	501	87	36
Florida	607	338	3,668	2,901	902	2,253	6,064	2,410	1,594	1,695	144	39	1,970	1,089	.....	3	451	342	58	.....	14
Georgia	1,037	495	8,098	5,365	1,572	3,368	9,027	3,591	3,351	3,364	142	125	4,456	1,739	78	9	1,259	903	156	.....	15
Idaho	282	88	2,670	1,132	240	261	2,253	927	1,352	779	27	28	1,203	285	73	16	268	170	71	.....	.....
Illinois	3,799	861	42,768	24,450	8,549	7,213	46,057	12,220	19,409	16,905	2,534	1,256	19,155	4,682	2,004	250	5,054	2,582	1,196	333	52
Indiana	1,527	386	15,716	6,740	3,431	4,159	21,006	7,626	7,239	4,805	608	251	7,687	1,537	150	26	2,367	1,190	418	30	42
Iowa	1,661	731	13,342	8,365	3,503	4,788	19,392	6,433	7,580	5,929	651	484	4,627	1,661	254	.....	1,929	1,247	621	119	21
Kansas	1,041	526	10,378	7,501	2,048	3,508	15,441	5,990	6,220	5,437	331	226	3,828	1,612	257	139	1,223	1,006	293	17	16
Kentucky	872	362	6,784	5,157	1,618	3,135	9,139	4,008	3,732	4,307	157	180	2,674	581	222	79	839	530	202	18	22
Louisiana	1,026	407	6,701	4,457	2,277	3,085	9,456	3,542	2,845	2,725	96	132	3,503	1,500	203	58	743	562	153	1	1
Maine	356	90	2,714	968	405	458	3,626	1,081	1,747	774	21	22	879	146	21	1	485	198	27	.....	29
Maryland	1,515	377	11,062	3,067	957	1,961	11,825	2,969	2,732	2,594	658	26	7,418	377	266	24	1,393	597	122	106	15
Massachusetts	5,039	955	33,055	15,064	3,991	3,386	26,597	8,213	9,471	9,262	2,035	1,117	18,515	4,304	2,606	357	4,810	2,280	1,801	231	52

TABLE 5.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 1.—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES—Continued

State or outlying part	Faculty (reduced to full-time basis)		Enrollments													Degrees				
			Regular session, 1931-32		Summer session, 1931		Third week of fall term—men and women	Freshmen (first year of college work) men and women	Arts and sciences				Professional schools			Baccalaureate and first professional		Masters including advanced engineering—men and women	Doctor's—men and women	Honorary—men and women
									Undergraduate		Graduate		Undergraduate		Graduate					
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Michigan	2,002	516	23,164	14,922	4,652	4,595	31,436	7,526	9,619	7,121	935	626	9,177	3,806	751	324	3,020	1,626	907	93	55
Minnesota	1,602	539	14,130	9,008	2,916	3,754	20,634	7,195	7,336	5,947	426	377	5,653	2,703	912	153	1,778	1,246	250	72	14
Mississippi	515	437	3,849	3,699	529	1,267	5,294	3,024	3,043	3,655	67	25	727	7	10	.....	496	422	14	.....	1
Missouri	1,925	680	17,548	10,621	2,596	3,693	26,161	8,672	7,643	7,034	524	473	7,614	1,463	293	126	1,807	891	480	44	28
Montana	266	85	2,351	1,279	205	413	2,890	1,391	1,582	1,050	95	32	617	149	34	7	274	188	29	.....	3
Nebraska	756	322	7,184	5,077	1,273	2,656	8,364	3,703	3,114	2,557	277	268	3,561	2,041	182	65	1,071	660	185	18	18
Nevada	91	23	619	433	.....	.....	932	281	310	339	22	42	268	46	14	1	87	51	6	.....	.....
New Hampshire	521	61	3,761	677	103	176	4,422	1,356	2,849	558	66	22	727	97	.....	.....	664	83	36	.....	17
New Jersey	1,037	213	8,078	1,929	1,241	1,359	9,567	2,711	4,276	1,820	407	46	1,097	49	174	2	1,336	550	251	58	27
New Mexico	196	43	1,360	708	300	621	1,813	722	574	225	43	51	703	360	2	.....	123	76	20	.....	2
New York	8,589	2,282	103,550	67,352	18,336	21,756	78,187	28,374	41,833	28,191	4,297	3,044	46,844	17,518	6,097	4,960	11,740	6,434	4,605	463	129
North Carolina	1,266	808	10,752	7,110	2,837	4,010	16,963	6,118	7,662	6,403	378	158	2,580	234	99	.....	1,309	990	228	33	23
North Dakota	350	81	2,612	1,535	493	504	3,334	1,272	1,182	737	90	55	1,318	725	21	14	348	220	53	2	1
Ohio	3,509	1,366	34,282	24,182	7,328	9,808	41,504	14,182	17,313	12,648	1,756	733	14,184	9,748	2,903	423	4,528	3,103	983	136	66
Oklahoma	907	451	9,398	7,587	3,063	3,978	14,333	5,503	4,360	4,654	212	178	4,489	2,135	309	128	977	804	233	4	5
Oregon	742	208	6,029	3,444	860	1,886	7,954	2,684	1,863	1,568	121	83	3,823	1,609	179	91	866	538	119	4	11
Pennsylvania	5,909	1,327	48,823	21,689	8,052	9,851	64,235	13,657	15,520	7,965	1,801	1,347	23,217	7,110	1,930	578	7,154	2,871	1,066	402	130
Rhode Island	245	29	2,250	786	.....	.....	3,101	874	1,435	524	233	105	560	157	12	.....	364	138	68	13	14
South Carolina	680	401	5,135	5,091	1,254	2,112	9,436	3,457	2,805	4,368	82	127	2,099	361	23	25	787	803	31	1	16
South Dakota	353	145	2,531	1,840	360	836	3,855	1,326	1,436	1,490	53	39	985	195	17	.....	365	212	35	.....	12

Tennessee	1,212	508	8,473	6,620	1,846	8,790	11,357	4,564	5,025	5,034	162	103	3,227	1,651	70	55	1,218	692	128	6	94										
Texas	2,327	1,058	20,469	17,044	6,427	12,836	28,107	12,990	12,746	15,285	632	502	6,958	1,261	141	20	2,041	1,727	488	32	26										
Utah	359	176	4,979	3,220	720	832	6,915	3,385	2,168	1,339	170	83	2,885	1,617	48	13	487	266	81												
Vermont	275	78	1,552	843	203	797	2,275	709	1,054	726	24	18	457	90	7	1	276	155	31		18										
Virginia	1,381	688	11,113	5,908	2,017	3,739	15,065	5,763	6,931	6,131	262	89	3,655	686	131	4	1,417	689	168	21	28										
Washington	893	349	9,198	5,851	1,922	3,140	12,821	4,143	5,417	4,620	437	318	3,116	871	179	73	1,190	856	317	21	20										
West Virginia	458	164	3,636	2,255	1,112	1,493	4,724	1,924	2,321	1,700	81	56	980	357	99	25	493	322	67	6	11										
Wisconsin	1,129	344	10,799	6,287	2,660	3,681	15,905	4,178	6,163	4,397	775	456	4,207	1,166	393	105	1,650	1,088	521	133	26										
Wyoming	161	66	828	574	250	819	1,220	503	381	191	23	22	381	292	21	7	112	60	14		1										
Outlying parts of the United States																															
Alaska	17	7	91	63			126	56	41	51			49	2	1		12	3			1										
Hawaii	152	75	685	1,122	139	456	1,907	435	357	195	51	49	271	499	15	2	94	102	16		1										
Philippine Islands	9	1	110	97	42	66	207	108	110	97																					
Puerto Rico	94	45	869	732	354	774	1,596	432	169	101	4	8	683	587			116	65	4		6										

TABLE 5.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS

State	Schools reporting	Faculty (reduced to full-time basis)		Enrollments												Degrees[1]				Number of students completing without degrees teacher-training courses of—					
				Regular session,[1] 1931-32		Summer session, 1931		Third week of fall term	Freshman (first year of college work)	Arts and sciences, September to June				Professional schools, September to June				Bachelor's		Master's		3 years		2 years		1 year	
										Undergraduate		Graduate		Undergraduate		Graduate											
		Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Continental United States	289	4,516	7,089	50,338	114,022	31,538	104,641	119,188	57,972	3,793	2,541	4	1	45,033	108,751	525	637	5,282	10,243	237	330	837	5,404	2,028	16,511	967	4,172
Alabama	7	90	132	1,017	2,038	694	3,328	1,034	1,392	258	260	----	----	755	1,773	----	----	50	84	----	----	----	----	86	533	----	----
Arizona	2	52	52	706	844	207	599	1,391	590	79	10	----	----	594	822	----	----	54	85	----	----	27	179	----	----	----	----
Arkansas	2	41	42	425	645	469	1,286	502	226	----	----	----	----	425	645	----	----	73	77	----	----	----	----	1	27	----	----
California	8	212	226	3,487	6,553	925	3,525	4,761	3,581	288	212	----	----	3,009	5,624	----	----	319	1,161	----	----	0	13	0	3	----	----
Colorado	3	88	80	836	1,619	707	2,331	2,064	738	43	31	1	1	685	1,468	69	57	101	263	40	40	----	----	33	333	----	----
Connecticut	8	27	235	58	1,095	8	14	1,139	503	----	----	----	----	58	1,095	----	----	21	33	----	----	0	19	0	382	----	----
District of Columbia	3	22	81	108	642	----	----	757	323	----	----	----	----	108	642	----	----	----	----	----	----	0	26	0	6	----	----
Georgia	5	43	67	370	870	212	1,311	1,051	594	160	214	----	----	154	429	----	----	7	22	----	----	----	----	7	101	----	----
Idaho	2	25	43	190	434	54	227	522	336	36	27	----	----	154	407	----	----	----	----	----	----	----	----	69	278	----	----
Illinois	12	247	366	2,693	5,663	1,905	5,283	7,196	3,218	10	10	----	----	3,034	6,235	----	----	249	334	----	----	24	365	97	504	49	188
Indiana	4	145	119	1,938	2,599	1,774	2,845	3,503	1,661	40	71	----	----	1,851	2,461	78	67	264	380	20	14	11	9	100	280	----	----
Iowa	1	78	94	726	1,684	369	2,245	2,038	990	----	----	----	----	726	1,681	----	----	136	172	----	----	1	26	37	465	5	84
Kansas	3	154	130	1,568	2,251	998	3,566	3,263	1,306	239	54	----	----	1,199	1,970	93	94	221	330	38	25	----	----	51	501	23	189
Kentucky	6	147	213	2,716	4,456	1,193	3,224	2,442	3,267	301	441	----	----	2,402	3,971	17	32	189	238	3	1	----	----	37	328	154	417
Louisiana	2	40	57	275	1,124	249	1,019	987	374	19	27	----	----	268	1,067	----	----	35	103	----	----	----	----	4	325	----	----

Maine	7	26	103	278	1,206	70	813	850	467			273	1,209		0	15			27	22	33	429	1	39
Maryland	5	13	106	123	901			1,085	556			133	901								39	385		
Massachusetts	16	91	335	265	3,929	138	982	4,173	1,470		63	260	3,828	5	36	33	305	5	36	31	628	0	219	28	10
Michigan	24	232	385	3,028	4,499	1,368	4,800	4,724	1,692			2,921	4,498			376	670			79	471	71	628	88	489
Minnesota	8	97	192	1,016	3,156	390	2,638	3,730	1,795			1,016	3,156			85	110			16	6	132	825	35	259
Mississippi	2	40	52	879	914	322	1,101	970	338	12	17	367	897			40	175					0	3		
Missouri	9	215	249	3,063	5,955	1,864	6,654	6,619	3,749	604	256	2,184	5,186			309	702			1	39	50	587	117	467
Montana	2	23	30	154	765	70	702	763	265			154	765			2	0					37	296		
Nebraska	6	100	141	957	1,892	510	2,711	2,365	1,327	78	32	866	1,623			118	162					15	202	33	224
New Hampshire	3	29	68	159	693	30	251	819	303			169	693			11	40			13	75	2	118	0	1
New Jersey	7	79	193	542	2,945	107	622	3,297	1,105			542	2,945			64	169			47	446	0	11	1	1
New Mexico	2	83	34	251	461	304	1,133	515	230	56	33	3	0	152	415	10	13	15	44	9	6	1	0	0	5		
New York	22	290	611	2,020	9,766	1,406	4,931	7,339	2,806			1,907	9,515	39	62	137	473	15	21	209	2,352	0	30	0	3
North Carolina	8	74	149	464	2,920	317	3,357	1,696	960			464	2,920			36	304					19	624		
North Dakota	5	84	122	781	1,983	653	2,120	2,200	1,312	161	69	613	1,893			69	90			4	2	91	763	78	368
Ohio	4	84	125	851	2,102	538	2,163	2,518	1,207	191	96	651	2,010			85	123			0	13	30	784		
Oklahoma	6	185	153	3,248	5,041	3,479	6,206	4,657	2,027	97	65	2,944	4,625			412	604			153	257	353	539	84	103
Oregon	6	35	120	469	1,067	124	1,275	1,236	655	116	50	349	1,017									122	701		
Pennsylvania	18	296	550	3,472	6,335	1,607	4,175	10,468	4,149			3,472	6,335			526	536			13	134	165	2,192	0	47
Rhode Island	1	23	76	40	566			606	125			27	551	13	5	19	165	2	6						
South Dakota	4	77	132	506	1,133	244	1,357	1,264	714	181	65	324	1,058			29	35					44	265	67	425
Tennessee	5	195	153	1,474	3,592	1,433	4,278	2,955	1,353			1,256	3,253	196	271	113	402	105	181			6	36		
Texas	7	249	253	3,068	4,928	3,243	10,214	5,574	3,417	106	104	2,591	4,626			431	822			27	20	40	133	35	103
Vermont	2	1	20	9	274			276	142			9	274									3	122		
Virginia	6	64	187	42	2,978	115	2,167	2,588	1,204		26	42	2,950			1	334			3	35	2	636		
Washington	4	69	125	768	1,385	408	1,983	1,771	702	45	15	718	1,355							130	189	80	442	1	4
West Virginia	7	155	133	2,210	3,439	1,129	3,125	4,308	2,135	559	284	1,616	3,127			156	256					84	593		
Wisconsin	26	236	312	3,578	4,880	1,715	4,012	7,122	2,682	102	55	3,353	4,799			464	422			20	99	48	575	169	706
Negro (included above)																									
Alabama	2	55	43	493	547	393	1,940	294	598	251	240	228	302			31	25					3	138		
District of Columbia	1	11	23	66	336			402	143			66	336												
Georgia	1	15	14	64	118	18	237	150	59	52	99	12	19									5	11		
Kentucky	1	0	1	0	15			15				0	15									0	15		
Maryland	2	5	36	45	161			228	98			45	161									15	77		
Missouri	1	19	8	144	379	30	179	405	330	144	146	0	233			0	26								
North Carolina	3	23	42	59	668	64	797	498	265			59	668			0	24					7	192		
Pennsylvania	1	7	15	41	148			162	79			41	148							2	5	8	25		
Virginia	1	1	8	19	65			64	67			19	65									2	18		
West Virginia	1	19	11	130	207	46	236	299	120			95	159			11	11					2	36		
Total	14	155	201	1,051	2,644	551	3,389	2,526	1,759	447	485	565	2,106			42	86			2	5	42	510		

[1] Includes special and unclassified students.

[2] Doctor's degrees, 14 men, 3 women.

TABLE 5.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 3.—TOTALS (1,460 INSTITUTIONS)

State or outlying part	Faculty (reduced to full-time basis)		Enrollments														Degrees				
			Regular session, 1931-32		Summer session, 1931		Third week of fall term—men and women	Freshmen (first year of college work)—men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Masters including advanced engineering—men and women	Doctors—men and women	Honorary—men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Continental United States	71,680	29,109	667,181	486,936	148,017	266,243	839,741	307,076	296,495	235,517	25,947	16,711	302,375	193,158	24,961	10,501	83,271	54,792	19,339	2,900	1,167
Alabama	769	453	8,090	6,238	3,088	6,218	6,857	5,144	3,494	3,265	92	106	4,163	2,416	102	30	852	780	130	.....	13
Arizona	266	121	2,439	2,004	377	836	4,032	1,611	1,200	657	63	58	1,103	1,245	90	32	223	192	57	.....	.....
Arkansas	586	335	4,192	3,310	1,377	3,311	6,031	2,754	2,842	2,319	24	8	1,333	944	24	9	377	274	17	.....	15
California	4,384	1,870	47,121	37,493	6,592	11,603	50,529	24,926	20,827	24,952	1,837	2,120	13,317	8,691	2,362	1,375	4,183	3,959	1,181	234	40
Colorado	744	309	7,257	5,463	2,687	6,432	11,037	3,946	2,550	2,644	274	293	4,239	2,348	283	99	919	679	237	15	11
Connecticut	1,057	470	6,888	2,764	32	15	9,121	2,324	4,862	985	674	192	1,437	1,425	171	77	1,202	261	165	130	37
Delaware	98	43	493	321	111	386	801	306	256	197	.....	.....	225	124	2	.....	73	53	2	.....	2
District of Columbia	353	206	11,651	5,719	1,792	1,776	13,526	4,119	4,229	2,996	925	574	5,605	1,379	281	137	1,710	638	501	87	36
Florida	697	338	3,668	2,901	902	2,253	6,064	2,410	1,564	1,685	144	39	1,970	1,089	.....	3	451	342	58	.....	14
Georgia	1,080	562	8,468	6,235	2,084	4,679	10,678	4,185	3,520	3,578	142	125	4,640	2,167	78	9	1,265	925	156	.....	15
Idaho	307	131	2,360	1,566	204	488	2,775	1,263	1,388	806	27	26	1,357	692	73	16	268	170	71	.....	.....
Illinois	4,046	1,257	45,451	30,113	10,544	12,498	53,253	15,438	19,419	16,615	2,534	1,258	22,189	10,917	2,004	250	5,303	2,916	1,196	333	52
Indiana	1,672	505	17,654	9,339	5,205	7,004	24,500	9,287	7,279	4,877	603	251	9,538	3,998	228	93	2,631	1,570	452	30	42
Iowa	1,739	825	14,068	10,049	3,872	7,033	21,430	7,423	7,580	5,928	851	494	5,353	3,342	254	.....	2,065	1,419	621	119	21
Kansas	1,195	660	11,948	9,752	3,046	7,074	18,704	7,296	6,459	5,491	331	226	5,027	3,582	355	233	1,444	1,336	356	17	16

Kentucky	1,019	575	9,500	9,613	2,801	6,359	11,681	7,276	4,033	4,749	157	180	5,076	4,552	289	111	1,078	768	206	18	22
Louisiana	1,066	494	8,976	5,581	2,526	4,104	10,445	8,916	2,864	2,752	96	132	3,759	2,597	208	58	778	665	153	1	1
Maine	382	193	2,987	2,174	475	1,271	4,494	1,541	1,747	774	21	22	1,161	1,383	21	1	495	213	27	.....	29
Maryland	1,528	493	11,195	3,968	957	1,961	12,916	3,525	2,732	2,594	658	26	7,551	1,278	266	24	1,393	597	122	106	15
Massachusetts	5,130	1,290	33,320	18,993	4,129	4,368	30,770	9,693	9,471	9,325	2,035	1,117	18,775	8,132	2,611	393	4,843	2,585	1,842	231	52
Michigan	2,234	901	26,192	19,421	6,020	9,395	36,160	9,118	9,619	7,121	935	626	12,095	8,304	751	324	3,396	2,296	907	93	55
Minnesota	1,699	731	15,146	12,164	3,306	6,392	24,364	8,990	7,336	5,947	426	377	6,669	5,859	912	153	1,86	31,356	230	72	14
Mississippi	555	486	4,228	4,613	851	2,368	6,254	3,362	3,055	3,672	67	25	1,094	904	10	.....	536	597	14	.....	1
Missouri	2,141	929	20,631	16,576	4,460	10,347	32,780	12,421	8,247	7,290	524	473	9,798	6,049	293	126	2,206	1,593	480	44	28
Montana	269	115	2,505	2,044	275	1,115	3,653	1,656	1,532	1,050	95	32	771	914	34	7	276	185	29	.....	3
Nebraska	830	461	8,141	6,789	1,733	5,357	10,729	5,126	3,192	2,589	277	288	4,427	3,664	192	65	1,189	822	185	18	16
Nevada	91	21	619	443	.....	.....	932	291	316	339	22	42	265	46	14	1	87	51	6	.....	.....
New Hampshire	360	139	3,920	1,370	135	427	5,231	1,67	2,349	558	66	22	886	790	.....	.....	675	125	36	.....	17
New Jersey	1,116	407	8,620	4,574	1,315	1,981	12,964	3,916	4,276	1,820	407	46	1,659	2,994	174	2	1,400	719	251	38	27
New Mexico	229	77	1,611	1,169	694	1,754	2,325	952	630	258	46	51	855	775	12	13	155	120	35	.....	2
New York	5,879	2,493	105,570	77,115	19,792	36,717	53,572	31,140	41,533	28,191	4,257	3,044	48,731	27,031	6,137	3,022	11,877	6,967	4,641	463	129
North Carolina	1,440	933	11,216	10,090	3,154	7,367	17,659	7,05	7,072	6,403	374	158	3,044	3,159	93	.....	1,447	1,284	225	35	23
North Dakota	434	203	3,393	3,51	1,146	2,621	5,534	2,584	1,312	806	96	33	1,931	2,616	21	14	417	516	53	2	1
Ohio	3,593	1,491	35,133	26,284	7,467	11,971	44,022	17,369	17,591	12,710	1,776	736	14,765	11,758	2,903	423	4,616	3,224	943	130	66
Oklahoma	1,092	604	12,645	12,62	6,572	10,244	18,990	7,530	4,487	4,719	212	178	7,433	6,760	309	128	1,359	1,405	233	4	5
Oregon	777	328	6,494	4,511	954	3,161	9,196	3,339	1,978	1,618	121	83	4,172	2,625	179	91	800	556	119	4	11
Pennsylvania	6,305	1,577	52,293	30,024	9,659	14,05	74,703	17,8	15,230	7,965	1,401	1,347	26,689	15,445	1,930	578	7,640	3,407	1,096	402	130
Rhode Island	264	106	2,290	1,32	.....	.....	3,705	99	1,435	531	233	103	557	719	25	5	353	306	76	13	14
South Carolina	690	401	5,135	5,091	1,254	2,112	9,45	3,45	2,905	4,305	82	127	2,099	361	23	23	787	803	31	1	16
South Dakota	430	277	3,096	2,973	604	2,203	5,119	2,040	1,617	1,555	53	39	1,309	1,253	17	.....	393	247	35	.....	12
Tennessee	1,407	671	9,947	10,512	3,299	5,005	14,312	5,917	5,025	5,084	102	103	4,453	4,904	299	326	1,331	1,094	414	23	34
Texas	2,576	1,311	23,537	21,972	9,670	23,049	33,681	16,407	12,562	15,309	632	502	9,849	5,877	141	20	2,472	2,549	488	32	26
Utah	359	175	4,979	3,220	720	932	6,915	3,355	2,168	1,339	170	83	2,355	1,617	45	13	457	266	81	.....	.....
Vermont	276	98	1,561	1,117	203	797	2,651	857	1,054	726	24	18	460	364	7	1	276	155	31	.....	18
Virginia	1,445	875	11,155	8,866	2,132	5,906	17,653	6,967	6,931	5,209	262	69	3,697	3,536	131	4	1,418	1,023	168	21	28
Washington	962	474	9,966	7,226	2,330	5,123	14,592	4,935	5,462	4,535	437	316	3,834	2,226	178	73	1,190	856	317	21	20
West Virginia	613	297	5,746	5,694	2,241	4,618	9,032	4,059	2,850	1,964	81	56	2,596	3,484	99	25	679	578	67	6	11
Wisconsin	1,365	656	14,377	11,167	4,375	7,693	23,117	6,860	5,295	4,452	775	456	7,560	5,965	393	105	2,144	1,508	521	133	26
Wyoming	161	66	828	574	250	819	1,220	503	361	191	23	22	391	292	21	7	112	60	14	.....	1
Outlying parts of the United States																					
Alaska	17	7	91	53	.....	.....	126	56	41	51	.....	.....	49	2	1	.....	12	3	.....	.....	1
Hawaii	152	75	895	1,122	139	456	1,907	435	387	195	51	49	271	499	15	2	94	102	16	.....	1
Philippine Islands	9	1	110	97	42	66	207	103	110	97	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Puerto Rico	94	45	899	732	354	774	1,596	432	189	101	4	8	683	587	.....	.....	110	65	4	.....	6

TABLE 6—PROFESSIONAL SCHOOL STUDENTS AND DEGREES, 1931–32

State or outlying part	Education		Agriculture		Commerce and business		Dentistry		Engineering		Home economics		Law		Medicine		Nursing		Pharmacy		Theology		Other	
	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Continental United States	202,084	31,306	14,671	2,748	64,274	7,293	8,519	2,084	77,041	12,004	10,768	1,964	37,170	9,308	24,040	5,487	6,385	82	9,782	2,382	12,350	1,850	40,168	6,208
Alabama	3,486	374	126	19	798	75	----	----	1,565	204	148	7	220	30	107	0	----	----	34	6	----	----	211	28
Arizona	1,949	248	93	16	----	----	----	----	290	44	59	10	89	15	----	----	----	----	----	----	----	----	63	8
Arkansas	1,376	206	113	17	106	34	----	----	292	30	118	21	120	33	198	46	----	----	----	----	30	----	----	----
California	13,210	2,434	653	115	2,507	431	657	145	2,224	396	----	----	2,698	418	1,078	180	129	7	490	77	578	73	1,459	204
Colorado	2,279	443	243	50	847	85	12	12	1,850	290	254	37	292	60	214	55	106	----	75	4	138	15	598	117
Connecticut	130	54	----	----	----	----	----	----	63	36	----	----	316	117	192	44	100	29	157	52	312	59	817	140
Delaware	70	6	33	8	----	----	----	----	194	35	54	12	----	----	----	----	----	----	----	----	----	----	----	----
District of Columbia	480	123	----	----	117	11	310	50	589	74	----	----	3,268	796	1,108	246	51	----	73	21	231	81	417	71
Florida	1,186	190	236	39	529	49	----	----	370	48	208	27	293	83	----	----	----	----	56	6	----	----	220	27
Georgia	1,886	189	237	51	883	115	302	82	1,718	265	307	63	322	111	365	92	98	----	16	3	167	30	522	138
Idaho	410	123	172	36	292	50	----	----	428	40	----	----	39	10	----	----	----	----	74	----	----	----	162	23
Illinois	9,170	1,184	588	100	8,202	722	1,051	270	3,037	532	238	55	3,257	560	2,469	649	792	----	746	129	1,507	266	2,576	561
Indiana	5,325	890	341	63	1,167	243	168	35	3,775	668	439	95	770	174	453	100	202	----	304	118	180	11	733	109
Iowa	2,804	366	616	147	324	32	178	47	2,057	367	978	274	312	91	383	101	218	----	217	26	122	25	806	153
Kansas	3,964	785	457	92	580	106	----	----	1,587	238	519	124	280	66	313	56	98	----	59	15	338	25	1,112	157
Kentucky	6,918	576	185	43	408	31	151	46	718	91	117	23	280	68	342	88	----	----	93	30	634	140	----	----
Louisiana	2,309	323	363	75	835	43	142	31	1,100	108	161	19	331	75	586	111	----	----	76	20	----	----	385	64
Maine	451	33	120	23	----	----	----	----	563	103	112	18	----	----	----	----	----	----	----	----	51	----	155	33
Maryland	2,951	118	262	54	105	20	424	73	784	98	95	10	165	33	708	168	121	----	361	112	50	7	2,159	441
Massachusetts	5,334	838	----	----	6,437	618	421	82	5,617	1,271	----	----	5,224	1,079	1,222	303	----	----	406	73	1,120	185	2,918	479
Michigan	10,427	1,780	467	65	883	153	238	85	4,427	786	563	112	1,540	395	959	211	292	1	351	102	112	7	766	165
Minnesota	6,181	736	463	85	755	191	239	69	2,297	273	516	79	547	133	1,085	195	559	----	170	43	489	36	446	61
Mississippi	1,264	215	----	----	168	13	----	----	429	75	----	----	73	19	53	26	----	----	28	13	----	----	----	----
Missouri	7,846	1,342	449	80	427	182	643	133	1,481	168	112	18	1,606	241	960	224	501	13	305	80	932	25	1,607	377
Montana	555	22	----	----	92	35	----	----	209	19	----	----	63	12	----	----	----	----	54	19	----	----	352	45

Nebraska	3,846	618	363	64	1,167	138	218	51	764	95	272	71	301	64	650	129	359	3	191	18	30	14	512	59
Nevada	.....	.....	51	10	.....	.....	.....	.....	231	34	47	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	338	51	86	13	191	49	.....	.....	427	61	85	10	.....	.....	40	.....	.....	.....	.....	.....	.....	.....	35	4
New Jersey	1,825	569	216	47	.....	.....	.....	.....	1,554	274	.....	.....	618	173	.....	.....	.....	.....	382	86	362	112	98	16
New Mexico	1,011	125	84	11	42	2	.....	.....	475	66	56	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17	.....
New York	22,334	4,984	1,495	276	20,546	1,238	921	223	8,030	1,371	814	134	6,990	2,622	2,808	648	198	5	2,076	518	1,798	180	11,139	1,195
North Carolina	3,124	404	243	39	347	42	.....	.....	812	95	.....	.....	256	49	282	34	77	.....	81	18	170	34	360	67
North Dakota	2,096	320	185	37	111	50	.....	.....	492	55	186	22	69	20	56	25	.....	.....	100	21	.....	.....	288	26
Ohio	11,869	1,753	890	174	4,117	550	348	101	4,549	660	845	131	1,170	302	971	210	768	8	540	161	581	111	2,897	380
Oklahoma	9,181	1,261	457	70	1,470	146	.....	.....	1,818	188	305	35	256	76	233	96	141	.....	110	22	146	53	517	80
Oregon	717	121	345	53	1,359	125	226	50	735	127	420	71	406	70	252	55	.....	.....	123	30	.....	.....	1,119	57
Pennsylvania	18,869	2,377	508	122	5,699	1,179	1,166	320	7,652	1,047	649	116	1,619	400	2,612	628	477	.....	1,114	395	1,060	170	1,980	429
Rhode Island	606	105	26	10	144	17	.....	.....	327	48	111	23	.....	.....	.....	.....	.....	.....	113	26	.....	.....	.....	.....
South Carolina	232	31	401	72	293	24	.....	.....	693	87	.....	.....	117	31	144	33	116	.....	98	17	31	.....	391	56
South Dakota	755	69	128	21	48	20	.....	.....	628	109	113	23	72	19	40	0	.....	.....	67	7	.....	.....	86	2
Tennessee	5,355	929	419	47	93	8	217	47	675	66	563	66	606	246	843	233	343	.....	149	42	94	21	65	3
Texas	7,702	1,299	819	156	315	177	157	40	3,445	429	206	25	955	181	689	138	334	.....	86	15	438	91	653	104
Utah	1,564	194	360	43	1,097	149	.....	.....	522	58	132	27	95	21	78	20	.....	.....	.....	.....	.....	.....	228	46
Vermont	.....	.....	37	11	.....	.....	.....	.....	284	57	80	13	.....	.....	154	36	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	3,100	392	268	55	488	98	126	28	1,297	223	95	16	420	117	603	141	240	16	127	26	220	58	201	39
Washington	460	370	276	31	.....	.....	.....	.....	1,653	242	219	33	388	73	.....	.....	.....	.....	242	24	53	10	806	150
West Virginia	4,910	403	148	30	.....	.....	.....	.....	435	66	164	39	149	42	144	52	.....	.....	38	6	.....	.....	216	31
Wisconsin	8,315	1,207	536	147	285	42	202	64	1,703	265	344	80	545	177	636	114	65	.....	.....	.....	321	10	282	63
Wyoming	315	36	113	26	.....	.....	.....	.....	176	32	64	12	33	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Outlying parts of the United States																								
Alaska	.....	.....	.....	.....	.....	.....	.....	.....	52	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hawaii	491	80	114	14	.....	.....	.....	.....	67	8	90	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	1
Puerto Rico	483	58	167	22	126	15	.....	.....	179	21	183	1	76	15	.....	.....	.....	.....	56	7	.....	.....	.....	.....

TABLE 7.—FACULTY VARIOUSLY CLASSIFIED, 1931-32

PART 1.—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES

State or outlying part	Resident instruction, 1931-32					Summer session, 1931, men and women	Extension service				Organized research		Total (reduced to full-time basis, excluding those employed for summer sessions only)	
	General administration, men and women	Collegiate professional and graduate, men and women	Secondary excluding training schools, men and women	Total, excluding duplicates			Correspondence, men and women	University extension, men and women	Agricultural and home economics extension, men and women	County home and club agents, men and women	Agricultural experiment stations, men and women	Other, men and women	Men	Women
				Men	Women									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States	11,798	77,524	2,837	61,691	17,623	18,647	3,128	4,382	2,032	4,046	2,924	1,416	67,164	22,020
Alabama	155	703	29	490	237	333	36	76	29	107	62	12	669	321
Arizona	33	202	.....	143	54	38	25	12	10	24	41	8	204	69
Arkansas	117	543	50	390	183	242	77	21	.....	156	36	10	545	293
California	664	5,610	149	4,372	1,329	888	739	85	156	.....	.....	67	4,622	1,644
Colorado	153	732	27	575	170	321	88	78	18	42	59	23	656	229
Connecticut	179	1,094	.....	954	140	12	.....	26	31	32	30	46	1,030	235
Delaware	19	100	14	72	30	24	.....	12	9	9	19	.....	98	43
District of Columbia	128	1,468	10	1,330	140	232	5	.....	.....	.....	.....	12	831	125
Florida	129	552	40	376	201	179	110	100	30	98	80	2	667	338
Georgia	280	1,077	45	789	306	318	41	107	50	221	14	.....	1,037	495
Idaho	46	282	7	209	77	44	.....	.....	19	38	48	.....	232	88
Illinois	585	4,738	139	4,047	777	630	66	116	38	.....	121	87	3,789	861
Indiana	275	1,675	46	1,323	372	633	90	223	53	100	133	.....	1,527	386
Iowa	415	2,003	82	1,473	596	822	81	7	76	133	109	210	1,661	731
Kansas	231	1,382	35	908	506	549	71	51	95	119	130	33	1,041	528
Kentucky	180	954	132	728	305	360	26	35	53	124	77	.....	872	362
Louisiana	213	1,016	31	787	255	388	106	54	38	105	54	3	1,028	407
Maine	74	315	.....	274	41	50	17	6	17	38	35	13	356	90
Maryland	190	1,887	81	1,595	323	187	.....	59	36	57	57	25	1,515	377
Massachusetts	747	5,584	103	4,847	798	556	4	85	29	60	64	82	5,039	955
Michigan	287	2,336	55	1,890	479	746	23	148	56	96	119	14	2,002	516
Minnesota	242	1,737	244	1,399	493	419	100	192	42	109	183	60	1,602	539
Mississippi	170	603	39	329	305	146	29	5	41	162	48	.....	515	437
Missouri	444	2,443	78	1,876	601	459	84	116	107	78	101	8	1,926	680
Montana	48	242	8	178	64	56	40	1	19	46	40	3	266	85

Nebraska	150	1,001	42	738	291	309	25	26	34	63	44	.....	756	322
Nevada	9	74	.....	58	16	.....	.....	.....	6	16	19	8	91	23
New Hampshire	65	479	27	442	44	50	.....	.....	18	34	44	1	521	61
New Jersey	170	1,013	21	886	129	180	11	136	27	55	112	6	1,037	213
New Mexico	47	152	20	142	28	64	10	11	11	.....	.....	.....	196	43
New York	988	10,604	326	8,812	2,035	2,128	125	1,088	78	186	129	77	8,589	2,282
North Carolina	427	1,401	85	994	467	484	67	55	42	164	32	2	1,266	806
North Dakota	60	330	6	270	64	118	51	30	23	37	42	5	350	81
Ohio	674	4,779	27	3,452	1,237	1,183	62	214	77	108	12	55	3,509	1,366
Oklahoma	151	978	35	694	334	525	163	75	37	146	75	16	907	451
Oregon	122	745	24	597	168	258	22	75	24	47	41	10	742	208
Pennsylvania	613	6,438	242	5,527	1,094	879	16	355	59	142	114	229	5,909	1,327
Rhode Island	50	262	.....	243	19	.....	.....	38	9	9	17	.....	245	29
South Carolina	288	761	26	542	237	210	.....	7	212	142	52	1	680	401
South Dakota	88	377	39	287	118	133	44	16	.....	.....	.....	1	353	145
Tennessee	354	1,348	53	1,040	338	325	65	32	40	139	35	15	1,212	508
Texas	520	2,430	177	1,700	815	1,396	227	129	64	340	131	54	2,327	1,058
Utah	66	475	25	341	153	218	66	95	16	29	35	8	359	175
Vermont	47	309	.....	269	40	62	.....	.....	17	36	28	.....	275	78
Virginia	386	1,387	73	1,007	432	433	106	111	42	171	43	44	1,381	688
Washington	280	989	59	761	263	344	135	118	15	55	65	3	893	349
West Virginia	120	422	26	342	105	269	4	37	31	75	55	.....	458	164
Wisconsin	233	1,356	47	1,096	268	313	33	110	84	68	105	160	1,129	344
Wyoming	24	131	13	88	46	84	39	9	14	32	38	3	161	66
Outlying parts of the United States														
Alaska	4	21	.....	16	5	.....	.....	.....	2	.....	1	.....	17	7
Hawaii	11	154	.....	102	52	66	.....	37	8	10	21	34	152	75
Philippine Islands	4	14	.....	12	2	14	.....	.....	.....	.....	.....	6	9	1
Puerto Rico	84	128	16	97	45	72	.....	2	.....	.....	.....	.....	94	45

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS

Continental United States	1,855	10,648	120	4,137	6,624	7,492	768	723	.....	.....	.....	33	4,516	7,089
Alabama	56	214	31	108	137	235	.....	60	.....	.....	.....	.....	90	132
Arizona	17	93	.....	48	45	51	10	7	.....	.....	.....	.....	52	52
Arkansas	20	69	.....	33	36	87	26	17	.....	.....	.....	.....	41	42
California	93	425	.....	212	213	225	.....	5	.....	.....	.....	1	212	226
Colorado	22	146	.....	78	68	175	60	22	.....	.....	.....	1	88	80
Connecticut	39	261	.....	30	231	7	.....	8	.....	.....	.....	.....	27	235
District of Columbia	14	91	.....	14	77	.....	.....	18	.....	.....	.....	.....	22	81
Georgia	28	93	.....	36	57	74	.....	2	.....	.....	.....	.....	43	67
Idaho	18	56	.....	19	37	47	.....	.....	.....	.....	.....	.....	25	43
Illinois	107	611	.....	236	375	414	.....	8	.....	.....	.....	4	247	386

TABLE 7.—FACULTY VARIOUSLY CLASSIFIED, 1931-32—Continued

PART 2—TEACHERS COLLEGES AND NORMAL SCHOOLS—Continued

State or outlying part	Resident instruction, 1931-32					Summer session, 1931, men and women	Extension service				Organized research		Total (reduced to full-time basis, excluding those employed for summer sessions only	
	General administration, men and women	Collegiate professional and graduate, men and women	Secondary excluding training schools, men and women	Total, excluding duplicates			Correspondence, men and women	University extension, men and women	Agricultural and home economics extension, men and women	County home and club agents, men and women	Agricultural and experiment stations, men and women	Other, men and women		
				Men	Women								Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Indiana	29	255	.....	139	116	270	35	23	.....	.....	.....	.....	145	119
Iowa	8	164	.....	73	91	124	44	10	.....	.....	.....	.....	78	94
Kansas	37	241	18	142	117	277	6	12	.....	.....	.....	1	154	130
Kentucky	47	366	6	143	229	297	21	4	.....	.....	.....	2	147	213
Louisiana	8	90	.....	38	52	86	30	3	.....	.....	.....	.....	40	57
Maine	15	124	.....	25	99	45	.....	.....	.....	.....	.....	.....	26	103
Maryland	20	110	.....	12	98	.....	.....	.....	.....	.....	.....	.....	13	106
Massachusetts	67	434	.....	96	338	77	.....	.....	.....	.....	.....	.....	91	335
Michigan	86	577	.....	218	359	438	124	90	.....	.....	.....	2	232	385
Minnesota	63	257	.....	92	165	148	.....	11	.....	.....	.....	.....	97	192
Mississippi	10	88	.....	36	52	109	20	12	.....	.....	.....	.....	40	52
Missouri	76	420	.....	190	230	457	46	75	.....	.....	.....	4	215	249
Montana	14	54	.....	18	36	31	7	.....	.....	.....	.....	.....	23	30
Nebraska	51	200	13	92	119	196	29	2	.....	.....	.....	.....	100	141
New Hampshire	11	95	.....	33	62	23	.....	.....	.....	.....	.....	.....	39	63
New Jersey	53	259	.....	90	169	41	39	48	.....	.....	.....	4	79	193
New Mexico	17	44	13	29	28	89	37	28	.....	.....	.....	.....	33	34
New York	199	823	.....	259	564	240	.....	57	.....	.....	.....	.....	290	611
North Carolina	49	181	7	64	124	147	10	6	.....	.....	.....	.....	74	149
North Dakota	40	176	3	68	111	193	28	2	.....	.....	.....	1	84	122
Ohio	30	218	.....	84	134	162	30	4	.....	.....	.....	.....	84	125
Oklahoma	47	291	.....	145	146	389	3	15	.....	.....	.....	8	185	153
Oregon	31	131	11	29	110	135	.....	.....	.....	.....	.....	.....	35	120
Pennsylvania	152	770	.....	260	510	247	.....	16	.....	.....	.....	.....	296	550
Rhode Island	9	99	.....	21	78	.....	.....	29	.....	.....	.....	.....	23	79

South Dakota	30	182		66	116	116	1	1					77	132
Tennessee	37	269		143	126	321	27	2				3	195	163
Texas	83	455	6	221	240	562	63	101					249	263
Vermont	7	17		0	17								1	20
Virginia	64	223		47	176	139	1	8					64	187
Washington	36	162		57	105	136	11	2				1	69	125
West Virginia	41	260	5	141	122	207	60	15				1	155	133
Wisconsin	94	545	7	243	309	375							236	312
Negro (included above)														
Alabama	29	96	22	72	46	136		24					55	43
District of Columbia	5	42		9	35								11	23
Georgia	8	25		13	12	15							15	14
Kentucky	1	26		1	25								1	26
Maryland	6	37		3	34								4	37
Missouri	8	77		28	49	42							23	44
North Carolina	5	14		1	13	13		6					3	16
Pennsylvania	8	14		4	10								7	15
Virginia	2	9		1	8								1	8
West Virginia	6	21	5	16	8	28							19	11
Total	78	861	27	148	240	234		30					139	237

PART 3.—TOTALS (1,460 INSTITUTIONS)

Continental United States	13,653	88,172	2,957	65,828	24,247	26,139	3,896	5,105	2,032	4,046	2,924	1,449	71,680	29,109
Alabama	211	917	60	598	374	568	36	136	29	107	62	12	759	453
Arizona	50	295		196	99	89	35	19	10	24	41	8	256	121
Arkansas	137	617	50	423	219	329	103	38		156	36	10	586	335
California	757	6,035	149	4,534	1,542	1,113	739	90	156			68	4,834	1,870
Colorado	175	878	27	653	238	496	148	100	18	42	59	24	744	309
Connecticut	218	1,355		984	371	19		34	31	32	30	46	1,057	470
Delaware	19	100	14	72	30	24		12	9	9	19		98	43
District of Columbia	142	1,559	10	1,344	217	232	5	18				12	853	206
Florida	129	552	40	375	201	179	110	100	30	98	80	2	697	338
Georgia	308	1,170	45	825	363	392	41	109	50	221	14		1,080	562
Idaho	64	338	7	228	114	91			19	36	48		307	131
Illinois	692	5,349	139	4,283	1,152	1,094	66	124	38		121	91	4,046	1,257
Indiana	304	1,930	46	1,462	488	903	125	246	53	100	133		1,672	505
Iowa	423	2,167	82	1,546	687	946	125	17	76	133	109	210	1,739	825
Kansas	268	1,623	53	1,050	623	826	77	63	95	119	130	34	1,195	656

TABLE 7.—FACULTY VARIOUSLY CLASSIFIED, 1931-32—Continued

PART 3.—TOTALS (1,460 INSTITUTIONS)—Continued

State or outlying part	Resident instruction, 1931-32					Summer session, 1931, men and women	Extension service				Organized research		Total (reduced to full-time basis, excluding those employed for summer sessions only)	
	General administration, men and women	Collegiate, professional and graduate, men and women	Secondary excluding training schools, men and women	Total, excluding duplicates			Correspondence, men and women	University extension, men and women	Agricultural and home economics extension, men and women	County home and club agents, men and women	Agricultural experiment stations, men and women	Other, men and women		
				Men	Women								Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Kentucky	227	1,320	136	871	534	657	46	39	53	124	77	2	1,019	575
Louisiana	221	1,106	31	825	307	474	136	57	38	105	54	3	1,066	464
Maine	89	439	.....	299	140	95	17	6	17	38	35	13	382	193
Maryland	210	1,997	31	1,607	421	187	.....	59	36	57	57	25	1,528	493
Massachusetts	814	6,018	103	4,943	1,136	693	4	85	29	60	64	82	5,130	1,290
Michigan	343	2,913	55	2,106	838	1,184	147	238	56	96	119	16	2,224	901
Minnesota	305	1,994	244	1,491	658	567	100	203	42	109	183	60	1,699	731
Mississippi	180	691	39	365	357	255	49	17	41	162	48	.....	555	489
Missouri	520	2,872	78	2,075	831	916	130	191	107	78	101	12	2,141	929
Montana	62	296	8	196	100	87	47	1	19	46	40	3	289	115
Nebraska	201	1,201	55	830	410	505	54	28	34	63	44	.....	856	463
Nevada	9	74	.....	58	16	.....	.....	.....	6	16	19	8	91	23
New Hampshire	76	574	27	475	106	73	.....	.....	18	34	44	1	560	129
New Jersey	223	1,272	21	976	298	221	50	184	27	55	112	10	1,116	406
New Mexico	64	196	33	171	56	153	47	39	11	.....	.....	.....	229	77
New York	1,097	11,427	326	9,071	2,599	2,368	125	1,145	78	186	129	77	8,879	2,893
North Carolina	476	1,852	92	1,058	591	631	77	61	42	164	32	2	1,340	955
North Dakota	160	506	9	338	175	311	79	32	23	37	42	6	434	203
Ohio	704	4,997	27	3,536	1,471	1,345	92	218	77	108	12	55	3,593	1,491
Oklahoma	208	1,269	85	820	490	914	166	90	37	146	75	24	1,092	604

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TABLE 8.—STUDENTS OF COLLEGE GRADE, IN RESIDENCE, VARIOUSLY CLASSIFIED, 1931-32

PART 1.—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES

State or outlying part	Regular and conditioned undergraduate				Special and unclassified		Graduate			Grand total			
	Regular session, 1931-32		Summer session, 1931		Regular session, 1931-32, men and women	Summer session, 1931, men and women	Regular session, 1931-32		Summer session, 1931, men and women	Regular session, 1931-32		Summer session, 1931	
	Men	Women	Men	Women			Men	Women		Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	542,558	308,380	86,888	118,877	69,416	24,503	47,602	27,462	48,422	616,843	372,914	116,479	161,602
Alabama	6,669	3,636	2,192	2,829	647	.....	194	136	265	7,073	4,200	2,304	2,892
Arizona	1,540	993	125	196	167	.....	153	90	86	1,783	1,160	170	237
Arkansas	3,720	2,600	788	1,930	67	2	48	17	213	3,767	2,665	908	2,025
California	38,500	26,973	4,337	6,625	2,338	16	4,199	3,495	2,717	43,634	30,940	6,667	8,078
Colorado	5,902	3,340	759	1,154	263	2,363	460	307	1,806	6,421	3,844	1,980	4,101
Connecticut	5,950	1,315	20	1	129	.....	844	269	4	6,830	1,669	24	1
Delaware	481	321	111	386	.....	.....	2	0	.....	483	321	111	386
District of Columbia	9,761	3,710	1,466	1,471	1,258	418	1,182	709	214	11,543	5,077	1,792	1,776
Florida	3,495	2,758	797	1,803	129	.....	145	42	185	3,668	2,901	902	2,253
Georgia	7,708	5,156	1,723	3,082	167	210	220	137	225	8,098	5,365	1,872	3,368
Idaho	2,471	1,067	115	187	231	.....	100	42	199	2,670	1,132	240	261
Illinois	38,393	21,069	5,568	4,768	3,362	547	4,172	1,827	5,199	42,768	24,450	8,549	7,213
Indiana	14,864	6,240	2,366	3,289	320	212	759	278	1,724	15,716	6,740	3,431	4,159
Iowa	12,086	7,484	1,719	3,312	484	409	1,086	577	2,850	13,342	8,365	3,503	4,788
Kansas	9,700	6,804	1,504	2,987	724	194	541	348	907	10,378	7,501	2,048	3,508
Kentucky	6,456	4,678	1,154	2,688	277	146	379	270	765	6,784	5,157	1,618	3,135
Louisiana	6,025	4,140	1,765	2,254	490	852	304	190	511	6,701	4,457	2,277	3,085
Maine	2,626	920	351	400	71	.....	42	23	112	2,714	968	405	458
Maryland	7,503	2,966	635	843	2,685	864	1,324	50	576	11,062	3,087	957	1,961
Massachusetts	26,283	13,425	3,385	2,687	290	466	4,134	1,474	839	33,055	16,064	3,991	3,386
Michigan	18,596	10,834	2,413	1,758	5,931	2,260	1,686	950	2,824	23,164	14,922	4,652	4,595
Minnesota	13,194	8,788	1,636	3,281	122	16	1,338	530	1,437	14,130	9,008	2,916	3,754
Mississippi	3,763	3,635	528	1,266	58	.....	77	25	4	3,849	3,699	529	1,267
Missouri	15,169	8,422	1,250	2,461	3,173	1,193	816	599	1,385	17,548	10,621	2,596	3,693
Montana	2,197	1,197	120	307	66	13	129	39	178	2,351	1,279	205	413

Nebraska	6,647	4,557	850	2,323	285	49	459	333	728	7,184	5,077	1,273	2,656
Nevada	508	385	.....	.....	22	.....	36	43	.....	619	433	.....	.....
New Hampshire	3,695	626	114	153	116	.....	66	22	143	3,761	677	108	176
New Jersey	7,418	1,847	1,063	1,244	113	40	581	48	253	8,078	1,929	1,241	1,359
New Mexico	1,268	572	202	363	132	244	45	51	112	1,360	708	300	621
New York	87,844	44,389	15,502	10,069	22,127	7,722	10,396	8,004	6,859	103,550	67,352	18,386	21,786
North Carolina	10,068	6,441	2,175	3,184	556	359	477	158	1,246	10,752	7,110	2,837	4,010
North Dakota	2,468	1,256	202	291	309	205	111	69	299	2,612	1,535	493	504
Ohio	28,937	18,385	5,658	8,992	6,997	96	2,581	1,609	2,392	34,282	24,182	7,328	9,808
Oklahoma	8,607	6,717	2,672	3,364	831	221	524	306	814	9,398	7,587	3,053	3,978
Oregon	5,657	3,151	679	1,656	200	49	300	174	362	6,029	3,444	860	1,886
Pennsylvania	38,653	14,973	6,042	6,575	11,254	3,630	3,731	1,926	1,654	48,823	21,659	8,052	9,851
Rhode Island	1,968	675	.....	.....	43	.....	245	105	.....	2,250	786	.....	.....
South Carolina	4,984	4,706	1,013	1,207	279	686	105	152	460	5,135	5,091	1,254	2,112
South Dakota	2,414	1,680	262	767	168	38	70	39	129	2,531	1,640	360	836
Tennessee	8,152	6,578	1,593	3,500	291	17	110	209	579	8,473	6,920	1,846	3,790
Texas	19,416	16,044	5,486	11,553	768	339	771	522	1,972	20,469	17,044	6,427	12,835
Utah	4,563	2,956	475	653	376	221	218	96	303	4,979	3,220	720	932
Vermont	1,511	814	129	632	20	29	31	19	210	1,552	843	203	797
Virginia	10,643	5,747	1,880	3,707	145	22	393	93	147	11,113	5,908	2,017	3,739
Washington	8,533	5,391	1,144	2,205	120	.....	616	389	1,713	9,198	5,851	1,922	3,140
West Virginia	3,301	2,053	811	1,247	176	123	180	81	558	3,536	2,255	1,112	1,493
Wisconsin	9,346	5,493	1,512	2,318	544	252	1,168	561	2,264	10,798	6,287	2,660	3,881
Wyoming	742	493	250	819	104	.....	44	29	.....	828	574	250	819
Outlying parts of the United States													
Alaska	76	37	.....	.....	30	.....	1	.....	.....	91	53	.....	.....
Hawaii	658	694	57	184	548	318	66	51	36	895	1,122	139	456
Philippine Islands	110	97	42	66	.....	.....	.....	.....	.....	110	97	42	66
Puerto Rico	872	688	352	768	59	.....	4	8	8	899	732	354	774

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS

Continental United States	48,541	110,599	29,211	99,546	4,113	5,722	536	628	2,588	50,338	114,022	31,538	104,641
Alabama	1,017	2,038	688	3,320	.....	12	.....	.....	.....	1,017	2,038	694	3,326
Arizona	676	820	207	599	54	.....	.....	.....	.....	706	844	207	599
Arkansas	425	645	469	1,295	.....	.....	.....	.....	.....	425	645	469	1,286
California	3,018	5,330	435	871	1,696	3,146	.....	.....	.....	3,487	6,553	925	3,525
Colorado	737	1,488	450	2,012	125	135	59	46	441	836	1,619	707	2,331
Connecticut	58	1,095	8	14	.....	.....	.....	.....	.....	58	1,095	8	14
District of Columbia	108	617	.....	.....	.....	.....	25	.....	.....	108	642	.....	.....
Georgia	370	864	212	1,286	6	25	.....	.....	.....	370	870	212	1,311
Idaho	154	407	51	212	63	18	.....	.....	.....	190	434	54	227
Illinois	2,649	5,624	1,967	5,231	73	82	.....	.....	19	2,683	5,663	1,995	5,283

8.—STUDENTS OF COLLEGE GRADE, IN RESIDENCE, VARIOUSLY CLASSIFIED, 1931–32—Continued

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS—Continued

State or outlying part	Regular and conditioned undergraduate				Special and unclassified		Graduate			Grand total			
	Regular session, 1931–32		Summer session, 1931		Regular session, 1931–32, men and women	Summer session, 1931, men and women	Regular session, 1931–32		Summer session, 1931, men and women	Regular session, 1931–32		Summer session, 1931	
	Men	Women	Men	Women			Men	Women		Men	Women	Men	Women
	2	3	4	5	6	7	8	9	10	11	12	13	14
Indiana	1,852	2,519	1,605	2,741	21	26	78	67	247	1,938	2,599	1,774	2,845
Iowa	723	1,664	364	2,174	23	77				726	1,684	309	2,245
Kansas	1,419	2,013	738	3,282	195	193	98	94	351	1,568	2,251	998	3,566
Kentucky	2,672	4,359	1,129	3,119	92	108	17	32	53	2,716	4,456	1,183	3,224
Louisiana	256	1,097	221	950	46	97				275	1,124	249	1,019
Maine	276	1,206	68	774		41				273	1,206	70	813
Maryland	133	901								133	901		
Massachusetts	259	3,873	132	877	21	111	5	36		265	3,929	138	982
Michigan	2,993	4,317	1,368	4,800	247					3,028	4,499	1,368	4,800
Minnesota	1,014	3,148	379	2,573	15	76				1,016	3,156	390	2,638
Mississippi	379	914	322	1,101						379	914	322	1,101
Missouri	2,928	5,812	1,803	6,221	298	519				3,083	5,955	1,864	6,654
Montana	154	765	70	702						154	765	70	702
Nebraska	940	1,644	486	2,747	65	105				957	1,692	510	2,711
New Hampshire	159	688	30	251	5					159	693	30	251
New Jersey	541	2,945	107	622	1					542	2,945	107	622
New Mexico	207	398	394	1,133	83		9	15		251	461	394	1,133
New York	1,983	9,676	1,370	4,898	66	69	36	62		2,020	9,766	1,406	4,931
North Carolina	464	2,920	317	3,357						464	2,920	317	3,357
North Dakota	774	1,962	651	2,829	28	4				781	1,983	653	2,120
Ohio	835	2,078	538	2,163	40					851	2,102	538	2,163
Oklahoma	3,230	5,012	3,440	6,240	47	65				3,248	5,041	3,479	6,266
Oregon	465	1,067	124	1,275						465	1,067	124	1,275
Pennsylvania	3,418	8,159	1,607	4,175	246					3,472	8,335	1,607	4,175
Rhode Island	27	561					13	5		40	566		

South Dakota	460	991	200	1,267	197	144				505	1,133	244	1,367
Tennessee	1,263	3,246	847	3,972	101	35	196	271	1,477	1,474	3,592	1,453	4,278
Texas	3,015	4,868	3,128	9,907	118	427				3,068	4,928	3,243	10,214
Vermont	9	274								9	274		
Virginia	42	2,962	109	2,167	16	6				42	2,978	115	2,167
Washington	768	1,375	400	1,963	15	23				768	1,385	408	1,963
West Virginia	2,128	3,426	1,102	3,008	80	54				2,210	3,439	1,129	3,125
Wisconsin	3,537	4,841	1,080	3,928	80	124				3,578	4,880	1,715	4,012
Negro (included above)													
Alabama	493	547	393	1,940						493	547	393	1,940
District of Columbia	66	336								66	336		
Georgia	64	118	18	237						64	118	18	237
Kentucky	0	15								0	15		
Maryland	45	161								45	161		
Missouri	144	379	30	179						144	379	30	179
South Carolina	42	504	48	537						42	504	48	537
Pennsylvania	41	148								41	148		
Virginia	19	155								19	155		
West Virginia	130	207	46	236						130	207	46	236
Total	1,054	2,570	535	3,129						1,054	2,570	535	3,129

PART 3.—TOTALS (1,460 INSTITUTIONS)

Continental United States	591,099	413,979	116,099	218,423	73,529	30,225	48,138	28,090	51,010	667,181	486,936	148,017	266,243
Alabama	7,686	5,674	2,880	6,149	647	12	194	136	265	8,090	6,238	3,088	6,218
Arizona	2,216	1,813	332	795	221		153	90	88	2,489	2,004	377	836
Arkansas	4,145	3,245	1,257	3,225	67	2	48	17	213	4,192	3,310	1,377	3,311
California	41,518	82,308	4,822	7,496	4,034	3,162	4,199	3,495	2,717	47,121	37,493	6,592	11,603
Colorado	6,639	4,528	1,209	3,166	388	2,498	519	353	2,247	7,257	5,463	2,687	6,432
Connecticut	6,008	2,410	28	15	129		844	269	4	6,888	2,764	32	15
Delaware	481	321	111	386			2			483	321	111	386
District of Columbia	9,869	4,327	1,485	1,471	1,258	418	1,207	709	214	11,851	5,719	1,792	1,776
Florida	3,495	2,758	797	1,893	129		145	42	185	3,668	2,901	902	2,253
Georgia	8,168	6,020	1,935	4,848	173	235	220	137	225	8,468	6,235	2,084	4,679
Idaho	2,625	1,474	166	399	294	18	100	42	199	2,860	1,566	294	498
Illinois	41,062	26,883	7,535	9,999	3,435	629	4,172	1,827	5,218	45,451	30,113	10,544	12,496
Indiana	16,716	8,759	3,971	6,030	341	238	837	345	1,971	17,854	9,339	5,205	7,004
Iowa	12,809	9,148	2,083	5,486	507	486	1,096	577	2,850	14,068	10,049	3,872	7,033
Kansas	11,119	8,817	2,242	6,249	919	387	639	442	1,268	11,946	9,752	3,046	7,074

TABLE 8.—STUDENTS OF COLLEGE GRADE, IN RESIDENCE, VARIOUSLY CLASSIFIED, 1931-32—Continued

PART 3.—TOTALS (1,460 INSTITUTIONS)—Continued

State or outlying part	Regular and conditioned undergraduate				Special and unclassified		Graduate			Grand total			
	Regular session, 1931-32		Summer session, 1931		Regular session, 1931-32, men and women	Summer session, 1931, men and women	Regular session, 1931-32		Summer session, 1931, men and women	Regular session, 1931-32		Summer session, 1931	
	Men	Women	Men	Women			Men	Women		Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Kentucky	9,128	9,037	2,283	5,807	369	254	396	302	818	9,500	9,613	2,801	6,359
Louisiana	6,281	5,237	1,966	3,204	545	929	304	190	511	6,976	5,581	2,526	4,104
Maine	2,899	2,126	419	1,174	71	41	42	23	112	2,987	2,174	475	1,271
Maryland	7,636	3,867	635	843	2,685	864	1,324	50	576	11,195	3,968	957	1,961
Massachusetts	28,547	17,398	3,517	3,564	311	577	4,139	1,510	839	33,320	18,993	4,129	4,368
Michigan	21,559	15,151	3,781	6,553	6,178	2,280	1,686	950	2,824	28,192	19,421	6,020	9,395
Minnesota	14,208	11,931	2,315	5,854	137	92	1,338	530	1,437	15,146	12,164	3,306	6,392
Mississippi	4,142	4,549	848	2,367	58	----	77	25	4	4,228	4,613	851	2,368
Missouri	18,097	14,234	3,053	8,682	3,471	1,712	816	599	1,385	20,631	16,576	4,460	10,347
Montana	2,351	1,962	190	1,009	68	13	129	39	178	2,505	2,044	275	1,115
Nebraska	7,587	6,201	1,336	5,070	330	154	459	333	728	8,141	6,769	1,783	5,367
Nevada	566	385	----	----	22	----	36	43	----	619	433	----	----
New Hampshire	3,354	1,314	144	404	121	----	66	22	143	3,920	1,370	138	427
New Jersey	7,959	4,792	1,170	1,866	114	40	581	48	253	8,620	4,874	1,348	1,081
New Mexico	1,475	970	596	1,496	215	244	54	66	112	1,611	1,169	694	1,754
New York	89,827	54,065	16,872	14,987	22,193	7,791	10,432	8,066	6,359	105,570	77,118	19,792	26,717
North Carolina	10,562	9,361	2,492	6,541	556	359	477	168	1,246	11,216	10,030	3,154	7,367
North Dakota	3,242	3,218	853	3,120	337	209	111	69	299	3,383	3,518	1,146	2,624
Ohio	29,772	20,463	6,196	11,155	7,037	96	2,581	1,609	2,382	35,133	26,284	7,866	11,971
Oklahoma	11,837	11,729	6,112	9,604	878	286	524	306	814	12,646	12,628	6,572	10,244
Oregon	6,122	4,218	803	2,931	200	49	300	174	362	6,494	4,511	984	3,161
Pennsylvania	42,071	23,132	7,649	10,750	11,500	3,630	3,731	1,928	1,654	52,295	30,024	9,659	14,028
Rhode Island	1,995	1,236	----	----	43	----	258	110	----	2,290	1,352	----	----
South Carolina	4,984	4,706	1,013	1,207	270	686	105	152	460	5,135	5,091	1,254	2,112
South Dakota	2,894	2,671	462	2,034	385	152	70	39	129	3,036	2,973	604	2,208

Tennessee	9,404	9,824	2,440	6,872	392	52	306	480	2,056	9,947	10,512	3,299	8,068
Texas	22,431	20,907	8,609	21,460	886	766	771	522	1,972	23,537	21,972	9,670	23,049
Utah	4,553	2,956	475	653	376	221	218	96	308	4,979	3,220	720	932
Vermont	1,520	1,088	129	632	20	29	31	19	210	1,561	1,117	203	797
Virginia	10,685	8,709	1,989	5,874	161	28	393	93	147	11,155	8,886	2,132	5,906
Washington	9,296	6,766	1,544	4,173	135	23	616	389	1,713	9,966	7,236	2,330	5,123
West Virginia	5,494	5,479	1,913	4,345	206	177	180	81	558	5,746	5,694	2,241	4,618
Wisconsin	12,883	10,334	3,192	6,241	624	376	1,168	561	2,264	14,377	11,167	4,375	7,693
Wyoming	742	483	250	819	104	----	44	29	----	828	574	250	819
Outlying parts of the United States													
Alaska	76	37	----	----	30	----	1	----	----	91	53	----	----
Hawaii	658	694	57	184	548	318	66	51	36	895	1,122	139	456
Philippine Islands	110	97	42	66	----	----	----	----	----	110	97	42	66
Puerto Rico	872	688	352	768	59	----	4	8	8	899	732	354	774

TABLE 9.—STUDENTS OFF-CAMPUS, AND SECONDARY, AND MILITARY ENROLLMENTS, 1931–32

PART 1.—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES

State or outlying part	Military drill (college)	Nonresidence (collegiate)				Nonresidence (noncollegiate)				Short courses		Secondary (excluding training schools)	
		Correspondence		Extension		Correspondence		Extension					
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	75,851	29,836	39,745	56,846	82,565	14,195	4,715	83,265	65,953	21,987	10,111	19,372	14,378
Alabama	170	601	930	718	2,461					667	533	206	185
Arizona	901	194	405	81	197							34	39
Arkansas	863	731	1,197	236	580	68	97	5	4	39		598	393
California	3,912	2,003	1	14,216	1,178	634	9	11,646	189	309	268	1,424	443
Colorado	496	770	899	753	955	50	32					139	100
Connecticut	859			103	466								14
Delaware				12	261					47	87		
District of Columbia	336	282	40									97	76
Florida	1,524	619	1,435	535	3,470	334	1,033			117	548	189	208
Georgia	1,454	445	608	1,879	1,345					1,537	1,124	214	208
Idaho	700	153	147	74	66					17		61	47
Illinois	3,368	2,298	4,506	1,354	1,204	5	6	26	106	4,604	3	1,333	1,009
Indiana	3,365	661	897	1,962	4,063			25,515		742	2	388	66
Iowa	2,945	1,026	1,582	173	420			846		2,138	522	755	360
Kansas	1,726	868	909	310	785	147	178			380	1	126	144
Kentucky	938	301	594	308	1,676			22		68	33	918	965
Louisiana	1,059	582	684	835	1,796				26	1,056	691	103	155
Maine	622	19	24	33	126							9	
Maryland	3,171			211	498			168		449	884	237	9
Massachusetts	2,134	47	100	1,260	2,535	80	54	31,407	60,208	82	4	596	261
Michigan	2,077	36	120	1,317	1,974	8	12			620	56	390	216
Minnesota	2,780	1,424	1,993	2,960	3,224					260	243	1,414	370
Mississippi	664	90	73	67	212			2	82			185	323
Missouri	1,911	929	1,260	178	617	98	111			92	2	719	323
Montana		318	614	100								65	39

		566	1,467	297	854	201	379	175	293	38	1	543	164
New Hampshire	726											81	51
New Jersey	1,192			2,460	4,896	1,749	57	2,029	154	280	86	31	70
New Mexico	197	36	60	38	115							260	
New York	2,640	4,084	5,864	2,663	7,419	2,479	381		8	230	9	2,480	3,775
North Carolina	1,868	869	963	1,449	1,584	56	17	2,610	67	231	43	264	384
North Dakota	1,068	108	24	101	186	319	189	84	128			30	35
Ohio	4,813	130	880	4,435	13,425				415	241	12	1,087	637
Oklahoma	2,612	807	1,558	1,956	1,076			2	5	1,646	803	639	503
Oregon	1,787	710	1,380	949	2,006			24	47			229	
Pennsylvania	4,679	806	844	3,267	8,963	4,679	839	4,063	75	217		1,051	516
South Carolina	2,854			7	267					170	607	147	180
South Dakota	868	137	226	24	73					191	199	208	170
Tennessee	856	426	346	72	205	16	10	383	416	113	165	296	240
Texas	2,788	1,602	3,049	550	1,718	13	14		7	209		616	804
Utah	1,120	554	541	777	1,408					1,087	940	240	202
Vermont	781							6	58				
Virginia	1,943	85	226	1,106	2,841					1,778	1,259	223	221
Washington	2,209	1,842	1,435	750	3,180	21	8	6	4	202	67	466	116
West Virginia	782	21	20	1,336	201			15	10	793	283	38	67
Wisconsin	1,998	2,532	2,526	4,543	2,464	3,238	1,289	4,251	3,651	1,297	616	233	310
Wyoming	393	754		402									
Outlying parts of the United States													
Alaska	32									14	53		
Hawaii	884			182	454								
Philippine Islands	101												
Puerto Rico	234			128	168								

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS

Continental United States		6,260	17,129	7,605	25,279	386	977	3,145	2,265			1,519	1,709
Alabama				254	1,429			70	585			231	363
Arizona		35	104	51	123							5	12
Arkansas		375	1,039	127	342	38	87	44	111				
California				316	1,667			60	258				
Colorado		239	1,100	338	1,522	0	3						
Georgia		20	118	5	52			0	27			63	81
Illinois				223	1,118			144	689			243	0
Indiana		179	341	249	494								
Iowa		86	208	17	108			0	12				
Kansas		608	1,446	155	327	83	330	133	264			81	85

TABLE 9.—STUDENTS OFF-CAMPUS, AND SECONDARY, AND MILITARY ENROLLMENTS, 1931–32—Continued

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS—Continued

State or outlying part	Military drill (college)	Nonresidence (collegiate)				Nonresidence (noncollegiate)				Short courses		Secondary (excluding training schools)	
		Correspondence		Extension		Correspondence		Extension					
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Kentucky		1,165	2,150	302	427	82	118					143	205
Louisiana		48	295	6	87								
Massachusetts		2	57										
Michigan		739	1,959	637	2,982								
Minnesota				204	191							63	52
Mississippi		103	292	168	381								
Missouri		449	869	523	1,511								
Montana		25	292	8	161								
Nebraska		94	578	2	29							108	73
New Jersey				550	3,633			2,558	0				
New Mexico		81	573	51	505	34	61					143	142
New York				253	1,832								
North Carolina		47	424	40	240			21	117			92	107
North Dakota		82	315									68	95
Ohio		53	160										
Oklahoma		1,002	1,915	1,095	1,990	98	180	115	202			27	53
Oregon					39							0	100
Pennsylvania				77	167								
Rhode Island				948	948								
South Dakota		69	348	7	69	10	18					5	11
Tennessee				480	582								
Texas		435	1,188	367	1,536	41	180					142	210
Virginia		46	778	20	259								
Washington		22	201	25	149								
West Virginia		250	255	107	379							18	43
Wisconsin		6	34									87	77

Negro (included above)												
Alabama				51	494			62	561		164	275
Georgia				0	34			0	27		52	69
North Carolina				40	240			21	117			
West Virginia											18	43
Total				91	768			83	705		234	387

PART 3.—TOTALS (1,460 INSTITUTIONS)

Continental United States	75,861	36,096	56,874	64,451	107,844	14,581	5,692	86,430	68,218	21,987	10,111	20,891	16,087
Alabama	170	601	930	972	3,890			70	585	697	533	437	528
Arizona	901	229	509	132	320							39	51
Arkansas	863	1,106	2,236	363	922	106	184	49	115	39		598	393
California	3,912	2,003	1	14,532	2,845	634	9	11,706	447	309	288	1,424	443
Colorado	496	1,009	1,999	1,091	2,477	50	35					139	100
Connecticut	859			103	466								14
Delaware				12	261					47	87		
District of Columbia	336	282	40									97	76
Florida	1,524	619	1,435	535	3,470	334	1,033			117	548	189	208
Georgia	1,454	465	726	1,894	1,397				27	1,537	1,124	277	289
Idaho	700	153	147	74	66					17		61	47
Illinois	3,369	2,298	4,506	1,577	2,322	5	6	170	795	4,804	3	1,576	1,009
Indiana	3,365	840	1,238	2,211	4,557			25,515		742	2	388	66
Iowa	2,946	1,112	1,880	190	528			846	12	2,138	522	755	360
Kansas	1,726	1,476	2,355	465	1,112	230	508	133	264	390	1	217	229
Kentucky	938	1,466	2,744	610	2,103	82	118	22		68	33	1,061	1,170
Louisiana	1,059	630	979	841	1,883				26	1,056	691	103	155
Maine	622	19	24	33	126							9	
Maryland	3,171			211	498			168		449	884	237	9
Massachusetts	2,134	49	157	1,260	2,535	80	54	31,407	60,208	82	4	596	261
Michigan	2,077	775	2,079	1,954	4,956	8	12			620	56	390	716
Minnesota	2,780	1,424	1,993	3,164	3,415					260	243	1,477	422
Mississippi	664	193	385	235	593			2	82			185	323
Missouri	1,911	1,378	2,129	701	2,128	98	111			92	2	719	323
Montana		343	906	108	161							65	39
Nebraska	1,931	660	2,045	299	883	201	379	175	293	38	1	651	237
New Hampshire	726											81	51
New Jersey	1,192			3,000	8,029	1,749	57	4,587	154	280	86	31	70
New Mexico	197	117	642	89	620	34	61					403	142
New York	2,640	4,084	5,654	2,916	9,261	2,479	381		8	230	9	2,490	3,775

TABLE 9.—STUDENTS OFF-CAMPUS, AND SECONDARY, AND MILITARY ENROLLMENTS, 1931-32—Continued

PART 3.—TOTALS (1,460 INSTITUTIONS)—Continued

State or outlying part	Military drill (college)	Nonresidence (collegiate)				Nonresidence (noncollegiate)				Short courses		Secondary (excluding training schools)	
		Correspondence		Extension		Correspondence		Extension					
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14
North Carolina	1,353	906	1,407	1,489	1,824	56	17	2,631	184	231	43	356	491
North Dakota	1,063	190	339	101	186	319	189	84	128	.....	.....	98	130
Ohio	4,813	183	540	4,435	13,425	.....	.....	.....	416	241	12	1,087	637
Oklahoma	2,612	1,899	3,473	3,051	3,066	93	180	117	207	1,646	803	666	556
Oregon	1,787	710	1,380	949	2,045	.....	.....	24	47	.....	.....	229	100
Pennsylvania	4,679	596	844	3,334	9,120	4,679	839	4,063	75	217	.....	1,051	516
Rhode Island	.....	.....	.....	948	948	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	2,364	.....	.....	7*	267	.....	.....	.....	.....	170	607	147	180
South Dakota	588	206	574	31	142	10	18	.....	.....	191	199	213	181
Tennessee	536	426	348	552	787	16	10	383	416	113	165	296	240
Texas	2,788	2,037	4,237	926	3,254	54	194	.....	7	209	.....	758	1,014
Utah	1,120	554	541	777	1,403	.....	.....	.....	.....	1,087	940	240	202
Vermont	781	.....	.....	.....	.....	.....	.....	6	58	.....	.....	.....	.....
Virginia	1,943	131	1,004	1,126	3,100	.....	.....	.....	.....	1,778	1,259	223	221
Washington	2,299	1,364	1,636	775	3,329	21	8	6	4	202	67	466	116
West Virginia	782	271	275	1,443	670	.....	.....	15	10	793	283	56	110
Wisconsin	1,268	2,538	2,559	4,543	2,464	3,238	1,269	4,251	3,651	1,297	616	320	387
Wyoming	393	754	.....	402	.....	.....	.....	.....	.....	.....	.....	.....	.....
Outlying parts of the United States													
Alaska	32	.....	.....	.....	.....	.....	.....	.....	.....	14	53	.....	.....
Hawaii	384	.....	.....	132	454	.....	.....	.....	.....	.....	.....	.....	.....
Philippine Islands	101	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Puerto Rico	234	.....	.....	128	168	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 10.—STUDENTS ENROLLED IN PROFESSIONAL SCHOOLS, BOTH INDEPENDENT AND UNIVERSITY SCHOOLS, INCLUDING TEACHER-TRAINING INSTITUTIONS (1,350 INSTITUTIONS)

State or outlying part	Professional enrollment																					
	Theology				Law				Medicine				Nursing, men and women		Veterinary medicine, men and women		Dentistry				Pharmacy			
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate		Graduate		Undergraduate		Graduate	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women					Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Continental United States	10,304	756	1,220	70	34,251	1,966	883	70	21,606	1,027	1,294	113	6,379	6	1,280	30	8,302	137	77	3	8,973	720	81	8
Alabama	----	----	----	----	213	7	----	----	103	4	----	----	----	----	65	1	----	----	----	----	32	1	1	----
Arizona	----	----	----	----	89	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Arkansas	30	----	----	----	115	5	----	----	194	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----
California	385	113	72	8	2,299	127	255	17	755	72	216	35	129	----	----	----	617	24	13	3	450	40	----	----
Colorado	65	----	67	6	268	20	4	----	200	7	6	1	108	----	146	----	12	----	----	----	60	14	----	1
Connecticut	204	7	99	2	298	6	12	----	181	11	----	----	100	----	----	----	----	----	----	----	150	7	----	----
District of Columbia	189	6	36	----	2,755	333	165	15	1,090	18	----	----	51	----	----	----	308	2	----	----	69	4	----	----
Florida	----	----	----	----	283	10	----	----	----	----	----	----	----	----	----	----	----	----	----	----	56	----	----	----
Georgia	166	1	----	----	306	16	----	----	364	1	----	----	98	----	42	----	300	2	----	----	15	1	----	----
Idaho	----	----	----	----	37	1	1	----	----	----	----	----	----	----	----	----	----	----	----	----	74	(1)	----	----
Illinois	1,179	171	155	2	3,071	141	45	----	2,128	102	228	13	792	----	----	----	1,000	8	43	----	672	54	20	----
Indiana	107	28	42	3	730	38	2	----	421	26	6	----	202	----	----	----	168	----	----	----	291	13	----	----
Iowa	114	8	----	----	307	5	----	----	359	20	4	----	218	----	180	8	173	1	4	----	209	8	----	----
Kansas	264	37	17	----	272	8	----	----	289	13	9	2	98	----	174	3	----	----	----	----	51	7	1	----
Kentucky	586	38	10	----	268	11	1	----	335	7	----	----	----	----	----	----	150	1	----	----	88	4	1	----

[1] Included in preceding column.

TABLE 10.—STUDENTS ENROLLED IN PROFESSIONAL SCHOOLS, BOTH INDEPENDENT AND UNIVERSITY SCHOOLS, INCLUDING TEACHER-TRAINING INSTITUTIONS (1,350 INSTITUTIONS)—Continued

State or outlying part	Professional enrollment																			
	Theology				Law				Medicine				Nursing, men and women		Veterinary medicine, men and women		Dentistry				Pharmacy			
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate		Graduate		Undergraduate		Graduate	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women					Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Louisiana					318	13			555	18	11	2					139	3			56	20		
Maine	44	4	3																					
Maryland	34	1	15		158	7			696	6	5	1	121				422	2			325	18	17	1
Massachusetts	902	112	88	18	4,752	448	14	10	1,185	37							410	2	9		361	32	13	
Michigan	104	7	1		1,476	56	7	1	841	52	47	19	292		69	4	230	2	6		316	29	6	
Minnesota	481	8			519	27	1		662	69	349	15	559				239				147	20	2	1
Mississippi					73				52	1											25	3		
Missouri	932				1,480	99	21	6	928	11	21		501				641	2			287	18		
Montana					60	3															35	17	1	1
Nebraska	67	4	14		291	10			615	15	17	3	359				218				167	17	5	2
New Hampshire									40															
New Jersey	313	3	46		585	30	3														367	15		
New York	1,577	40	177	4	6,422	261	287	20	2,564	179	57	8	198		211	11	858	63			1,975	101		
North Carolina	164	6			248	7	3		283	9			77								78	3		
North Dakota					64	5			54	2											88	10	2	
Ohio	526	25	28	2	1,071	57	41	1	818	39	109	5	766	2	184		345	3			503	37		
Oklahoma	73	45	23	5	252	4			226	7			141								97	10	2	1
Oregon					374	32			223	19							222	4			109	14		
Pennsylvania	815	9	236		1,570	49			2,239	165	203	5	477		131		1,159	9			1,015	95	4	
Rhode Island																					87	22	4	

South Carolina	81				114	3			142	2			116								95	3		
South Dakota					72				89	1											58	8	1	
Tennessee	78	7	9		568	18			906	26	7	4	339	4			216	2			139	10		
Texas	208	71	49	20	901	54			606	23			334				153	2	2		75	11		
Utah					71	5	19		75	3														
Vermont									144	10														
Virginia	187		33		416	5			588	14	1		240				126				126	1		
Washington	48	6			873	15									75	3					191	49	1	1
West Virginia					139	10			136	8											34	4		
Wisconsin	821				526	19			610	26			65				197	5						
Wyoming					30	1	2																	
Outlying part of the United States																								
Puerto Rico					71	5															32	24		

TABLE 10.—STUDENTS ENROLLED IN PROFESSIONAL SCHOOLS, BOTH INDEPENDENT AND UNIVERSITY SCHOOLS, INCLUDING TEACHER-TRAINING INSTITUTIONS (1,350 INSTITUTIONS)—Continued

State or outlying part	Professional enrollment—Continued																							
	Engineering														Architecture				Agriculture				Forestry, men and women		Home economics, men and women	
	Architectural, men and women		Chemical, men and women		Civil, men and women		Electrical, men and women		Mechanical, men and women		Mining, men and women		Other, men and women		Undergraduate		Graduate		Undergraduate		Graduate					
	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Men	Women	Men	Women	Men	Women	Men	Women	Undergraduate	Graduate	Undergraduate	Graduate
1	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51
Continental United States	1,250	35	8,738	518	11,049	386	14,903	644	13,445	482	2,263	249	22,118	961	3,572	558	257	12	12,017	320	2,199	135	2,129	92	10,205	563
Alabama			244	22	204	3	428	8	316	9	36	3	291	1	103	4	1		110	2	14				140	8
Arizona					47		66		63		44		35	35					79		12	2			59	
Arkansas								2					290						113						118	
California			11		40	31	62	73	10	48	123	44	1,693	89	309	30	21	1	423	25	190	15				
Colorado	23		72		191	9	454	16	206	5	199	3	646	26					241	2			147		254	
Connecticut			7		5		24		17		9		1		96								39			
Delaware			39		40		62	1	52										32		1				54	
District of Columbia	11		21		26		47		480	3				1	25		3									
Florida			50		38		78		48				156		96	4			234	2					206	2
Georgia			165	11	172	7	363	4	243	3			741	9	138				203		34		62	2	298	9
Idaho			33	1	47	2	87	1	60		37		157	3					152		20		113	8		
Illinois	164		113		619	62	714	28	588	20	18	3	642	66	368	6	26		502	6	80				230	8
Indiana	50		605	2	635	3	992	1	1,344	2	10		131						338	3			73		439	
Iowa	93	7	329	15	282	16	462	11	399	20	3		366	54	51	16	4		513	6	95	2	132	6	893	85
Kansas	118	4	163	5	325	8	471	38	294	14	46	1	95	5	53	12	4	1	383	4	69	1			450	69

[illegible]			47		178	6	209	1	188	5	35	1	50	4					169		16				110	5
[illegible]			188	17	199	6	496	11	[3] 82	[2] 1			172	3	44	5	1		329		34		32		96	67
[illegible]			127	8	128	1	132	3	158				9						113	1	6		117		112	
[illegible]			64		[3] 33	(1)	[3] 87	[3] 1	333	26			280						166	9	76	11			93	2
[illegible]	52	1	728	110	714	69	974	104	904	62	90	24	1,616	179	165	12	145									
Michigan	89		589	96	526	42	594	34	829	35	119	3	1,463	38	237	47	8		400	11	56		109	17	542	21
Minnesota	68	1	462	90	231	11	416	57	252	14	171	16	502	16	48	15	2	1	300		159	4	230	19	494	22
Mississippi					77		83	10	45				214													
Missouri			318	8	355	8	322	1	252		83		131	3	124	5			332	44	67	6			89	23
Montana											194	15											130	5		
Nebraska	82		67		103	8	135	8	120	2			275	4			5		326		29	8			256	16
Nevada					46	1	84	1	42	3	52	2							44		7				46	1
New Hampshire	37		67		90		78		76				78	1					86				35		85	
New Jersey			396	26	181	13	232	6	176	4			81						157		58	1				
New Mexico			16		22		22		26		1		390	4					81	1	2				56	
New York			716	15	1,849	11	1,543	28	1,042	24	9		[3] 3,113	[3] 180	873	33	20	2	908	144	384	59	375	27	780	34
North Carolina	41		178	2	73	5	179	2	215	2	4		111	5	7				221		22		89	2		
North Dakota	7		10		58		27		204	1			189	1	34	6			176		8	1			184	2
Ohio	77		695	54	690	27	818	35	1,002	16	82	7	1,068	58	339	255			569		321				770	75
Oklahoma	38	2	92	3	174	4	304	7	300	6	6		834	50	76	3			415		42				285	20
Oregon			116		86		120		120		39		255		107	89	7	7	328	17			199		420	
Pennsylvania	31	5	871	16	977	8	1,566	120	1,395	114	424	113	2,195	67	217	5	3		429	8	64	7	115	2	624	25
Rhode Island			38		55		46		75				118						24	2					111	
South Carolina					197	2							494						401							
South Dakota			54	3	137	1	176		21		42		188	6					128						113	
Tennessee			76		129	4	165	1	122	3			175						396	17	6				533	30
Texas	158	4	375	10	554	8	550	10	405	10	86		1,238	37	62	11	7		786	3	30				206	
Utah			20		250	1	101		65		49		36						336	1	23				126	6
Vermont			26		120		102		35	1									30		6	1			80	
Virginia	49	7	215	3	204	14	388	12	256	12	37	4	97	1					245	2	20	1			94	1
Washington	54	4			70	1	171	5	132	4	122	8	1,068	14					248	4	24		132	4	213	6
West Virginia			114	5	75	5	120	3	59	1	28	2	22	1					125		23				161	3
Wisconsin			212		335		361		354		44		397						321	6	193	16			322	22
Wyoming					33		54	1	40	2	21		25						105		8				63	1
Outlying parts of the United States																										
Alaska					20	1					31														89	1
Hawaii					67														97	1	15	1			183	
Puerto Rico			17		30		12		45				75						167							

[1] Included elsewhere.
[2] Includes a large number of undergraduate and graduate students in civil, electrical, and mechanical engineering.

TABLE 10.—STUDENTS ENROLLED IN PROFESSIONAL SCHOOLS, BOTH INDEPENDENT AND UNIVERSITY SCHOOLS, INCLUDING TEACHER-TRAINING INSTITUTIONS (1,350 INSTITUTIONS)—Continued

State or outlying part	Professional enrollment—Continued																							
	Education				Commerce and business				Journalism		Library science				Fine arts				Music				Other			
	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate	Graduate	Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate		Undergraduate		Graduate	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79
Continental United States	63,660	147,460	8,592	7,735	50,021	9,415	3,381	1,457	1,192	770	74	79	78	833	80	97	2,449	2,431	42	19	1,628	4,401	79	83	9,620	5,046	1,840	1,397
Alabama	1,264	2,215	37	17	744	48	2	4									24	13										
Arizona	725	1,155	44	25																	10	49		4				
Arkansas	514	831	22	9	101	5																						
California	3,579	7,637	842	1,181	1,948	294	228	37							9	60					77	175	4	12	536	21	199	5
Colorado	695	1,468	69	57	548	257	27	15					4	29			19	51			23	57			45	77		
Connecticut	58	1,095															167	89			36	77			145	33	60	75
Delaware		70																										
District of Columbia	141	945	22	122	89	18	10																		354		35	
Florida	375	810		1	528	1			64	2												54						
Georgia	154	1,803			878		5		97				6	45											127		3	
Idaho	311	617	27	16	215	74	3																		34		7	
Illinois	3,747	6,959	198	52	6,103	1,125	887	87	218	226	44	61	11	104	60	8	78	48			172	478	2	5	189	453	17	22
Indiana	2,080	2,982	164	89	1,119	44	4														58	208	2	1	391			
Iowa	845	1,944	11	4	292	32			25												36	136			200	10	2	
Kansas	1,325	2,320	163	156	514	54	11	1									47	177			166	470	3	2				
Kentucky	2,520	4,333	95	102	344	42	20	2																				
Louisiana	491	2,051	31	12	666	155	13	1	64	57			1	32							23	68			42	16		
Maine	287	1,246	1	1																					36	2		
Maryland	2,943	1,020	13	9	105																				2,056		103	
Massachusetts	680	5,340	255	261	4,221	844	204	1,168													53	141			972	1,152	249	29

Michigan	3,235	7,054	844	231	840	33	5	.....	28	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	73	148	3	1	.....	15	.....	.....
Minnesota	1,548	4,656	118	96	609	89	53	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	54	77	.....	.....
Mississippi	367	897	.....	.....	165	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Missouri	2,244	5,493	78	64	872	34	18	3	230	139	16	4	.....	.....	.....	16	20	1	1	83	67	2	3	780	113	1	2
Montana	163	781	9	3	75	14	3	.....	78	42	1	3	.....	.....	.....	.....	.....	.....	.....	3	27	.....	.....	33	30	.....	.....
Nebraska	1,142	2,714	56	34	938	202	25	2	.....	.....	.....	.....	.....	.....	.....	17	102	2	11	27	141	.....	.....	.....	.....	9	.....
New Hampshire	139	603	.....	.....	182	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Jersey	643	2,945	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	63	.....	20	1
New Mexico	201	807	10	13	36	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	11	.....	.....	.....	.....	.....	.....
New York	5,069	16,787	2,192	3,654	15,477	3,511	1,443	115	125	126	10	9	37	316	11	29	1,573	1,352	.....	296	636	31	37	1,529	1,018	389	1,180
North Carolina	709	2,920	30	.....	343	.....	4	.....	.....	.....	.....	.....	3	33	.....	.....	1	.....	.....	.....	.....	.....	.....	197	6	22	.....
North Dakota	320	2,260	5	11	85	26	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	119	125	5	.....
Ohio	2,725	7,809	1,242	397	3,047	789	278	3	.....	.....	.....	.....	9	95	.....	16	61	30	.....	136	467	23	8	128	572	[1] 561	5
Oklahoma	3,296	5,665	142	88	1,141	296	25	8	.....	.....	.....	.....	.....	.....	.....	61	138	.....	.....	57	173	.....	.....	.....	.....	3	6
Oregon	678	1,360	28	17	988	355	15	1	114	90	3	2	.....	.....	.....	.....	.....	.....	.....	20	107	2	5	69	115	124	59
Pennsylvania	6,211	12,497	851	529	4,988	627	83	1	.....	.....	.....	.....	4	117	.....	332	193	6	.....	86	192	.....	.....	176	381	8	12
Rhode Island	27	561	13	5	122	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	69	119	19	26	279	12	2	.....	55	37	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	64	.....	.....	235	.....	.....	.....
South Dakota	327	1,070	.....	.....	38	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	5	.....	.....	7	27	.....	.....	28	16	.....	.....
Tennessee	1,544	3,840	237	288	.....	93	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	15	.....	.....
Texas	2,963	4,829	.....	.....	265	50	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	92	244	.....	.....	226	.....	11	.....
Utah	365	1,168	22	9	878	206	10	3	.....	.....	.....	.....	.....	.....	.....	44	40	.....	.....	.....	.....	.....	.....	77	67	.....	.....
Vermont	9	274	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	168	3,169	21	.....	474	9	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	201	.....	.....	.....
Washington	913	1,599	16	14	.....	.....	.....	.....	.....	.....	.....	.....	3	43	.....	51	142	3	7	46	82	2	3	156	50	3	1
West Virginia	1,644	3,195	59	22	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13	34	.....	.....	87	82	.....	.....
Wisconsin	3,599	5,369	78	65	264	21	.....	.....	94	44	.....	.....	.....	16	.....	.....	.....	.....	.....	29	68	.....	2	.....	.....	29	.....
Wyoming	73	228	8	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Outlying parts of the United States																											
Hawaii	82	409	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	.....	.....	.....
Puerto Rico	129	355	.....	.....	106	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

[1] Includes some women.

TABLE 11A.—STUDENTS ENROLLED IN AND GRADUATING FROM CURRICULA PREPARATORY TO TEACHING, 1931–32, BY SCHOOL LEVEL

PART 1—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES

State or outlying part	Students in regular session				Graduates with specialization in teaching by school type or level												Graduates without degrees by length of teacher-preparing curriculum							
	Undergraduate		Graduate						Elementary		Rural		Intermediate		Junior high		Senior or regular high		4 years		3 years		2 years		1 year	
	Men	Women	Men	Women	Preschool	Kindergarten	Kindergarten, primary	Primary	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Continental United States	53,220	110,708	10,137	9,493	115	96	675	1,074	475	4,943	164	472	102	1,173	336	768	7,500	15,295	152	368	30	233	1,013	4,501	80	267
Alabama	985	2,502	52	36				6		2				11	1	22	132	379	20	80			3	13		
Arizona	119	395	44	25													19	71					4	14		
Arkansas	598	1,178	2	4				39	11	72				22	26	30	16	13					83	135		34
California	1,749	5,238	868	1,143	7	2	75	162	25	152					28	153	274	529								
Colorado	538	476	35	16	10	10	3	49		48		5				24	33	131				4	13	14		
Connecticut	57	211													1	11	2	48								
Delaware	29	275							1	32						9	8	17					1	26		
District of Columbia	159	548	272	298					1	5							3	14					2	8		
Florida	546	1,881	30	16			54	10	1	81		6		54		63	103	180					24	258		
Georgia	934	3,135	126	139				104		183				59		4	25	349						315		28
Idaho	404	523	52	30						4		16	6	20			62	70					30	69		
Illinois	2,495	3,519	414	491	1		19		6	131		1	1	1	1	16	166	322	1	6			7	80		5
Indiana	1,454	2,899	70	13			36	279	40	42	9	29	42	163			316	613	25	76			87	259		
Iowa	988	1,924	11	17	1	12		66	4	147	3	21	4	44	9	21	229	394	1		4	21	97	256		
Kansas	886	2,136	111	152		1	1		10	161	2	5		9	1	13	554	1,171	1	2	2	11	27	143		
Kentucky	1,283	2,309	78	70		6	3	28	21	61	18	37		12	8	29	188	231					19	102		
Louisiana	508	1,489	35	19				36		91	12	15	6	77			109	201			10		6	137		
Maine	227	298	16	13						1							59	59					32	25		
Maryland	589	1,318	28	6		4	12										80	268				18				
Massachusetts	305	1,707	1,420	372	4	3	3	1		11		2			23	13	151	37					71		15	

Michigan	1,249	2,366	273	209		8	71	12	7	151		9		41	50	115	175	316		3	54	9	90							
Minnesota	1,391	3,213	122	103	3	18			1	70					19	22	257	501				6	24							
Mississippi	696	2,063					17	9		82	27	6		100	26	42	132	348				31	55							
Missouri	858	2,625	169	168			19	12	4	133		5	2	17	87	38	89	283				39	169							
Montana	168	424	6	2													55	135												
Nebraska	1,030	3,800	105	70		2	51	15	3	75	6	42		13	2		217	452	8	25	4	3	14	95	8	55				
Nevada	21	70	6						1	15							11	25												
New Hampshire	434	94	10	4																										
New Jersey	421	295															94	147												
New Mexico	129	385								6							8	21												
New York	9,764	15,940	3,389	3,746	8		39	33	7	1,102			7	41	2	6	470	1,556	4			3		10						
North Carolina	1,642	3,587	143	47	18		55	16	16	133				58			279	504						7						
North Dakota	810	495	68	50						7							41	76				103	91	753	28	48				
Ohio	3,373	9,048	708	1,175	12	14	124	33	53	494	4	44	17	296	11	30	368	681					43	172	20	20				
Oklahoma	730	1,574	74	56		3		24	108	382	37	38	3	8	2	2	106	173												
Oregon	990	936	90	66													180	360												
Pennsylvania	4,702	6,926	709	520	15		12		13	122	2	1	2	18	2	37	831	1,096					16	44						
Rhode Island	10	50																												
South Carolina	475	2,573	1	21		8		31		101	10	19		4	11	7	69	236					1	31						
South Dakota	662	939	20	23					15	71	3	63	5	45			87	89					21	200	5	71				
Tennessee	2,609	3,201	45	43				15	18	47	25	69	2	7	4	9	87	247				1	18	36						
Texas	2,008	6,180	98	110	36		37	14	33	255	6		2	5	21	45	224	701					127	256	4	4				
Utah	634	1,661	23	8		5	38	71	40	167			3	25	1	3	79	142		3	8		45	288						
Vermont	205	613	18	14			6			17		35				4	28	84					2	44						
Virginia	996	1,780	31					9	14	132				20			77	106					14	150						
Washington	1,428	2,531	86	60					8	65							735	1,258	92	179	3	4	16	79						
West Virginia	590	1,112	92	60					14	34							103	160					14	77		2				
Wisconsin	781	1,968	89	74										3			167	488			1	3		10						
Wyoming	73	228	8	6						68		4					2	13						67						
Outlying parts of the United States																														
Alaska	3	16											2	2	19	68	3	16												
Hawaii	114	455					1	1	2	4													8	66						
Philippine Islands	56	45																												
Puerto Rico	171	820	1	2		3		14		18		12	8	19	2	23	5	32												

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS

Continental United States	45,032	108,762	525	637		169	3,651	2,476	553	6,508	802	3,624	498	4,889	1,154	2,499	2,780	4,076		842	5,498	2,028	16,456	967	4,172					
Alabama	755	1,773					1		39	253							30	18				86	533							
Arizona	594	822					25		27	179							54	85		27	179									
Arkansas	425	645						4	0	5			0	9	2	2	52	58				1	27							
California	3,009	5,624				22	44	81	14	424					82	300	19	15		0	13	0	3							
Colorado	685	1,468	69	57			106	34	0	37	0	17	2	134	22	91	49	104				33	333							

TABLE 11A.—STUDENTS ENROLLED IN AND GRADUATING FROM CURRICULA PREPARATORY TO TEACHING, 1931-32, BY SCHOOL LEVEL—Continued

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS—Continued

State or outlying part	Students in regular session				Graduates with specialization in teaching by school type or level												Graduates without degrees by length of teacher-preparing curriculum							
	Undergraduate		Graduate		Preschool	Kindergarten	Kindergarten, primary	Primary	Elementary		Rural		Intermediate		Junior high		Senior or regular high		4 years		3 years		2 years		1 year	
	Men	Women	Men	Women					Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Connecticut	58	1,095	.....	.....	.....	41	149	.....	.....	.....	.....	.....	0	157	.....	.....	.....	.....	.....	.....	0	19	0	382	.....	.....
District of Columbia	108	642	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	28	0	6	.....	.....
Georgia	154	429	.....	.....	.....	.....	.....	13	0	74	.....	.....	2	11	.....	.....	4	10	.....	.....	.....	.....	7	101	.....	.....
Idaho	154	407	.....	.....	.....	.....	.....	59	35	178	.....	.....	5	61	41	38	.....	.....	.....	.....	.....	.....	69	278	.....	.....
Illinois	3,034	6,235	.....	.....	.....	33	250	101	10	380	0	41	0	59	49	285	226	248	.....	.....	24	367	97	504	49	188
Indiana	1,851	2,461	78	67	.....	.....	75	139	.....	.....	0	18	163	289	.....	.....	149	241	.....	.....	11	9	100	280	.....	.....
Iowa	726	1,681	.....	.....	.....	32	.....	109	.....	.....	8	71	7	113	.....	.....	40	40	.....	.....	1	28	37	465	5	84
Kansas	1,199	1,970	98	94	.....	.....	29	3	0	47	2	15	28	102	2	10	114	100	.....	.....	.....	.....	51	501	23	189
Kentucky	2,402	3,971	17	32	.....	.....	54	41	0	45	125	434	0	39	11	24	59	72	.....	.....	.....	.....	37	328	154	417
Louisiana	256	1,097	.....	.....	.....	.....	61	.....	0	34	.....	.....	.....	.....	.....	.....	35	89	.....	.....	.....	.....	4	325	.....	.....
Maine	272	1,217	.....	.....	.....	.....	15	.....	20	293	.....	.....	.....	.....	17	22	.....	.....	.....	.....	32	18	33	448	1	39
Maryland	133	901	.....	.....	.....	.....	39	.....	42	406	11	38	2	7	.....	.....	.....	.....	.....	.....	.....	.....	39	385	.....	.....
Massachusetts	260	3,828	5	36	.....	4	501	23	0	340	.....	.....	0	103	15	62	33	159	.....	.....	31	694	0	147	28	10
Michigan	2,921	4,498	.....	.....	.....	.....	240	.....	0	81	107	595	0	375	67	234	168	312	.....	.....	79	471	71	628	88	469
Minnesota	1,016	3,156	.....	.....	.....	.....	34	291	58	77	5	113	4	352	72	157	76	74	.....	.....	16	6	132	825	35	259
Mississippi	367	897	.....	.....	.....	.....	.....	39	0	6	.....	.....	0	21	4	8	36	95	.....	.....	.....	.....	0	3	.....	.....
Missouri	2,184	5,186	.....	.....	.....	2	111	34	35	408	43	216	2	86	0	39	156	233	.....	.....	1	39	50	587	117	487
Montana	154	765	.....	.....	.....	2	67	.....	3	177	0	5	26	45	.....	.....	.....	.....	.....	.....	.....	.....	37	296	.....	.....
Nebraska	866	1,623	.....	.....	.....	.....	49	1	72	80	10	110	0	1	1	26	78	97	.....	.....	.....	.....	15	202	33	224
New Hampshire	159	693	.....	.....	.....	.....	6	.....	2	110	.....	.....	.....	.....	13	59	2	27	.....	.....	13	75	2	118	0	1
New Jersey	542	2,945	.....	.....	.....	.....	53	45	5	321	0	26	.....	.....	45	147	.....	.....	.....	.....	47	446	0	11	1	1
New Mexico	182	415	10	13	.....	.....	.....	7	.....	.....	.....	.....	.....	.....	1	2	15	30	.....	.....	1	0	0	3	.....	.....
New York	1,907	8,515	38	62	.....	26	417	113	18	680	0	16	17	565	72	231	70	283	.....	.....	209	2,352	0	30	0	3
North Carolina	464	2,920	.....	.....	.....	.....	.....	226	29	103	.....	0	11	160	.....	.....	7	55	.....	.....	.....	.....	19	624	.....	.....
North Dakota	613	1,893	.....	.....	.....	.....	.....	132	12	72	64	321	5	117	46	62	70	76	.....	.....	4	2	91	763	78	368

Ohio	881	2,010					144	1	0	12			2	195	1	5	44	52			0	43	30	784		
Oklahoma	2,944	4,626				5	6	45	7	81	23	38	13	58	30	38	150	104			153	237	393	838	84	168
Oregon	849	1,017					111		40	235	0	71	0	179	105	125							122	701		
Pennsylvania	3,472	8,305				2	855	2	5	117	34	137	161	759	83	59	202	141			13	134	165	2,192	0	47
Rhode Island	27	861	13	5			11	87			1	0	0	42	16	24	2	2								
South Dakota	374	1,068					39	41	16	126	66	351	20	104	10	31	23	27					44	268	67	425
Tennessee	1,260	3,253	196	271			69		0	42	10	38	0	7			88	272					6	36		
Texas	2,891	4,626					47	49	0	224	52	92	5	228	127	175	284	344			27	20	40	133	35	103
Vermont	9	274							3	222													3	122		
Virginia	42	2,960					31	213	4	212	0	4	0	101	0	4	1	233			3	35	2	636		
Washington	718	1,856					12	142	0	79	8	46	27	238	185	142					130	188	80	442	1	4
West Virginia	1,516	3,127						73	42	187	0	5	2	38	3	0	124	151					84	593		
Wisconsin	3,353	4,799						328	15	163	224	806	4	134	32	99	320	229			20	99	48	575	168	706
Negro (included above)																										
Alabama	228	302					1		0	6							30	18					3	38		
District of Columbia	66	336																								
Georgia	12	19																					5	11		
Kentucky	0	15							0	15													0	15		
Maryland	45	161					39				11	38	2	7									11	38		
Missouri	0	233							0	26																
North Carolina	59	668						25	3	99													7	192		
Pennsylvania	41	148					6						8	19							2	5	8	25		
Virginia	19	65																					2	16		
West Virginia	95	159																					2	38		
Total	565	2,106					46	25	3	146	11	88	10	26			30	18			2	5	38	871		

PART 3.—TOTALS FOR ALL INSTITUTIONS

Continental United States	98,252	219,470	10,662	10,130	115	265	4,326	3,550	1,028	11,451	966	4,096	600	6,062	1,490	3,267	10,280	19,371	152	368	872	5,731	3,041	20,957	1,047	4,439
Alabama	1,740	4,275	52	36			1	6	39	255				11	1	22	162	397	20	80			89	546		
Arizona	713	1,217	44	25			25		27	179							73	156			27	179	4	14		
Arkansas	1,023	1,823	2	4				43	11	75				31	28	32	68	71					84	162		34
California	4,758	10,362	868	1,143	7	24	119	243	39	578					110	453	293	544				13		3		
Colorado	1,223	1,944	104	73	10	10	109	83		85		22	2	134	22	115	82	235				4	46	347		
Connecticut	115	1,306				41	149							157	1	11	2	48				19		382		
Delaware	29	275							1	32						9	8	17					1	26		
District of Columbia	267	1,190	272	288					1	5							3	14				28	2	14		
Florida	546	1,981	30	16			54	10	1	81		6		54		63	103	180					24	258		
Georgia	1,088	3,564	126	139				117		257			2	70		4	29	359					7	416		28

TABLE 11A.—STUDENTS ENROLLED IN AND GRADUATING FROM CURRICULA PREPARATORY TO TEACHING, 1931-32, BY SCHOOL LEVEL—Continued

PART 3.—TOTALS FOR ALL INSTITUTIONS—Continued

State or outlying part	Students in regular session				Graduates with specialization in teaching by school type or level												Graduates without degrees by length of teacher-preparing curriculum							
	Undergraduate		Graduate		Preschool	Kindergarten	Kindergarten, primary	Primary	Elementary		Rural		Intermediate		Junior high		Senior or regular high		4 years		3 years		2 years		1 year	
	Men	Women	Men	Women					Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Idaho	558	930	52	30	....	....	....	59	35	180	....	16	11	81	41	36	62	70	....	....	....	....	99	347	....	....
Illinois	5,529	9,754	414	491	1	33	269	101	16	511	....	42	1	60	50	301	392	570	1	6	24	367	104	534	49	103
Indiana	3,305	5,360	148	80	....	....	111	418	40	42	9	47	195	452	....	....	455	854	25	76	11	9	187	539	....	....
Iowa	1,714	3,605	11	17	1	44	....	178	4	147	11	92	11	157	9	21	269	434	1	....	5	47	134	721	5	84
Kansas	2,065	4,106	209	246	....	1	80	3	10	208	4	20	28	111	3	23	668	1,271	1	2	2	11	78	644	23	189
Kentucky	3,685	6,290	95	102	....	6	57	69	21	106	143	471	....	51	19	53	247	303	....	....	....	....	56	430	154	417
Louisiana	764	2,596	35	19	....	....	61	36	....	125	12	15	8	77	....	....	144	290	....	....	10	....	10	462	....	....
Maine	499	1,515	16	13	....	....	15	....	20	294	....	....	....	....	17	22	59	59	....	....	32	18	65	473	1	39
Maryland	722	2,219	28	6	....	4	51	....	42	406	11	38	2	7	....	....	80	268	....	....	....	....	39	385	....	....
Massachusetts	565	5,555	1,425	406	4	7	504	24	....	351	....	2	....	103	38	75	184	196	....	....	31	694	71	147	43	10
Michigan	4,170	6,804	273	209	....	9	311	12	7	232	107	604	....	416	117	349	343	628	....	....	82	525	80	718	88	469
Minnesota	2,407	6,369	122	103	3	18	34	291	59	147	5	113	4	352	91	179	333	575	....	....	16	6	138	849	35	259
Mississippi	1,068	2,960	....	....	....	....	17	48	....	90	27	6	....	121	30	50	168	443	....	....	....	....	31	58	....	....
Missouri	3,042	7,812	169	168	....	2	130	46	39	541	43	221	4	103	87	77	245	518	....	....	1	39	89	746	117	467
Montana	322	1,189	6	2	....	2	67	....	3	177	....	5	26	45	....	....	55	135	....	....	....	....	37	296	....	....
Nebraska	1,906	5,423	105	70	....	2	100	16	75	165	16	152	....	14	3	26	295	549	8	25	4	3	29	297	41	270
Nevada	21	79	6	....	....	....	....	....	1	15	....	....	....	....	....	....	11	25	....	....	....	....	....	....	....	....
New Hampshire	580	787	10	4	....	....	6	....	2	110	....	....	....	....	13	59	2	27	....	....	13	75	2	118	....	1
New Jersey	2,003	3,240	....	....	....	....	53	45	5	321	....	26	....	....	45	147	94	147	....	....	47	446	....	11	1	1
New Mexico	311	800	10	12	....	....	....	7	....	6	....	....	....	....	1	2	23	51	....	....	1	....	....	3	....	....
New York	11,071	25,455	3,428	3,803	8	26	456	146	25	1,782	....	16	24	606	74	237	540	1,839	4	....	209	2,355	....	30	....	3
North Carolina	2,106	6,507	143	47	18	....	55	242	45	236	....	....	11	218	....	....	286	559	....	....	....	....	19	634	....	....
North Dakota	726	2,388	68	50	....	....	....	132	12	79	64	321	5	117	46	62	111	152	....	....	4	2	91	770	78	368
Ohio	3,464	11,658	708	1,176	12	14	268	84	53	506	4	44	19	491	12	35	412	733	....	....	....	146	121	1,537	28	48
Oklahoma	3,674	6,190	74	56	....	8	6	69	115	463	60	76	16	66	32	40	256	277	....	....	153	237	436	1,010	104	188

Oregon	1,389	1,963	90	66			111		40	235	9	71		179	105	125	180	360					122	701		
Pennsylvania	8,264	15,261	799	520	15	2	867	2	18	239	36	138	163	777	85	96	1,033	1,237			13	134	181	2,236		47
Rhode Island	37	611	13	5			11	87			1			42	16	24	2	2								
South Carolina	475	2,573	1	21		8		31		101	10	19		4	11	7	69	236					1	31		
South Dakota	986	1,997	20	23			39	41	31	197	69	414	25	149	10	31	110	116					65	468	72	496
Tennessee	3,365	6,454	341	314			69	15	18	89	35	107	2	14	4	9	175	519				1	24	72		
Texas	4,899	10,906	98	110	36		84	63	33	479	58	92	7	233	148	220	508	1,045			27	20	167	389	39	107
Utah	634	1,661	23	8		5	38	71	40	157			3	25	1	3	79	142			3	8	45	288		
Vermont	212	887	18	14			6		3	239		35				4	28	84					5	166		
Virginia	1,038	4,830	31				31	222	18	344		4		121		4	78	339			3	35	16	786		
Washington	2,146	3,886	86	60			12	142	8	144	8	46	27	238	185	142	735	1,258	92	179	133	192	96	521	1	4
West Virginia	2,206	4,239	92	60				73	56	221		5	2	38	3		227	311					98	670		2
Wisconsin	4,134	6,767	89	72				328	15	163	224	806	4	137	32	99	487	717			21	102	48	585	168	706
Wyoming	73	228	8	6						68		4					2	13						67		
Outlying parts of the United States																										
Alaska	8	16																								
Hawaii	114	455					1	1	2	4			2	2	19	68	3	16								
Philippine Islands	56	45																								
Puerto Rico	171	320	1	2		3		14		18		12	8	19	2	23	5	32					8	66		

TABLE 11B.—STUDENTS ENROLLED IN AND GRADUATING FROM CURRICULA PREPARATOTY TO TEACHING, 1931-32, BY SPECIALTY

PART 1.—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES

State or outlying part	Graduates with specialization in teaching certain subjects														Graduates with other specializations					
	Agriculture		Home economics		Commerce and business		Industrial arts		Physical education		Public-school art		Public-school music		School administration		School supervision		Educational research	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Continental United States	620	16	5	2,215	342	599	322	66	856	758	59	426	238	1,139	536	141	37	46	21	17
Alabama	25			94	1	5	8		6	25		4		14	14		5			
Arkansas	5	16		27						1				2	3					
California	20			27	2	19	9		31	53	4	41	12	56	54	2	1	2	2	
Colorado	20			45					1	7		7	1	2						
Connecticut	2			8																
Delaware				12																
Florida	7			22	1	1		2	9	10		5		5						
Georgia	31			60	13	11				26		9		3	12		5			
Idaho	8			12	4	12				1			1	8						
Illinois				40	12	2	34		54	38		13	6	48	138	27	2	23		2
Indiana	80			246	2	11	16		72	18		10	14	61	62	6	3			
Iowa	1			28	6	21	6		14	22		11	24	71			4	5		
Kansas				51	17	12	4		14	5	2	8	9	69	7	1		1	5	
Kentucky	24			48				1		6				9	14				3	2
Louisiana	23			52	6	6				2		4	1	15						
Maine	1			15					8						2					
Maryland	13			52					4	3			2	9						
Massachusetts	5			57		33			98	13		1			3					
Michigan	13			62	5	13	1		43	69	16	40	13	35	11	47	1			
Minnesota	5			66	4	30	12		79	55	1	27	18	61	22	12				

Mississippi	67		5	50	6				30	3		1	2	13	66				
Missouri				36	6	4	1		12	16		11	2	27					
Montana	11			34	4	18			7	4		3		3	9	6			
Nebraska	29			55	12	3	8		10	17	2	17	11	42	27	2	1	8	4	6
Nevada	1			4															
New Jersey				1					1					5					
New Mexico	4			5	1	1							1	7	3			1	
New York	20			86	38	106	22	4	64	77	9	46	32	58	17	23			1
North Carolina	33			94	6	6	3			17		3		73					
North Dakota	19			23	1				2				1	6	1				
Ohio	1			104	4	18	51	4	88	67	9	53	28	109	13	1	1	1	4	1
Oklahoma	4			30	3	12	12		7	5		2	2	23					
Oregon	4			45	12	25	7		35	34		8	3	18	16	2	2	3		
Pennsylvania	11			111	72	66	12	1	61	52	4	12	21	103						
Rhode Island					6			22												
South Carolina	41			52	4	41	26			9	1	3		29						
South Dakota	10			29	8	10				1			4	17						
Tennessee	9			48	3	5	13								5	1				
Texas	60			153	5	64	28	20	14	22		49	3	57	18	5				
Utah	17			43	38	3	18	12	16	27	4	9	7	11	2	1	2			
Vermont	4			13		6														
Virginia	21			64	14	4	6		7	10	1	7	3	7						
Washington	6			24	19	21	20		36	10	1		10	16	3		1			
West Virginia	4			43	2	1	3		8	5		2	2	11	9	5	9	2	3	5
Wisconsin	5			24	5	5	2		23	26	5	20	5	33						
Wyoming	16			10		4			2	2				3	5					
Outlying parts of the United States																				
Hawaii	7			13	1	1			1			2								
Puerto Rico				1											2	3				

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS

Continental United States	175	8	3	971	393	508	682	70	580	783	40	334	159	622	192	40	66	88		1
Arizona				20	11	17	17		17	13	1	17		7						
Arkansas	10			8			1							1	14		1	1		
California				58	5	15	59		39	42	3	20	23	35						
Colorado				14	6	28	27		2	16	3	14	6	22	26	1	35	29		
Connecticut									21	33										
District of Columbia										32										
Idaho				1			3					12		9						
Illinois	5			40	12	45	59		40	124	1	11	2	22	11			9		
Indiana				33	27	38	11	46	46	30	6	14	13	50						
Iowa	2			27	11	26	22		20	13	2	9	3	49	4	4		3		

TABLE 11B.—STUDENTS ENROLLED IN AND GRADUATING FROM CURRICULA PREPARATORY TO TEACHING, 1931-32, BY SPECIALTY—Continued

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS—Continued

State or outlying part	Graduates with specialization in teaching certain subjects														Graduates with other specializations					
	Agriculture		Home economics		Commerce and business		Industrial arts		Physical education		Public-school art		Public-school music		School administration		School supervision		Educational research	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Kansas	3			26	20	17	32		16	11		9	4	23	3			4		1
Kentucky	11			20	2	3	10		7	5	1	3		10	21	3				
Louisiana	8	1		25								3		4						
Maine							10													
Massachusetts				84	3	19	44			35				14						
Michigan	5		3	43	13	51	35	1	49	62		25	10	46	11					
Minnesota							18	1	13	7		5	3	12	1					
Mississippi				4								3		2						
Missouri	36	3		45	29	43	13		13	20		19	5	13	6	7		4		
Nebraska		1		19	7	16	21	1	2	5		3	6	18	11	13				
New Hampshire				14		7						3		8						
New Jersey					1	4	26		31	28			1	6						
New Mexico				3		2						2		1	5			2		
New York				37	6	32	101		55	96	2	19	46	72	8		3	10		
North Carolina				27																
North Dakota	2			16	14	19	14		11	8		1	3	20	12	5		5		
Ohio				18	3	6	28		4	9			4	11						
Oklahoma	9			42	24	23	35		20	14	1	15	3	21	5		3	5		
Pennsylvania				39	11	23	4	5	99	49	15	41	16	51						
Rhode Island										1		1								

South Dakota				8		1	5			2		1		2					
Tennessee	16	3		72	1	2	20	6	15	63		12	2	17	34	2	23	11	
Texas	44			73	28	28	15	10	7	14	1	21	1	9	15	5	1	2	
Utah				47		4				6				5				2	
Virginia				80			26		8	9		18	3	37					
Washington																			
West Virginia				15	3	4			7	7		9		6	5			1	
Wisconsin	24			68	156	35	26		38	29	4	24	5	19					

PART 3.—TOTALS FOR ALL INSTITUTIONS

Continental United States	795	24	8	3,186	735	1,107	1,004	136	1,436	1,541	99	760	397	1,761	728	181	103	134	21	18
Alabama	26			94	1	5	8		6	25		4		14	14		5			
Arizona				20	11	17	17		17	13	1	17		7						
Arkansas	15	15		35			1			1				3	17		1	1		
California	20			85	7	34	68		70	95	7	61	35	91	54	2	1	2	2	
Colorado	20			59	6	28	27		3	23	3	21	7	24	26	1	35	29		
Connecticut	2			8					21	33										
Delaware				12																
District of Columbia										32										
Florida	7			22	1	1		2	9	10		5		5						
Georgia	31			60	13	11				26		9		3	12		5			
Idaho	8			13	4	12	3			1		12	1	17						
Illinois	5			80	24	47	93		94	162	1	24	8	70	149	27	2	32		2
Indiana	30			279	29	49	27	46	118	48	6	24	27	111	62	6	3			
Iowa	3			55	17	47	28		34	35	2	20	27	120	4	4	4	8		
Kansas	3			77	37	29	36		30	16	2	17	13	92	10	1		5	5	1
Kentucky	35			68	2	3	10	1	7	11	1	3		19	35	3			3	2
Louisiana	81	1		77	6	6				2		7	1	19						
Maine	1			15			10		8						2					
Maryland	13			52					4	3			2	9						
Massachusetts	5			141	3	52	44		98	48		1		14	3					
Michigan	18		3	105	18	64	46	1	92	131	16	65	23	81	22	47	1			
Minnesota	5			66	4	30	30	1	92	62	1	32	21	73	23	12				
Mississippi	67		5	54	6				30	3		4	2	15	66					
Missouri	36	3		81	35	47	14		25	36		30	7	40	6	7		4		
Montana	11			34	4	18			7	4		3		3	9	6				
Nebraska	29	1		74	19	19	29	1	12	22	2	20	17	60	38	15	1	8	4	6
Nevada	1			4																
New Hampshire				14		7						3		8						
New Jersey				1	1	4	26		32	28			1	11						
New Mexico	4			8	1	3						2	1	8	8			3		

TABLE 11B.—STUDENTS ENROLLED IN AND GRADUATING FROM CURRICULA PREPARATORY TO TEACHING, 1931-32, BY SPECIALTY—Continued

PART 3.—TOTALS FOR ALL INSTITUTIONS—Continued

State or outlying part	Graduates with specialization in teaching certain subjects														Graduates with other specializations					
	Agriculture		Home economics		Commerce and business		Industrial arts		Physical education		Public-school art		Public-school music		School administration		School supervision		Educational research	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
New York	20			128	44	138	123	4	119	173	11	65	78	130	25	23	3	10		1
North Carolina	33			121	6	6	3			17		3		73						
North Dakota	21			39	15	19	14		13	8		1	4	26	13	5		5		
Ohio	1			122	7	24	79	4	92	76	9	53	32	120	13	1	1	1	4	1
Oklahoma	13			72	27	35	47		27	19	1	17	5	44	5		3	5		
Oregon	4			45	12	25	7		35	34		8	3	18	16	2	2	3		
Pennsylvania	11			150	83	89	16	6	160	101	19	53	37	154						
Rhode Island					6			22		1		1								
South Carolina	41			52	4	41	26			9	1	3		29						
South Dakota	10			32	8	11	5			3		1	4	19						
Tennessee	25	3		120	4	7	33	6	15	63		12	2	17	39	3	23	11		
Texas	94			226	33	92	43	30	21	36	1	70	4	66	33	10	1	2		
Utah	17			43	38	3	18	12	16	27	4	9	7	11	2	1	2			
Vermont	4			13		6														
Virginia	21			111	14	8	6		7	16	1	7	3	12				2		
Washington	6			54	19	21	46		44	19	1	18	13	53	3		1			
West Virginia	4			58	5	5	3		15	12		11	2	17	14	5	9	3	3	5
Wisconsin	29			102	161	40	28		61	55	9	44	10	52						
Wyoming	16			10		4			2	2				3	5					
Outlying parts of the United States																				
Hawaii	7			13	1	1			1			2								
Puerto Rico				1											2	3				

TABLE 12.—DEGREES IN ARTS AND SCIENCES, BY MAJOR SUBJECTS, 1931-32 (984 INSTITUTIONS)

69748—33——7

State or outlying part	Total arts and sciences						Degrees in arts and sciences with specialization in—																	
							Agriculture			Commerce				Fine arts					Home economics			Industrial arts	
	Bachelor's		Master's		Doctor's		Bachelor's		Master's—Men	Bachelor's		Master's		Doctor's—Men	Bachelor's		Master's		Doctor's		Bachelor's—Women	Master's—Women	Doctor's—Women	Bachelor's	
	Men	Women	Men	Women	Men	Women	Men	Women		Men	Women	Men	Women		Men	Women	Men	Women	Men	Women				Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Continental United States	35,217	31,435	5,444	3,840	1,566	340	268	3	17	2,598	797	57	18	6	119	589	42	66	1	1	1,302	53	3	55	1
Alabama	377	568	39	31						49	6					7					67				
Arizona	70	34	14	13						27	5														
Arkansas	135	138	4	4			1			3						5					1				
California	2,415	2,184	310	337	137	18				69	2				15	68	3	13			36	7			
Colorado	243	329	69	28	4					11	2		1		2	13					9	1			
Connecticut	946	162	72	19	96	22	14	1	3		6					4	7	5			2				
Delaware	32	35																							
District of Columbia	630	469	194	118	32	20				34	2				2	1					5				
Florida	166	183	22	11			6			19	9					6					1			1	
Georgia	423	632	74	68			13			19	5					6					23				
Idaho	99	113	7	8							1				2						16				
Illinois	1 938	1,764	405	330	219	53				115	6				3	36		4			58	19	3	28	
Indiana	1,036	871	144	91	19	2				94	22	1			2	10		1			71				
Iowa	1,079	948	307	154	94	13				214	68	8	2	2	13	49	15	13			48	11		6	
Kansas	641	679	98	62	9		1			21	13				1	6					32	1		6	
Kentucky	457	439	48	28			7			21	2	4			2	5					14				
Louisiana	271	362	35	57			6			18	3					27					27				
Maine	341	172	8	4						21															
Maryland	437	486	59	20	70	12				19	3										46				
Massachusetts	1,839	1,812	497	287	138	23	39	1	13	40	161	2	12			72	9	11		1	69				

TABLE 12.—DEGREES IN ARTS AND SCIENCES, BY MAJOR SUBJECTS, 1931-32 (984 INSTITUTIONS)—Continued

State or outlying part	Total arts and sciences						Degrees in arts and sciences with specialization in—																
							Agriculture			Commerce				Fine arts					Home economics			Industrial arts	
	Bachelor's		Master's		Doctor's		Bachelor's		Master's—Men	Bachelor's		Master's	Doctor's—Men	Bachelor's		Master's		Doctor's		Master's—Women	Doctor's—Women	Bachelor's	
	Men	Women	Men	Women	Men	Women	Men	Women		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Bachelor's—Women			Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Michigan	1,257	995	270	245	58	7	1			76	16				3	12					49				1
Minnesota	815	731	39	29	20	6				74	13	1			4	13					27				
Mississippi	357	418	12	2			106			27	2					31					3				
Missouri	620	531	145	107	25	12				35	3										21				
Montana	174	163	10	7			24		1	1	17				1	3					38	1			
Nebraska	409	320	59	41	14					6	6				6	21					2				
Nevada	44	45	3	2																					
New Hampshire	536	68	28	8																					
New Jersey	733	363	96	11	46			1		31											20				
New Mexico	35	33	7	7						16		1				1					1				
New York	4,329	4,269	726	578	247	83				84	120	1			1	32	3	4	1		32				
North Carolina	905	984	132	64	26	7				188	4	2				5					80				
North Dakota	83	83	22	16	2					1															
Ohio	2,208	1,857	274	198	46	12				207	19				9	12	1	5			104				
Oklahoma	361	541	48	56	1		4			11	17				1	10					38	1		2	
Oregon	336	408	45	25	4					53	11				11	7					5				
Pennsylvania	2,888	1,577	332	230	114	25				376	52	5			1	11	3	6			50				
Rhode Island	274	109	41	22	13																				
South Carolina	474	771	17	19			1			20	37				1	3					45			2	
South Dakota	206	175	14	10						25	14										8			2	

Tennessee	705	644	66	36	3	1	7			57	5	1											47		3					
Texas	913	1,568	182	176	21	4	24			105	43	1			5	66		1					117	4	2					
Utah	145	80	80	7												6							6							
Vermont	178	140	12	15						13	10	1																		
Virginia	682	618	81	23	15	1				94	1	10	1	4	8	3							13							
Washington	655	559	182	85	15	5				171	59	15			23	25	1	2					37	8						
West Virginia	840	281	27	18	5		14			14	8				1	4							26		3					
Wisconsin	933	792	186	131	75	14				110	18	4	1		2	9		1					8							
Wyoming	47	23	2	2						9	6		1																	
Outlying parts of the United States																														
Alaska	5	3					1			1	2																			
Hawaii	55	26	7	9						19	1												1							
Puerto Rico	81	11	1	3																										

TABLE 12.—DEGREES IN ARTS AND SCIENCES, BY MAJOR SUBJECTS, 1931-32 (984 INSTITUTIONS)—Continued

State or outlying part	Journalism				Library science				Music					Nursing	Predentistry		Prelaw		Premedicine	
	Bachelor's		Master's		Bachelor's		Master's		Bachelor's		Master's		Doctor's	Bachelor's	Bachelor's		Bachelor's		Bachelor's	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
Continental United States	314	237	16	7	42	360	2	10	188	980	47	27	1	89	165	1	746	28	1,688	106
Alabama	4	3							1	26									13	1
Arkansas	2	4								12					2				11	
California	18	3	1						16	77	20	7			9		18		9	1
Colorado	4	5				5				3							6		10	
Connecticut		1								3	1	1		6			2		3	
District of Columbia					2	27				11							4		51	2
Florida									2	7										
Georgia	5	5								3					1		8		26	
Idaho	3	1							4	9				2			7		16	
Illinois						5			7	37				2	15		88	4	182	8
Indiana	6	14	1						10	42	1	2					8		19	
Iowa	25	29	3	3		3			22	65	5	4		6			45		35	
Kansas	27	26	1	1					9	47				2			18	2	77	4
Kentucky	13	12				12			4	7					1		10		32	3
Louisiana									1	18					2				13	5
Maine															1		3		15	
Maryland									2	9							9	1	38	1
Massachusetts						70				48	9	2	1	10		1		2	20	12
Michigan	7	9	1		28	15	2	10	5	29				4	9		53	1	101	4
Minnesota	20	10			1	75			14	25				6	1		32	1	27	
Mississippi										13					2		8		16	1
Missouri									4	18							13	3	52	1
Nebraska	37								3	13				2	1		41		56	6
New Hampshire									1	1							7		8	
New Jersey	16					1				5									29	

New Mexico										3										
New York	8	7				15				22	5	4		8	33		169	10	173	9
North Carolina						53				88					2		26		64	
North Dakota																			2	1
Ohio	12	4			2	19			18	67	1	2		8	8		48	1	128	11
Oklahoma	8	9	2		1	24			1	22				1	1		12		20	1
Oregon	9	6	1						5	30							1		2	2
Pennsylvania	12	2			7				19	50	1	1			59		43		181	5
South Carolina										14							15		20	10
South Dakota	2								7	8				1			1		21	1
Tennessee	1					13				8				1	2		5		13	1
Texas	21	40	2	1		19			4	35				5	1		9	2	25	2
Utah	3	1							6	5	1				3		4		10	
Vermont																	1		25	4
Virginia	4	6			1					14							10		13	
Washington	12	10							13	41	3	4		17	2		12		14	
West Virginia	4	6				1			1	8							6		8	4
Wisconsin	36	24	4	2		3			9	39				8	10		4	1	110	6
Outlying part of the United States																				
Hawaii																	3		5	1

TABLE 13.—DEGREES IN PROFESSIONAL SCHOOLS, BOTH INDEPENDENT AND UNIVERSITY SCHOOLS, INCLUDING TEACHER-TRAINING INSTITUTIONS (1,350 INSTITUTIONS)

State or outlying part	Theology			Law			Medicine			Nursing	Veterinary medicine			Dentistry		Pharmacy		
	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	First professional	Master's	Doctor's	First professional	Master's	First professional	Master's	Doctor's
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Continental United States	1,393	349	108	8,906	343	59	5,274	186	27	82	234	17	2	2,074	10	2,346	31	5
Alabama	.....	.....	.....	30	.....	.....	.....	.....	.....	.....	8	.....	.....	.....	.....	5	1	.....
Arizona	.....	.....	.....	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	.....	.....	.....	33	.....	.....	46	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
California	56	12	5	401	16	1	180	.....	.....	7	.....	.....	.....	144	1	77	.....	.....
Colorado	.....	6	9	58	2	.....	53	2	.....	.....	28	.....	.....	12	.....	4	.....	.....
Connecticut	53	4	2	107	2	8	44	.....	.....	29	.....	.....	.....	.....	.....	52	.....	.....
District of Columbia	43	24	14	655	126	15	246	.....	.....	.....	.....	.....	.....	50	.....	21	.....	.....
Florida	.....	.....	.....	83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	2	.....
Georgia	30	.....	.....	111	.....	.....	92	.....	.....	.....	11	.....	.....	82	.....	3	.....	.....
Idaho	.....	.....	.....	10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Illinois	224	26	16	530	19	11	621	28	.....	.....	.....	.....	.....	208	2	129	.....	.....
Indiana	11	.....	.....	173	1	.....	94	6	.....	.....	.....	.....	.....	35	.....	117	.....	1
Iowa	25	.....	.....	91	.....	.....	99	2	.....	.....	30	5	.....	45	2	26	.....	.....
Kansas	22	1	2	66	.....	.....	53	3	.....	.....	19	.....	.....	.....	.....	14	1	.....
Kentucky	58	65	17	67	1	.....	88	.....	.....	.....	.....	.....	.....	46	.....	30	.....	.....
Louisiana	.....	.....	.....	75	.....	.....	108	2	1	.....	.....	.....	.....	31	.....	20	.....	.....
Maryland	6	.....	1	33	.....	.....	168	.....	.....	.....	.....	.....	.....	73	.....	108	4	.....
Massachusetts	157	22	6	1,032	29	18	303	.....	.....	.....	.....	.....	.....	82	.....	73	.....	.....
Michigan	7	.....	.....	384	7	4	195	13	3	1	8	1	1	80	5	97	4	1
Minnesota	33	1	2	133	.....	.....	129	55	11	.....	.....	.....	.....	69	.....	42	1	.....
Mississippi	.....	.....	.....	19	.....	.....	26	.....	.....	.....	.....	.....	.....	.....	.....	13	.....	.....
Missouri	25	.....	.....	281	10	.....	219	5	.....	13	.....	.....	.....	133	.....	80	.....	.....
Montana	.....	.....	.....	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18	1	.....
Nebraska	11	3	.....	64	.....	.....	129	.....	.....	3	.....	.....	.....	51	.....	15	4	.....
New Jersey	81	30	1	173	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	86	.....	.....

New York	141	32	7	2,503	117	2	634	9	5	5	44	1	1	223	----	518	----	----
North Carolina	34	----	----	48	1	----	34	----	----	----	----	----	----	----	----	18	----	----
North Dakota	----	----	----	20	----	----	25	----	----	----	----	----	----	----	----	21	----	----
Ohio	94	14	3	291	11	----	193	14	3	8	30	10	----	101	----	161	----	----
Oklahoma	30	16	7	76	----	----	96	----	----	----	----	----	----	----	----	21	1	----
Oregon	----	----	----	70	----	----	55	----	----	----	----	----	----	50	----	23	4	3
Pennsylvania	126	39	5	399	1	----	580	46	2	----	25	----	----	320	----	393	2	----
Rhode Island	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	26	----	----
South Carolina	----	----	----	31	----	----	33	----	----	----	----	----	----	----	----	17	----	----
South Dakota	----	----	----	19	----	----	----	----	----	----	----	----	----	----	----	6	1	----
Tennessee	21	----	----	246	----	----	231	----	2	----	----	----	----	47	----	42	----	----
Texas	41	44	6	181	----	----	138	----	----	----	6	----	----	40	----	15	----	----
Utah	----	----	----	21	----	----	20	----	----	----	----	----	----	----	----	----	----	----
Vermont	----	----	----	----	----	----	36	----	----	----	----	----	----	----	----	----	----	----
Virginia	45	9	5	117	----	----	140	1	----	16	----	----	----	28	----	26	----	----
Washington	10	----	----	73	----	----	----	----	----	----	16	----	----	----	----	19	5	----
West Virginia	----	----	----	42	----	----	52	----	----	----	----	----	----	----	----	6	----	----
Wisconsin	9	1	----	177	----	----	114	----	----	----	----	----	----	64	----	----	----	----
Wyoming	----	----	----	6	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Outlying part of the United States																		
Puerto Rico	----	----	----	15	----	----	----	----	----	----	----	----	----	----	----	7	----	----

TABLE 13.—DEGREES IN PROFESSIONAL SCHOOLS, BOTH INDEPENDENT AND UNIVERSITY SCHOOLS, INCLUDING TEACHER-TRAINING INSTITUTIONS (1,350 INSTITUTIONS)—Continued

State or outlying part	Engineering																					Architecture			Agriculture		
	Architectural			Chemical			Civil			Electrical			Mechanical			Mining			Others								
	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	Master's	Doctor's
1	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
Continental United States	267	24	2	1,148	212	29	2,100	314	16	2,480	332	19	2,085	225	17	454	79	3	1,840	328	30	574	45	1	2,003	575	170
Alabama				28	7		32	3		64	4		38	2		5	5		11	5		16	1		15	4	
Arizona							9	1		5	1		9			11	7			1					16		
Arkansas				4			10			10	2		4												16	1	
California				6			8	10		12	20	3	2	18	1	13	6		277	7	4	54	2		80	27	8
Colorado	3			11	1		38	3		71	10		45	1		87	7		13						42	8	
Connecticut								2			15			15			3			1		25	1				
Delaware				6			5			14	1		9												7	1	
District of Columbia	3			6			19	1		25			9	1					8	1	1	4					
Florida				9	1		6	3		20			5	3						1		13	1		34	5	
Georgia				35	3		45	6		71	2		55	2					46			34			51		
Idaho				4			12			13			7			4									26	10	
Illinois	39	1		17			97	30	4	86	13	2	89	1	4	3	2		116	22	6	49	6	1	83	13	4
Indiana	10			68	3	1	129	15	3	170	31	1	209	27		1									52	11	
Iowa	11	2		43	4	3	58	10		65	5		66	4					63	30	3	12	1		113	28	6
Kansas	12	2	1	17	1		45	6	3	70	7		37	5	1	6			21	4		10	3		72	20	
Kentucky				4			20	2		8			38	4		2	1		8	4					34	9	
Louisiana				19	4		18	2		45	2		8	1		6			5			14			68	9	
Maine				18	1		22	1		22	4		33	2											19	4	
Maryland				2			56	6	4	16	2		11	1											32	20	2
Massachusetts	15			125	59	5	168	26	2	229	59	5	204	15	3	18	3	1	249	80	5	30	5				
Michigan	15			71	41	5	103	33		120	17	2	168	13	2	50	6		121	17	2	45	3		47	16	2
Minnesota	13	1		41	6	10	44	6		51	4		36	1		24	5		22	6	3	26			35	32	18
Mississippi							17			39			18						1								
Missouri				24	3		44	16		21	2		20	1		16	1		17	3		11	4		6	117	2
Montana																			13	6							

Nebraska	12			6			17	3		24	3		23						7						55	9	
Nevada							12			11			5			4	1		1						10		
New Hampshire	7			9			11	5		12			10						7						13		
New Jersey				58	1		28	13		38	7		27	4		5			86	7					24	13	10
New Mexico				6			23			8			7						22						9	2	
New York	6	3		97	16		276	40		255	37	8	226	33		1	1		309	66	2	86	9		153	63	60
North Carolina	9			12	2		21	3		18			20	1					6	3		1			32	7	
North Dakota	1			3			3			10			9						28	1		9			36	1	
Ohio	13		1	80	13	5	121	9		122	10	3	129	10	6	19	4		97	16	2	63			78	78	18
Oklahoma	2	2		11	2		22			37	4		43			2			51	12		10			60	10	
Oregon				19			27	1		30	4		22	3		10			11			6	3		45	8	
Pennsylvania	22	4		117	15		170	16		220	21		175	31		88	8	1	140	17	2	44	1		85	33	4
Rhode Island				7			21			7			12	1											6	4	
South Carolina	7			4			16	2		36			12						10						72		
South Dakota				6	1		27			40			10			10	6		8	1					19	2	
Tennessee				6			16	1		26			17												46	1	
Texas	40	3		65	17		73	4		100	12		76	3		10			25	1		12	5		144	12	
Utah					3		21	1		15			8	2		3	1			4					42	6	
Vermont				6			22	1		23			5												8	3	
Virginia	6	5		21	1		50	8		61	9		19	4		2	2		27	8					42	13	
Washington	21	1		18			35	5		59	10		40	4		27	9		9	4					23	7	1
West Virginia				6			11	3		17	1		7			5	1		5						24	5	1
Wisconsin				33	7		67	17		53	4		53	12		18		1							53	60	34
Wyoming							7			11			10			4									23	3	
Outlying parts of the United States																													
Alaska							4									3													
Hawaii							8																		14		
Puerto Rico							12			2			7												22		

TABLE 13.—DEGREES IN PROFESSIONAL SCHOOLS, BOTH INDEPENDENT AND UNIVERSITY SCHOOLS, INCLUDING TEACHER-TRAINING INSTITUTIONS (1,350 INSTITUTIONS)—Continued

	Forestry			Home economics			Education			Commerce and business			Journalism		Library science			Fine arts		Music		Other		
	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	Master's	Doctor's	First professional	Master's	First professional	Master's	Doctor's	First professional	Master's	First professional	Master's	First professional	Master's	Doctor's
1	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70
Continental United States	362	43	2	1,800	161	3	25,824	5,310	172	6,782	482	29	408	32	620	37	1	335	58	905	65	2,054	360	53
Alabama				7			346	28		75								3						
Arizona				9	1		229	19												8				
Arkansas				20	1		201	5		34														
California							2,112	297	25	395	29	7				7				24	2	64	36	15
Colorado	17			37			364	79		81	4				23			1		8		23	17	
Connecticut	26						54											25	12	8	1	22	18	2
Delaware				12			6																	
District of Columbia							98	25		6	5											56	6	5
Florida				26	1		182	8		49			6							7				
Georgia	7	1		63			189			115			16		47							22		
Idaho	13	4					85	38		50												2	4	
Illinois				52	3		1,067	116	1	614	99	9	81	9	107	13	1	9		141	5	110	27	2
Indiana	8			93	2		768	120	2	243										54	1	45		1
Iowa	16	3		222	52		354	12		32			4							32		41		
Kansas				93	31		676	108	1	103	3							24	25	65	11			
Kentucky				22	1		532	43	1	31														
Louisiana	8			14	5		295	28		38	5		9		22					5		6		
Maine	24			18			30	3														9		
Maryland				9	1		110	8		20												424	17	
Massachusetts							599	236	3	588	28	2								17		316	91	20
Michigan	37	11	2	107	5		1,586	188	6	148	5		8							42	7			
Minnesota	29	1		74	5		677	57	2	190	1											5		
Mississippi							215			13														
Missouri				11	7		1,210	129	3	171	9	2	143	11				4		18	1	177	8	
Montana	20						17	5		35			20							5				

Nebraska				65	6		570	45	3	135	3							14		40			4	1
Nevada				6																				
New Hampshire	4			10			51			49														
New Jersey							499	69	1													14	2	
New Mexico				7			106	19		2														
New York	66	14		126	5	3	2,305	2,620	59	1,098	139	1	86	12	216	15		62		145	24	339	68	7
North Carolina	10						398	6		40	2											49	7	
North Dakota				22			307	13		50												17		
Ohio				123	8		1,520	204	29	487	55	8			80	2		31	9	93	10	19	33	
Oklahoma				32	3		1,191	67	3	137	9							20	3	47				
Oregon	33	2		69	2		110	11		120	5		3							3		7		
Pennsylvania	23			110	6		2,147	224	6	1,126	53				83			112	7	43		82	9	
Rhode Island				23			187	8		17										15		31		
South Carolina							27	3	1	24			10					1		1				
South Dakota				23			69			20												3		
Tennessee				61	5		607	305	17	8										25		46	10	
Texas				25			1,290	8	1	158	19							9				37		
Utah				25	2		177	17		141	8													
Vermont				13																				
Virginia				16			389	3		97	1											39		
Washington	21	7		32	1		329	41							42			20	2	20	1	18	3	
West Virginia				39			391	12												14		17		
Wisconsin				73	7		1,122	77	8	42			22							25	2	14		
Wyoming				11	1		30	6																
Outlying parts of the United States																								
Hawaii				12			80															1		
Puerto Rico				1			58			15														

TABLE 14.—HONORARY DEGREES CONFERRED, 1931-32

State or outlying part	D.D.	LL.D	L.H.D.	Litt.D.	Ph.D.	Sc.D	Eng.D.	Ped.D.	Ed.D.	Mus.D	D.C.L.	S.T.D	A.M.	M.S.	Other	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental United States	320	403	35	96	1	115	24	8	10	19	4	1	56	18	57	1,167
Alabama	5	2	2	1		1									[1] 2	13
Arkansas	9	4		2												15
California	7	18		4	1	2							3		[2] 5	40
Colorado		5		2		1			2	1						11
Connecticut	3	5				5							21	1	[3] 2	37
Delaware		2														2
District of Columbia		20				10	2		2				1	1		36
Florida	7	4	3													14
Georgia	7	6		1											[4] 1	15
Illinois	21	15		7		4				3				1	[5] 1	52
Indiana	11	13	2	6		5	3							2		42
Iowa	10	5		2		3									[6] 1	21
Kansas	9	5	1												[7] 1	16
Kentucky	11	9		1											[8] 1	22
Louisiana															[9] 1	1
Maine	5	8	5	2			1						6	2		29
Maryland	5	5		1		4										15
Massachusetts	4	21	1	2		6	5			1			5	1	[10] 6	52
Michigan	10	16		5		6	3						2	1	[11] 12	55
Minnesota	3	6		2		1				1				1		14
Mississippi		1														1
Missouri	13	10		1		4										28
Montana	2					1										3
Nebraska	7	4		1		2	2									16
New Hampshire	2	5		3		1		1					4	1		17
New Jersey	3	8		4		2	2			1			3	1	[12] 3	27
New Mexico						1									[13] 1	2
New York	20	52	5	18		14	3	2	1	6	1	1	1	1	[14] 4	129
North Carolina	6	12		2		1			1				1			23
North Dakota		1														1

Ohio	28	21	4	2		4	1	1	1	1			1		[18] 2	66
Oklahoma		2	1	1					1							5
Oregon	1	7		1		1									[18] 1	11
Pennsylvania	39	47	4	6		18	2	2		1	1		2	1	[17] 7	130
Rhode Island	2	2		2		3							2	1	[18] 2	14
South Carolina	5	6		2		2				1						16
South Dakota	6	2	2			1				1						12
Tennessee	16	10	1	3					1	1	1				[5] 1	34
Texas	16	7		2						1						26
Vermont	1	6	2	1		3							1	3	[9] 1	18
Virginia	12	10		2		4										28
Washington	1	11	2	2		1			1				2			20
West Virginia	6	3						2								11
Wisconsin	7	6		5		4					1		1		[19] 2	26
Wyoming		1														1
Outlying parts of the United States																
Alaska						1										1
Hawaii														1		1
Puerto Rico		2		1		3										6

[1] Doctor of agriculture, 2.
[2] Master of sacred theology, 1; master of music, 1; doctor of business administration, 1; doctor of foreign science, 2.
[3] Doctor of pharmacy, 2
[4] Doctor of commercial science, 1.
[5] Master of fine arts, 1.
[6] Bachelor of music, 1
[7] Master of library science, 1.
[8] Doctor of sacred literature, 1.
[9] Civil engineer, 1.
[10] Doctor of agriculture, 1, master of physical education, 2; master of humanities, 2, doctor of pharmacy, 1
[11] Doctor of forestry, 1; doctor of agriculture, 2; master of home economics, 1; mechanical engineer, 3; master of engineering, 3, master of laws, 1, bachelor of music,.1
[12] Master of fine arts, 1, mechanical engineer, 2
[13] Electrical engineer, 1.
[14] Doctor of Hebrew literature, 1; doctor of commercial science, 1, doctor of fine arts, 2.
[15] Doctor of Hebrew laws, 1; doctor of sacred music, 1
[16] Master of science in business administration, 1.
[17] Doctor of business administration, 1; bachelor of music, 1, doctor of military science, 1; master of pharmacy, 3, doctor of medicine, 1.
[18] Doctor of agriculture, 1; pharmaceutical chemist, 1.
[19] Doctor of fine arts, 2.

TABLE 15.—RECEIPTS, 1931-32

PART 1.—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES

State or outlying part	Educational and general fund							Auxiliary enterprises and activities				Receipts for other noneducational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Dollars	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*
Continental United States	143,758,331	60,584,637	139,868,115	29,659,794	20,840,020	14,507,031	409,217,928	56,828,437	14,318,886	21,842,103	92,989,426	10,683,415	50,740,900	47,496,160
Alabama	1,208,160	131,426	1,394,338	184,183	56,815	127,524	3,192,446	605,507	124,240	226,871	956,618	41,669	157,103	9,240
Arizona	148,432	36,575	1,373,017	.....	31,854	.....	1,590,778	93,192	65,671	66,616	225,479	.....	1,224	353
Arkansas	498,846	81,601	1,482,899	222,291	22,712	44,538	2,332,887	362,401	50,738	79,465	492,604	21,042	129,123	67,721
California	7,161,873	2,827,577	11,511,239	1,619,518	2,316,990	693,137	26,130,334	2,334,117	1,892,974	919,172	5,146,263	488,061	3,106,363	2,690,606
Colorado	1,174,941	230,432	2,399,536	342,694	384,985	73,044	4,605,632	196,466	115,423	101,059	412,948	88,096	606,534	953,960
Connecticut	3,282,764	3,179,044	632,271	1,200,518	23,082	226,651	8,544,330	1,074,304	683,198	75,193	1,832,695	1,057,504	8,376,757	3,654,136
Delaware	107,968	24,319	495,185	9,077	26,994	7,114	670,657	105,947	10,928	12,743	129,618	4,905	247,734	3,341
District of Columbia	1,871,204	223,951	829,500	514,711	26,557	69,473	3,535,396	618,419	48,869	380,928	1,048,216	17,315	695,881	382,102
Florida	812,649	105,514	2,050,724	137,756	57,940	8,511	3,173,094	918,313	125,273	433,383	1,476,969	23,868	523,033	18,811
Georgia	1,883,261	742,103	2,226,221	847,595	117,481	218,090	6,034,751	1,199,765	47,993	164,464	1,412,222	180,413	1,404,094	1,987,257
Idaho	145,023	82,849	1,324,769	34,178	48,736	16,815	1,652,370	191,100	45,694	62,744	299,538	6,514	171,529	5,145
Illinois	9,704,491	5,781,662	5,817,729	2,281,102	1,457,420	650,468	25,782,872	1,885,979	1,006,331	1,743,132	4,615,442	801,985	1,183,965	4,151,916
Indiana	3,623,614	811,962	4,393,091	879,129	599,638	67,893	10,375,327	2,407,997	594,712	936,906	3,939,615	411,544	896,929	691,526
Iowa	2,687,007	392,644	5,263,537	772,526	1,721,238	145,400	10,982,352	1,121,091	260,423	313,284	1,694,798	118,659	368,471	176,821
Kansas	1,550,601	292,783	3,309,122	596,348	409,483	84,733	6,243,070	425,822	254,900	154,864	835,576	247,375	559,352	583,770
Kentucky	1,139,721	795,431	1,966,043	445,230	244,346	141,829	4,732,600	776,877	43,400	211,520	1,031,797	123,220	256,688	199,268
Louisiana	971,481	629,807	1,709,609	219,679	26,912	715,639	4,273,127	414,124	172,646	220,314	807,084	19,498	1,852,525	983,739
Maine	650,839	599,424	1,007,443	24,416	22,351	68,714	2,373,187	359,313	78,531	57,466	495,310	68,076	1,000	244,412
Maryland	2,341,870	1,622,779	3,451,376	537,027	445,758	179,132	8,577,942	1,202,080	137,433	498,156	1,837,669	161,764	1,622,821	1,891,752
Massachusetts	13,164,843	10,766,222	1,417,382	900,622	404,401	685,041	27,328,511	6,572,533	1,154,642	1,260,649	8,987,824	1,570,913	4,511,664	12,119,413
Michigan	3,640,661	381,066	7,805,549	668,668	2,361,134	118,410	14,975,488	682,730	602,791	515,499	1,801,020	203,978	805,149	1,009,639
Minnesota	2,556,286	604,980	5,098,430	695,687	565,510	131,301	9,652,194	1,609,455	321,982	1,257,372	3,188,339	273,890	502,443	1,982,610
Mississippi	717,795	133,684	1,513,074	138,552	178,106	18,219	2,699,430	576,727	60,869	82,075	719,671	3,644	22,179	8,300
Missouri	4,062,191	1,982,349	2,673,707	1,272,454	243,291	1,004,838	11,228,830	1,549,005	365,419	413,800	2,328,224	593,869	1,043,096	395,997
Montana	218,646	31,322	1,243,501	45,477	86,631	2,440	1,628,017	158,227	62,779	129,510	350,516	4,430	13,986	6,529

Nebraska	1,239,732	252,748	2,637,262	396,465	300,029	69,744	4,895,980	264,609	76,538	506,342	867,489	63,527	418,099	25,217
Nevada	32,525	7,457	437,656	18,000	1,426	7,959	505,023	34,629	33,011	14,507	82,147	3,897	39,825	.....
New Hampshire	1,244,226	776,531	697,441	267,052	75,292	90,592	3,150,134	323,448	27,330	66,083	417,361	82,778	306,950	101,740
New Jersey	3,168,377	1,656,945	2,034,015	412,254	144,890	466,332	7,882,813	1,754,549	264,535	221,855	2,240,939	413,803	621,493	1,420,233
New Mexico	163,474	50,163	791,614	15,240	45,462	16,764	1,082,717	282,417	23,827	44,874	351,118	32,882	.....	.....
New York	28,280,213	8,454,394	13,772,149	6,103,172	2,357,024	5,450,731	64,417,683	6,131,994	1,016,477	2,231,660	9,379,231	1,035,790	4,493,745	3,869,490
North Carolina	2,512,936	1,979,536	1,914,256	349,026	227,099	225,516	7,208,368	2,439,083	204,980	1,084,564	3,728,627	43,136	366,746	148,683
North Dakota	178,847	81,289	1,677,907	20,562	58,060	36,736	2,053,401	109,039	63,247	58,020	228,306	9,576	124,345	12,185
Ohio	7,859,351	3,638,427	6,936,634	1,357,649	333,974	405,207	20,531,242	3,100,685	862,922	1,358,423	5,320,990	715,172	2,413,534	1,386,180
Oklahoma	793,191	72,433	4,010,837	189,803	71,589	92,169	5,230,022	352,682	211,405	415,432	979,519	56,541	87,000	7,696
Oregon	1,052,086	221,405	1,837,301	187,424	158,203	46,273	3,500,692	431,550	342,292	171,829	945,671	99,757	10,592	20,221
Pennsylvania	15,322,842	4,701,149	5,194,284	2,185,475	2,693,396	797,939	30,885,085	4,525,184	936,947	1,384,165	6,846,296	645,163	2,466,868	1,991,213
Rhode Island	904,662	442,710	416,606	138,719	14,836	27,180	1,944,713	298,358	102,306	136,958	535,622	69,591	95,000	406,717
South Carolina	819,677	802,409	2,079,108	115,670	872	102,151	3,419,887	1,158,915	110,627	153,230	1,422,772	41,192	221,999	65,545
South Dakota	498,826	116,467	1,224,950	116,486	69,076	74,721	2,100,526	115,297	29,449	42,202	186,948	7,230	154,307	18,128
Tennessee	2,121,897	1,612,469	1,687,175	718,183	209,639	164,833	6,514,196	1,007,690	256,762	401,183	1,665,635	130,305	3,023,221	1,171,147
Texas	3,192,744	1,192,298	6,344,986	669,767	344,492	265,342	12,009,629	2,130,752	485,281	1,214,309	3,830,342	63,555	4,653,541	1,630,631
Utah	546,371	86,496	1,090,510	287,977	10,993	49,577	2,090,929	69,623	96,454	248,364	414,448	59,552	316,988	22,361
Vermont	725,095	223,866	450,684	150,838	36,174	29,590	1,616,247	286,042	58,214	95,998	440,254	90,042	18,384	78,368
Virginia	3,020,162	1,490,948	2,279,286	421,721	86,253	281,404	7,579,774	2,483,138	211,961	740,936	3,436,035	306,674	627,754	317,631
Washington	1,366,762	95,167	2,697,726	241,752	155,530	68,787	4,625,724	520,205	129,268	255,371	904,834	94,322	409,650	405,331
West Virginia	571,952	102,679	1,973,071	106,557	50,526	28,195	2,832,980	339,967	58,730	123,648	522,345	2,240	106,631	5,614
Wisconsin	2,565,302	546,145	4,513,517	600,564	1,481,268	164,496	9,871,292	1,163,428	346,968	447,905	1,957,399	79,274	631,372	192,442
Wyoming	81,915	.....	789,948	.....	35,547	45,839	953,249	66,529	41,008	111,410	218,947	184	73,213	50,983
Outlying parts of the United States														
Alaska	1,719	.....	140,281	5,250	.....	1,306	148,556	10,652	.....	6,547	17,199	150	30,000	.....
Hawaii	126,019	.....	528,429	30,375	25,229	10,795	720,847	35,622	11,103	35,598	82,323	3,697	3,532	12,944
Philippine Islands	14,394	.....	18,000	.....	.....	.....	32,394	.....	.....	207	207	30	.....	250
Puerto Rico	85,329	14,076	602,586	.....	8,576	16,184	726,750	20,796	9,431	17,554	47,781	12,073	.....	55,410

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS

Continental United States	6,890,716	817,930	34,795,124	287,735	163,493	318,907	42,778,905	7,370,255	731,449	2,177,761	10,279,465	314,366	5,515,918	180,662
Alabama	176,099	.....	400,720	2,150	2,265	8,430	588,664	171,251	3,707	35,428	210,386	.....	1,250	2,233
Arizona	26,162	.....	454,035	.....	3,814	246	485,157	148,527	14,342	30,418	193,287	.....	46,320	.....
Arkansas	67,620	.....	179,917	.....	1,993	.....	249,530	42,608	9,380	8,966	60,954	250	.....	.....
California	167,992	.....	1,041,204	.....	850	600	2,110,655	92,009	50,973	259,295	402,277	.....	645,543	1,579
Colorado	189,357	.....	571,599	.....	6,456	2,240	769,652	35,425	30,152	157,123	222,700	.....	115,000	10,000
Connecticut	72,597	.....	632,297	.....	1,784	665	707,343	168,929	100	.....	167,029	150	45,465	500
Georgia	40,494	.....	271,479	2,022	3,850	8,728	321,673	96,946	403	5,691	103,040	13,936	30,000	.....
Idaho	10,823	.....	258,540	.....	2,150	15	271,528	67,944	4,589	12,382	84,915	.....	34,715	275
Illinois	895,030	4,137	2,035,068	77,285	16,708	81,361	2,609,589	338,346	31,333	139,787	509,466	2,496	498,382	3,750
Indiana	307,243	.....	835,776	6,100	48,977	11,334	1,209,435	126,907	40,194	128,408	295,509	.....	302,582	1,916

TABLE 15.—RECEIPTS, 1931-32—Continued

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS—Continued

State or outlying part	Educational and general fund							Auxiliary enterprises and activities				Receipts for other noneducational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Dollars	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*
Iowa	228,338		633,500	5,500		19,846	887,184	121,374	7,147	26,245	154,766	10,325	235,000	4,436
Kansas	319,444	12,000	975,717		9,417		1,316,578	90,534	19,130	44,460	154,124		55,500	
Kentucky	142,163	1,990	1,205,812		12,100	25,788	1,387,853	330,355	11,703	59,815	401,873		643,581	
Louisiana	19,394		261,465			4,019	284,878	179,325	5,825	1,628	186,778			
Maine	8,137		253,584			3,150	259,871	182,285	2,530	8,322	188,137		22,000	350
Maryland	42,248		373,274		184		415,706	94,764	275	7,499	102,538	200,115	182,800	7,196
Massachusetts	184,683	267	1,269,948	9,780	4,664	738	1,469,098	250,615	750	4,100	255,465	366	8,971	300
Michigan	124,627		2,491,250				2,615,877		60,654	51,244	111,898	20,000	21,009	11,029
Minnesota	97,677	278	868,873	6,000	3,355	18,961	995,144	210,520	8,453	45,457	264,410	2,027	842,360	13,646
Mississippi	70,700		135,134		1,070	3,479	210,383	78,362	10,542	19,447	108,341			2,355
Missouri	352,209		1,123,019	5,930	13,388	26,869	1,521,424	60,920	43,866	96,813	201,599		12,187	1,933
Montana	34,722		149,893		205	1,280	186,100	57,444	7,368	23,289	88,091		5,220	5,800
Nebraska	95,498		751,144	2,200	187	150	849,159	172,036	19,943	4,401	196,385		150,000	
New Hampshire	36,090		178,177			9,196	223,463	129,238	1,675	3,991	134,904		90,000	
New Jersey	49,000		1,409,482		380		1,458,862	189,127	3,495	28,707	221,332	730	85,069	295
New Mexico	43,302		247,145	500	78	2,509	293,619	34,334	3,900	6,256	44,490		7,000	
New York	511,807	14,855	2,339,531	14,959	185		2,881,317	61,798	5,238	28,894	96,930	25,123	519,537	8,275
North Carolina	112,892		302,036	875	28	5,596	421,427	286,450	3,238	30,231	328,919	11,330		11,115
North Dakota	158,283	17,517	571,627		512	7,836	755,785	100,359	7,278	80,659	188,296	200	224,637	11,696
Ohio	172,739		698,904		3,055		874,748	112,747	14,229	109,631	236,607		42,000	2,051
Oklahoma	139,100		1,068,660		325	1,686	1,229,771		43,149	46,274	93,423			10,000
Oregon	54,138	2,900	291,587	62,250	339	728	411,942	40,582	5,975	19,945	66,502			50
Pennsylvania	755,242		2,264,383	2,835	1,401	1,797	3,025,648	1,807,261	1,497	142,124	1,950,882	9,941	240,688	4,789
Rhode Island	39,908		172,380		87		212,375						11,200	3,708
South Dakota	152,829	28,708	398,005		313	5,638	585,493	87,798	12,677	44,385	144,860		125,000	14,007

Tennessee	356,195	189,538	571,563	85,550	7,704	41,680	1,252,230	253,279	22,243	62,177	337,699	.....	225	.....
Texas	390,938	.....	1,792,728	1,800	6,041	10,794	2,202,301	91,522	82,674	138,643	312,839	805	95,231	700
Vermont	.....	.....	79,134	.....	.....	62	79,196	36,577	.....	.....	36,577	1,500	725	.....
Virginia	214,205	.....	367,430	500	.....	9,537	591,672	516,089	1,447	66,312	583,848	13,197	4,490	11,530
Washington	66,149	45,720	820,903	.....	1,353	3,207	937,332	199,261	22,393	106,503	328,157	150	29,795	28,241
West Virginia	219,412	.....	862,200	1,500	638	5,130	1,088,880	180,083	62,715	18,248	261,046	.....	6,000	2,300
Wisconsin	271,075	.....	2,266,103	.....	12,573	612	2,550,363	128,334	49,289	70,563	248,186	1,725	156,486	4,608
Negro (included above)														
Alabama	53,290	.....	41,686	2,150	1,455	82	98,663	42,742	1,430	3,312	47,484	.....	.....	.....
Georgia	1,282	.....	55,249	1,062	535	54	58,182	7,334	171	935	8,440	13,836	30,000	.....
Kentucky	.....	.....	1,804	.....	.....	.....	1,804	.....	.....	.....	.....	.....	.....	.....
Maryland	.....	.....	41,680	.....	.....	.....	41,680	13,000	200	1,352	14,552	.....	.....	.....
North Carolina	23,458	.....	80,331	875	20	630	105,314	48,677	901	1,941	51,519	.....	.....	.....
Pennsylvania	10,972	.....	56,042	1,625	.....	.....	68,639	.....	.....	.....	.....	5,375	.....	1,789
West Virginia	5,611	.....	81,300	.....	.....	.....	86,911	16,769	5,382	2,122	24,273	.....	.....	.....
Total	94,613	.....	358,092	5,712	2,010	766	461,193	128,522	8,084	9,662	146,268	19,311	30,000	1,789

PART 3—TOTALS (1,380 INSTITUTIONS)

Continental United States	150,649,047	60,902,567	174,663,239	29,947,529	21,008,513	14,825,938	451,996,833	64,198,692	15,950,335	24,019,864	103,268,891	10,997,781	56,256,818	47,676,822
Alabama	1,473,259	131,426	1,795,058	186,333	59,080	135,954	3,781,110	776,758	127,947	262,299	1,167,004	41,669	158,353	11,473
Arizona	174,594	36,575	1,826,852	.....	35,668	246	2,075,935	241,719	80,013	97,034	418,766	.....	47,544	353
Arkansas	566,466	81,601	1,642,816	222,291	24,705	44,538	2,582,417	405,009	60,118	88,431	553,558	21,292	129,123	67,721
California	7,329,865	2,827,577	13,452,443	1,619,518	2,317,849	663,737	28,240,989	2,426,126	1,943,947	1,178,467	5,548,540	488,061	3,751,906	2,692,185
Colorado	1,364,293	230,432	2,971,135	342,694	391,441	75,284	5,375,284	231,891	145,575	258,182	635,648	88,096	721,534	963,980
Connecticut	3,355,361	3,179,044	1,264,563	1,200,518	24,866	227,316	9,251,673	1,241,233	683,298	75,193	1,999,724	1,057,654	8,422,222	3,654,636
Delaware	107,968	24,319	495,185	9,077	26,994	7,114	670,657	105,947	10,926	12,743	129,616	4,905	247,734	3,341
District of Columbia	1,871,204	223,951	829,500	514,711	26,557	69,473	3,535,396	618,419	48,869	380,928	1,048,216	17,315	695,881	382,102
Florida	812,649	105,514	2,050,724	137,756	57,940	8,511	3,173,094	918,313	125,273	433,383	1,476,969	23,868	523,033	18,811
Georgia	1,923,755	742,103	2,497,700	849,617	121,431	221,818	6,356,424	1,296,711	48,396	170,155	1,515,262	194,349	1,434,094	1,987,257
Idaho	155,846	82,849	1,583,309	34,178	50,886	16,830	1,923,898	259,044	50,263	75,126	384,453	6,514	206,244	5,420
Illinois	10,189,521	5,785,799	7,852,797	2,358,387	1,474,128	731,829	28,392,461	2,204,325	1,037,664	1,882,919	5,124,908	804,481	1,682,347	4,155,666
Indiana	8,930,882	811,962	5,228,867	895,229	648,615	79,227	11,584,762	2,534,904	634,906	1,065,314	4,235,124	411,544	1,199,511	693,442
Iowa	2,915,345	392,644	5,897,037	778,026	1,721,238	165,246	11,869,536	1,242,465	267,570	339,529	1,849,564	128,984	603,471	181,256
Kansas	1,870,045	304,783	4,284,839	596,348	418,900	84,733	7,559,648	516,358	274,930	199,314	989,700	247,375	614,852	563,770
Kentucky	1,281,884	797,421	3,171,855	445,230	256,446	167,617	6,120,453	1,107,232	55,103	271,335	1,433,670	123,220	900,269	199,268
Louisiana	990,875	629,807	1,971,074	219,679	26,912	719,658	4,558,005	593,449	178,471	221,942	993,862	19,499	1,852,525	963,739
Maine	663,976	599,424	1,281,027	24,416	22,351	71,864	2,633,058	541,598	81,061	80,788	683,447	68,076	23,000	244,762
Maryland	2,884,118	1,622,779	3,824,650	537,027	445,942	179,132	8,993,648	1,296,844	137,708	505,655	1,940,207	361,879	1,785,621	1,898,948
Massachusetts	13,349,526	10,756,509	2,636,328	910,402	409,065	685,779	28,797,609	6,823,148	1,155,392	1,264,749	9,243,289	1,571,279	4,520,635	12,119,713

TABLE 15.—RECEIPTS, 1931-32—Continued

PART 3.—TOTALS (1,380 INSTITUTIONS)—Continued

State or outlying part	Educational and general fund							Auxiliary enterprises and activities				Receipts for other noneducational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Dollars	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*
Michigan	3,765,288	381,066	10,296,799	668,668	2,361,134	118,410	17,591,365	682,730	663,445	566,743	1,912,918	223,978	826,158	1,020,668
Minnesota	2,653,963	605,258	5,967,303	701,687	568,865	150,262	10,647,338	1,820,005	330,415	1,303,329	3,453,749	275,917	1,344,803	1,996,256
Mississippi	788,495	133,694	1,648,208	138,552	179,176	21,698	2,909,813	655,079	71,411	101,522	828,012	3,644	22,179	10,655
Missouri	4,404,400	1,982,349	3,796,726	1,278,393	256,679	1,031,707	12,750,254	1,609,925	409,285	510,013	2,529,823	593,869	1,055,233	367,930
Montana	253,368	31,322	1,393,394	45,477	86,836	3,720	1,814,117	215,671	70,137	152,799	438,607	4,430	19,206	12,329
Nebraska	1,335,230	252,748	3,388,406	398,665	300,196	69,894	5,745,139	456,645	96,426	510,743	1,063,874	63,527	568,099	25,217
Nevada	32,525	7,457	437,656	18,000	1,426	7,959	505,023	34,629	33,011	14,507	82,147	3,897	39,825	.....
New Hampshire	1,280,316	775,531	875,618	267,052	75,292	99,788	3,373,597	452,836	29,505	70,074	552,265	82,778	396,950	101,740
New Jersey	3,217,377	1,656,945	3,443,497	412,254	145,270	466,332	9,341,675	1,943,676	268,033	250,562	2,462,271	414,533	706,562	1,420,578
New Mexico	206,866	50,163	1,038,759	15,740	45,535	19,273	1,376,336	316,751	27,727	51,130	395,608	32,882	7,000	.....
New York	28,792,020	8,469,249	16,111,680	6,118,131	2,357,189	5,450,731	67,299,000	6,192,862	1,021,715	2,281,554	9,476,161	1,060,913	5,013,282	3,877,765
North Carolina	2,625,827	1,079,536	2,216,292	349,901	227,127	231,112	7,629,795	2,725,533	208,218	1,123,795	4,057,546	59,466	366,746	159,798
North Dakota	337,140	98,806	2,249,534	20,562	58,572	44,572	2,809,186	209,393	70,525	136,679	416,602	9,775	348,982	23,881
Ohio	8,032,140	3,638,427	7,635,538	1,357,649	337,029	405,207	21,405,990	3,213,432	877,151	1,466,114	5,556,697	715,172	2,455,534	1,333,231
Oklahoma	932,291	72,433	5,099,497	189,803	71,914	93,855	6,459,793	352,682	259,554	460,706	1,072,942	56,541	87,000	17,686
Oregon	1,106,224	224,305	2,128,838	249,674	156,542	47,001	3,912,634	472,132	348,267	191,774	1,012,173	99,757	10,592	20,271
Pennsylvania	16,078,084	4,701,149	7,453,667	2,188,300	2,694,797	799,736	33,910,733	6,332,445	938,444	1,526,289	8,797,178	655,104	2,707,556	1,996,002
Rhode Island	944,570	442,710	588,986	133,719	14,923	27,180	2,157,033	296,358	102,306	136,958	535,622	69,591	106,200	410,425
South Carolina	819,677	302,409	2,079,108	115,670	872	102,151	3,419,887	1,158,915	110,627	153,230	1,422,772	41,192	221,999	65,545
South Dakota	631,655	145,175	1,622,955	116,486	69,399	80,359	2,666,019	203,095	42,126	86,587	331,808	7,230	279,307	32,135
Tennessee	2,478,092	1,802,007	2,258,738	803,733	217,343	206,513	7,766,426	1,260,969	279,005	463,360	2,003,334	130,305	3,023,446	1,171,147
Texas	3,583,682	1,192,298	8,137,714	671,567	350,533	276,136	14,211,930	2,222,274	567,955	1,352,952	4,143,181	64,360	4,748,772	1,631,331
Utah	546,371	86,496	1,099,510	287,977	10,998	49,577	2,080,929	69,628	98,454	248,364	414,446	59,552	316,988	22,361
Vermont	725,095	223,866	529,818	150,838	36,174	29,652	1,695,443	322,619	58,214	95,998	476,831	91,542	19,109	78,368
Virginia	3,234,367	1,490,948	2,646,716	422,221	86,253	290,941	8,171,446	2,999,227	213,408	807,248	4,019,883	319,871	632,244	329,161

Washington	1,432,911	140,887	3,518,629	241,762	156,883	71,994	5,563,056	719,466	151,651	361,874	1,232,991	94,472	439,445	433,572
West Virginia	791,364	102,670	2,835,271	108,057	51,164	33,325	3,921,860	520,050	121,445	141,896	783,391	2,240	112,631	7,914
Wisconsin	2,836,377	546,145	6,779,620	600,564	1,493,841	165,108	12,421,655	1,291,760	396,257	517,568	2,205,585	80,999	787,858	197,050
Wyoming	81,015		789,948		35,547	45,839	953,249	66,529	41,003	111,410	218,947	184	73,213	50,983
Outlying parts of the United States														
Alaska	1,719		140,281	5,250		1,306	148,556	10,652		6,547	17,199	150	30,000	
Hawaii	126,619		528,429	30,375	25,229	10,795	720,847	35,622	11,103	35,598	82,323	3,697	3,532	12,944
Philippine Islands	14,394		18,000				32,394			207	207	30		250
Puerto Rico	85,329	14,075	602,586		8,576	16,184	726,750	20,796	9,431	17,554	47,781	12,073		55,410

TABLE 16.—EXPENDITURES (CURRENT), 1931–32

PART 1.—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES

State or outlying part	Number of institutions reporting	Educational and general									Auxiliary enterprises and activities				Other noneducational expenditures
		Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Unitemized totals	Total	Dormitories and dining halls	Athletics	Other activities	Total	
			Colleges, schools, and departments	Related activities											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Dollars	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*
Continental United States	1,102	42,348,904	205,754,581	21,220,183	21,875,409	23,515,492	10,179,693	50,532,712	5,141,360	380,568,284	42,336,608	14,485,272	25,713,961	82,535,841	24,391,592
Alabama	13	426,899	1,701,584	19,384	291,128	683,090	48,663	329,242		3,499,990	497,578	140,387	236,093	874,058	173,060
Arizona	3	138,284	703,992		246,207	171,409	28,321	184,326		1,472,599	68,173	61,355	80,628	210,156	6,317
Arkansas	18	221,503	993,666	18,276	97,106	377,717	43,872	337,980		2,090,120	285,662	60,118	82,650	428,430	122,250
California	62	2,785,851	12,703,573	2,085,103	2,006,493	933,379	716,056	2,761,033		23,991,278	1,443,827	939,870	2,140,085	4,523,782	1,040,185
Colorado	13	581,843	2,122,879	321,320	294,332	325,421	100,127	591,276		4,287,198	199,873	153,085	114,425	467,383	282,298
Connecticut	9	879,014	4,032,761	698,937	458,256	172,086	392,021	1,597,488		8,230,563	757,294	686,293	239,645	1,683,232	963,949
Delaware	2	61,385	288,928		124,341	70,020	12,620	87,515		644,809	111,831	9,350	11,244	132,425	5,286
District of Columbia	8	559,901	1,862,035	16,437	15,239	815	62,163	578,573		3,095,163	519,520	171,336	309,812	1,000,668	299,200
Florida	11	366,167	1,640,453		405,491	356,726	73,349	237,963		3,080,149	702,530	138,897	344,824	1,186,251	89,267
Georgia	33	663,283	2,758,351	85,280	55,879	847,987	118,468	650,863	38,735	5,213,846	1,059,382	91,383	432,471	1,583,236	440,574

TABLE 16.—EXPENDITURES (CURRENT), 1931-32—Continued

PART 1.—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES—Continued

State or outlying part	Number of institutions reporting	Educational and general									Auxiliary enterprises and activities				Other noneducational expenditures
		Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Unitemized totals	Total	Dormitories and dining halls	Athletics	Other activities	Total	
			Colleges, schools, and departments	Related activities											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Dollars	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*
Idaho	6	150,242	752,081	.....	151,765	233,212	25,246	291,461	.....	1,604,007	183,843	54,696	45,786	284,325	30,884
Illinois	57	2,941,844	14,474,224	1,381,647	1,729,392	570,841	929,192	3,461,703	111,055	25,599,898	1,596,506	999,388	2,291,534	4,887,428	1,502,313
Indiana	26	1,007,896	4,675,336	849,029	741,391	916,431	207,899	1,145,164	.....	9,543,146	1,554,149	302,400	803,632	2,660,181	786,147
Iowa	49	901,736	5,299,472	1,409,010	678,468	621,990	239,963	1,233,749	31,445	10,415,833	917,850	294,281	360,018	1,552,149	633,574
Kansas	34	529,162	3,436,798	385,561	270,659	424,904	126,058	691,114	32,224	5,896,480	415,980	307,815	270,519	994,314	361,640
Kentucky	25	477,140	2,200,358	2,393	403,828	510,043	106,471	587,582	.....	4,287,815	601,367	64,387	218,851	884,605	235,240
Louisiana	13	468,399	2,307,639	.....	262,460	351,170	91,937	471,532	.....	3,953,137	306,239	187,665	255,799	749,703	203,088
Maine	5	198,036	1,070,480	.....	164,428	159,154	57,321	290,316	.....	1,939,735	236,537	145,914	112,654	495,105	73,487
Maryland	15	667,115	3,246,022	340,073	693,551	465,028	143,567	705,180	2,009,154	8,269,690	673,374	148,899	528,220	1,350,493	330,905
Massachusetts	29	2,683,762	13,679,371	1,627,442	1,499,670	190,770	1,047,551	4,598,887	.....	25,327,453	4,923,729	1,245,236	1,220,083	7,389,047	1,722,951
Michigan	29	1,397,414	7,768,380	2,287,646	829,077	561,280	408,977	1,500,966	27,367	14,723,607	537,189	596,330	528,310	1,661,829	501,076
Minnesota	30	903,923	4,959,539	585,239	945,458	578,778	234,187	1,288,127	.....	9,495,231	1,342,262	312,299	930,323	2,584,884	566,080
Mississippi	25	277,755	1,123,094	.....	188,662	547,639	39,362	442,060	27,138	2,645,710	516,063	60,112	123,420	699,595	79,204
Missouri	49	1,069,482	4,624,822	446,435	440,746	699,265	178,126	1,183,800	1,801,764	10,444,240	902,564	247,102	460,423	1,610,089	904,149
Montana	6	137,534	694,384	16,164	231,709	169,440	45,080	176,989	.....	1,471,300	124,947	64,345	126,981	315,273	7,315
Nebraska	18	395,303	2,390,972	437,571	329,708	303,862	135,510	529,562	10,000	4,532,483	240,411	107,892	506,087	854,390	217,423
Nevada	1	34,227	178,898	.....	96,142	134,400	7,341	52,429	.....	504,437	35,610	33,163	51,795	120,568	3,897
New Hampshire	4	268,657	1,544,070	80,606	132,686	133,890	187,573	432,491	.....	2,779,973	198,958	29,998	241,344	470,300	234,490
New Jersey	15	737,462	3,992,921	2,121	836,881	497,164	250,756	1,272,347	.....	7,579,652	1,256,953	384,072	278,383	1,919,408	502,203
New Mexico	4	105,797	435,876	11,341	122,247	174,307	13,447	164,223	.....	1,027,238	131,974	27,041	58,903	217,918	45,814
New York	65	7,436,242	32,797,469	1,820,121	1,568,014	1,821,345	1,428,173	7,746,175	.....	54,617,539	4,745,703	1,270,637	2,784,617	8,800,957	5,193,282
North Carolina	41	800,646	4,093,429	464,049	207,379	675,345	233,762	958,489	.....	7,433,099	1,660,190	239,765	1,224,421	3,124,376	145,807
North Dakota	5	142,065	915,017	.....	260,407	230,281	36,065	331,698	.....	1,915,533	84,066	58,890	65,090	209,046	.....
Ohio	53	2,700,457	12,392,092	43,466	491,877	1,132,312	610,743	2,470,456	71,325	20,349,738	2,635,065	911,885	1,342,335	4,889,285	1,574,294
Oklahoma	21	434,999	2,488,137	.....	251,553	518,637	104,966	435,631	158,602	4,443,830	268,944	219,348	495,350	983,642	105,883

Oregon	13	409,951	2,038,267	88,933	302,504	398,422	123,158	400,931	.....	3,762,186	380,650	339,726	217,710	938,086	107,301
Pennsylvania	62	2,844,856	15,239,085	2,634,915	1,503,498	1,147,321	466,782	3,726,693	213,545	27,876,685	2,980,367	1,264,581	1,870,796	6,115,744	2,142,661
Rhode Island	3	220,660	997,258	.....	106,305	60,602	22,939	305,545	.....	1,713,309	235,527	146,400	170,924	552,851	172,482
South Carolina	21	451,149	1,698,765	.....	219,237	459,321	71,289	455,553	.....	3,356,294	779,183	88,055	322,741	1,189,979	171,567
South Dakota	11	237,428	1,027,944	13,165	142,572	259,840	50,799	312,250	2,450	2,046,448	92,247	29,673	37,782	159,702	79,663
Tennessee	33	693,184	3,168,349	545,344	159,111	484,867	139,959	913,475	.....	6,104,289	833,775	282,275	504,437	1,600,487	283,390
Texas	77	1,286,848	5,847,194	251,697	602,761	1,416,878	260,995	1,184,314	599,206	11,449,893	1,691,540	528,934	1,176,801	3,396,275	490,066
Utah	8	157,402	1,148,962	27,404	90,825	96,357	39,470	325,438	.....	1,885,858	57,103	113,471	193,796	384,370	42,702
Vermont	4	170,442	782,776	12,324	166,567	172,717	31,423	153,669	.....	1,490,918	252,730	61,521	91,387	405,638	276,428
Virginia	30	768,807	3,840,211	463,423	277,993	814,702	212,181	1,097,462	.....	7,464,779	1,408,630	200,606	763,475	2,372,711	684,115
Washington	14	543,934	2,563,356	39,155	239,536	333,049	78,584	577,834	5,850	4,381,298	424,438	200,965	158,283	783,686	178,577
West Virginia	13	271,041	1,453,000	71,236	213,588	436,136	50,420	244,867	.....	2,740,288	322,109	91,328	116,533	529,970	88,157
Wisconsin	15	754,040	5,100,914	1,200,886	170,428	734,586	134,365	917,740	.....	9,012,960	1,080,347	358,306	683,322	2,121,975	340,267
Wyoming	1	57,957	395,577	.....	157,768	150,256	16,436	98,561	.....	876,555	71,819	42,798	111,219	225,836	603
Outlying parts of the United States															
Alaska	1	17,626	62,005	.....	15,000	12,081	.....	25,727	.....	132,439	.....	.....	6,878	6,878	.....
Hawaii	1	56,653	361,000	6,470	94,049	97,439	24,664	48,170	.....	688,445	33,181	13,096	27,889	74,166	2,055
Philippine Islands	1	1,970	12,040	.....	.....	.....	2,000	600	.....	16,610	.....	500	200	700	.....
Puerto Rico	1	84,187	450,033	.....	41,620	.....	14,697	66,023	.....	658,560	19,444	9,001	16,028	44,473	19,618

PART 2—TEACHERS COLLEGES AND NORMAL SCHOOLS

Continental United States	255	4,882,892	26,890,423	76,923	102,332	550,949	1,199,351	6,264,100	97,289	40,064,259	5,483,160	730,890	2,097,405	8,361,456	601,430
Alabama	5	79,542	293,415	6,319	.....	11,184	16,483	71,009	.....	477,952	157,776	3,644	30,426	191,846	85,885
Arizona	2	58,461	251,097	9,102	.....	3,875	10,595	158,695	.....	491,825	126,816	14,342	33,550	174,708	.....
Arkansas	2	32,861	155,696	.....	.....	9,913	11,224	34,336	.....	244,030	40,772	2,544	7,131	50,447	.....
California	8	214,470	1,254,880	.....	.....	7,923	69,273	186,822	.....	1,733,368	84,041	62,076	230,445	376,562	.....
Colorado	3	97,093	459,132	.....	7,141	24,120	23,545	102,254	.....	713,285	32,570	28,698	172,663	233,931	.....
Connecticut	6	59,439	526,289	1,162	600	.....	15,062	98,418	.....	698,020	136,646	.....	100	136,746	2,793
Georgia	5	66,046	165,706	.....	.....	2,993	9,370	34,695	.....	278,815	77,724	3,086	7,679	88,489	14,302
Idaho	2	38,851	128,353	.....	.....	.....	7,898	78,254	.....	253,358	60,852	4,445	14,098	79,395	20,944
Illinois	12	230,515	1,650,802	1,933	.....	17,423	40,342	412,032	.....	2,353,047	266,183	29,642	118,719	414,544	135,804
Indiana	4	141,535	707,203	16,426	.....	19,097	37,100	142,280	.....	1,063,640	124,914	36,597	124,078	285,589	55,891
Iowa	1	106,357	549,301	.....	.....	49,174	27,656	161,489	.....	893,977	107,043	9,255	36,118	152,416	.....
Kansas	3	93,839	763,007	1,881	.....	33,497	57,204	214,728	.....	1,164,156	88,169	21,421	15,151	124,741	.....
Kentucky	6	177,334	772,526	13,957	.....	22,178	48,378	226,041	.....	1,260,416	276,685	17,033	75,290	368,008	89,436
Louisiana	1	25,092	222,873	.....	.....	3,530	6,240	22,897	.....	280,632	188,904	5,740	1,538	196,182	.....
Maine	6	15,692	196,098	.....	.....	.....	2,070	39,913	.....	253,773	174,369	2,399	2,340	179,108	.....

TABLE 16.—EXPENDITURES (CURRENT), 1931-32—Continued

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS—Continued

State or outlying part	Number of institutions reporting	Educational and general									Auxiliary enterprises and activities				Other noneducational expenditures
		Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Unitemized totals	Total	Dormitories and dining halls	Athletics	Other activities	Total	
			Colleges, schools, and departments	Related activities											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars	Dollars
Maryland	4	66,663	212,914				18,496	66,098		364,176	124,763	400	15,011	140,174	
Massachusetts	14	425,830	800,368			500	17,457	263,485		1,507,670	202,361	650	4,200	207,211	3,743
Michigan	22	247,263	1,718,461		3,367	97,633	76,708	368,248	24,404	2,534,174		67,712	37,013	104,725	
Minnesota	8	117,099	709,430	8,781	6,000		30,231	142,863		1,014,384	211,192	8,769	32,117	252,078	2,000
Mississippi	2	39,997	224,840			9,210	9,877	31,731		315,655	67,542	7,740	19,810	95,092	
Missouri	8	180,963	1,133,869	653	4,509	23,202	44,465	212,876		1,600,537	57,039	42,819	92,410	192,268	15,913
Montana	2	38,458	137,761			3,101	7,764	35,411		222,495	61,241	6,430	22,902	90,573	
Nebraska	5	102,254	506,745			10,320	28,593	128,129	12,889	788,930	136,598	20,309	7,392	164,300	2,788
New Hampshire	2	20,190	146,374				3,880	72,552		242,996	76,393	1,624	7,168	88,185	
New Jersey	6	135,024	855,073			28,100	39,303	191,553		1,249,053	195,418	4,935	33,795	234,148	7,470
New Mexico	2	43,878	162,641			7,747	17,333	47,690		279,289	31,894	7,841	4,368	44,103	404
New York	16	257,394	1,752,108	2,135		13,000	46,461	297,621		2,368,709	28,705	8,417	13,583	50,705	100,828
North Carolina	7	67,134	295,184	4,300		1,745	10,692	98,828	23,850	501,733	186,219	3,894	14,682	204,795	
North Dakota	5	71,318	461,610			4,968	23,324	155,147		716,367	73,382	10,535	80,118	164,035	
Ohio	3	66,822	618,450			11,373	33,226	132,167		862,038	89,882	15,435	79,816	185,133	
Oklahoma	6	124,413	796,019			57,758	38,785	161,317		1,178,302		20,000	29,846	49,846	
Oregon	5	46,774	267,071				13,960	45,256		373,061	55,180	7,890	15,866	78,936	
Pennsylvania	14	379,179	2,049,999	9,400		633	82,210	582,495		3,103,916	875,164	51,903	211,553	1,138,620	1,980
Rhode Island	1	12,600	145,732			365	5,900	31,160		195,757					
South Dakota	4	83,098	323,430			6,400	15,513	130,215		558,656	70,678	14,072	40,553	125,303	

Tennessee	5	217,520	765,157	.....	80,715	11,253	33,337	136,176	.....	1,244,158	188,113	12,234	73,617	273,964	.....
Texas	7	202,907	1,493,231	900	.....	42,380	74,110	242,355	.....	2,055,883	63,586	86,492	159,560	309,638	1,105
Vermont	2	5,900	31,150	.....	.....	.....	.....	3,000	.....	40,050	8,515	.....	345	8,860	.....
Virginia	5	85,205	434,542	.....	.....	5,226	21,528	145,691	.....	742,192	305,919	1,447	63,717	371,083	23,630
Washington	4	133,139	501,466	.....	.....	833	29,730	153,721	.....	818,389	145,550	25,962	87,032	258,544	33,404
West Virginia	6	91,859	584,816	.....	.....	10,290	19,107	89,870	.....	795,442	157,963	63,506	12,816	234,285	.....
Wisconsin	24	182,839	1,619,077	.....	.....	.....	74,821	316,582	36,146	2,229,465	124,398	48,902	68,790	242,090	3,110

PART 3.—TOTALS (1,357 INSTITUTIONS)

Continental United States	1,357	47,231,796	232,645,009	21,297,061	21,977,741	24,066,441	11,879,044	56,796,812	5,238,649	420,632,553	47,819,768	15,266,162	27,811,367	90,897,297	24,993,022
Alabama	18	506,441	1,994,999	25,703	291,128	694,274	65,148	400,251	.....	3,977,942	655,354	144,031	266,519	1,065,904	258,945
Arizona	5	196,715	955,089	9,102	246,297	175,284	38,916	343,021	.....	1,964,424	194,889	75,697	114,178	384,764	6,317
Arkansas	20	254,364	1,149,362	18,276	97,106	387,630	55,096	372,316	.....	2,334,150	326,434	62,662	89,781	478,877	122,250
California	70	3,000,121	13,958,453	2,085,103	2,006,493	941,302	785,329	2,947,855	.....	25,724,646	1,527,868	1,001,946	2,370,530	4,900,344	1,040,185
Colorado	16	628,936	2,582,011	321,320	301,473	349,541	123,672	693,530	.....	5,000,483	232,443	181,783	287,088	701,314	282,298
Connecticut	15	938,503	4,558,050	700,099	458,856	172,086	407,083	1,693,906	.....	8,928,583	893,940	686,293	239,745	1,819,978	966,742
Delaware	2	61,385	288,928	.....	124,341	70,020	12,620	87,515	.....	644,809	111,831	9,350	11,244	132,425	5,286
District of Columbia	8	559,901	1,862,035	16,437	15,239	815	62,163	578,573	.....	3,095,163	519,520	171,336	309,812	1,000,668	299,200
Florida	11	366,167	1,640,453	.....	405,491	356,728	73,349	237,963	.....	3,080,149	702,530	138,897	344,824	1,186,251	89,267
Georgia	33	729,329	2,924,057	85,280	55,879	850,985	122,838	695,558	38,735	5,492,661	1,137,106	94,469	440,150	1,671,725	454,876
Idaho	8	189,093	880,434	.....	151,765	233,212	33,144	369,715	.....	1,857,363	244,695	59,141	59,884	363,720	51,828
Illinois	69	3,172,359	16,125,028	1,383,580	1,729,392	588,264	969,534	3,873,735	111,055	27,952,945	1,862,689	1,029,030	2,410,253	5,301,972	1,638,117
Indiana	30	1,149,431	5,382,539	865,454	741,391	935,528	244,999	1,287,444	.....	10,606,786	1,679,063	338,997	927,710	2,945,770	822,033
Iowa	50	1,008,063	5,848,773	1,409,010	678,468	671,164	267,619	1,395,238	31,445	11,309,810	1,024,893	283,536	386,136	1,704,565	633,574
Kansas	37	623,001	4,199,805	387,442	270,659	458,401	183,262	905,842	32,224	7,060,636	504,149	329,236	285,670	1,119,055	361,640
Kentucky	31	654,474	2,972,886	16,350	403,828	532,221	154,849	813,623	.....	5,548,231	877,052	81,420	294,141	1,252,613	324,676
Louisiana	14	493,491	2,530,512	.....	262,460	354,700	98,177	494,429	.....	4,233,769	495,143	193,405	257,337	945,885	203,088
Maine	11	213,726	1,266,578	.....	164,428	159,154	59,391	330,229	.....	2,193,503	410,906	148,313	114,994	674,213	73,457
Maryland	19	733,783	3,458,936	340,073	693,551	465,028	182,063	771,278	2,009,154	8,633,866	798,137	149,209	543,231	1,490,667	330,905
Massachusetts	43	8,109,592	14,479,769	1,627,442	1,499,670	191,270	1,065,008	4,862,372	.....	26,835,123	5,126,090	1,245,885	1,224,283	7,596,258	1,726,694
Michigan	51	1,594,677	9,485,841	2,287,646	832,444	658,913	486,775	1,869,214	52,271	17,257,781	537,189	664,042	565,323	1,766,554	501,076
Minnesota	38	1,021,022	5,668,969	594,000	951,458	578,778	264,398	1,430,990	.....	10,509,615	1,553,454	321,068	962,440	2,836,962	568,080
Mississippi	27	317,752	1,347,934	.....	188,662	556,849	49,239	473,791	27,138	2,961,365	583,605	67,852	143,230	794,687	79,204
Missouri	57	1,260,445	5,758,491	447,088	445,255	722,467	222,591	1,396,676	1,801,764	12,044,777	959,603	289,921	552,833	1,802,357	920,062
Montana	8	175,992	832,145	16,164	231,709	172,541	52,844	212,400	.....	1,693,795	186,188	70,775	148,883	405,846	7,391
Nebraska	23	497,557	2,897,717	427,571	329,708	314,182	164,103	657,691	22,889	5,321,418	377,010	128,201	513,479	1,018,690	220,211
Nevada	1	34,227	178,898	.....	96,142	134,400	7,341	52,429	.....	504,437	35,610	33,163	51,795	120,568	3,897
New Hampshire	6	288,847	1,690,444	80,606	132,686	133,890	191,453	505,043	.....	3,022,968	278,351	31,622	248,512	558,485	224,490
New Jersey	21	872,486	4,847,994	2,121	836,881	515,264	290,059	1,463,900	.....	8,828,705	1,452,371	389,007	312,178	2,153,556	509,673
New Mexico	6	149,675	598,517	11,341	122,247	182,054	30,780	211,913	.....	1 306,527	163,868	34,882	63,271	262,021	46,218

TABLE 16.—EXPENDITURES (CURRENT), 1931-32—Continued

PART 3.—TOTALS (1,357 INSTITUTIONS)—Continued

State or outlying part	Number of institutions reporting	Educational and general									Auxiliary enterprises and activities				Other noneducational expenditures
		Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Unitemized totals	Total	Dormitories and dining halls	Athletics	Other activities	Total	
			Colleges, schools, and departments	Related activities											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Dollars	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*	*Dollars*
New York	81	7,693,626	34,549,577	1,822,256	1,568,014	1,834,345	1,474,634	8,043,796	.....	56,986,248	4,774,408	1,279,054	2,798,200	8,851,662	5,294,110
North Carolina	48	867,780	4,338,613	468,349	207,379	677,090	244,454	1,057,317	23,850	7,934,832	1,846,409	243,659	1,239,103	3,329,171	145,807
North Dakota	10	213,383	1,376,627	.....	260,407	235,249	59,389	488,845	.....	2,631,900	157,448	70,475	145,208	373,131	.....
Ohio	56	2,767,289	13,010,542	480,466	491,877	1,143,685	643,969	2,602,623	71,325	21,211,776	2,724,947	927,320	1,422,151	5,074,418	1,574,294
Oklahoma	27	609,412	3,294,156	.....	251,558	576,695	143,761	596,948	159,602	5,622,132	258,944	239,348	515,196	1,013,488	105,883
Oregon	18	456,725	2,305,358	88,933	302,504	398,422	137,118	446,187	.....	4,135,247	435,830	347,616	233,576	1,017,022	107,301
Pennsylvania	76	3,224,035	17,389,084	2,644,315	1,503,498	1,147,954	548,992	4,309,178	213,545	30,980,601	3,855,531	1,316,484	2,082,349	7,254,364	2,144,641
Rhode Island	4	233,260	1,142,990	.....	106,305	60,967	28,839	336,705	.....	1,909,066	235,527	146,400	170,924	552,851	172,452
South Carolina	21	451,149	1,699,765	.....	219,237	459,321	71,269	455,553	.....	3,356,294	779,183	88,055	322,741	1,189,979	171,567
South Dakota	15	320,526	1,351,374	13,165	142,572	266,240	66,312	442,405	2,450	2,605,104	162,925	43,745	78,335	285,005	79,663
Tennessee	38	910,704	3,933,506	545,344	239,826	496,120	173,206	1,049,651	.....	7,348,447	1,021,888	274,509	578,054	1,874,451	263,390
Texas	84	1,489,755	7,340,425	252,597	602,761	1,459,258	395,105	1,426,669	599,206	13,505,776	1,755,126	615,426	1,335,361	3,705,913	481,171
Utah	8	157,402	1,148,962	27,404	90,525	96,357	39,470	325,438	.....	1,885,558	57,103	113,471	193,796	364,370	42,702
Vermont	6	176,342	814,926	12,324	166,567	172,717	31,423	156,669	.....	1,530,968	261,245	61,521	91,732	414,498	276,428
Virginia	35	844,012	4,324,753	463,423	277,993	819,928	233,709	1,243,153	.....	8,206,971	1,714,549	202,053	827,192	2,743,794	707,745
Washington	18	677,073	3,064,822	39,155	239,536	333,882	108,314	731,555	5,850	5,200,187	599,988	226,927	245,315	1,042,230	211,981
West Virginia	19	362,900	2,037,316	71,236	213,588	446,426	69,527	334,737	.....	3,535,730	450,072	154,834	129,349	764,255	88,157
Wisconsin	39	936,870	6,719,991	1,200,866	170,429	734,586	209,186	1,234,322	36,146	11,242,425	1,204,745	407,208	752,112	2,364,065	343,377
Wyoming	1	57,957	395,577	.....	157,768	150,256	16,436	98,561	.....	876,555	71,819	42,798	111,219	225,836	608
Outlying parts of the United States															
Alaska	1	17,626	62,005	.....	15,000	12,081	.....	25,727	.....	132,439	.....	.....	6,878	6,878	.....
Hawaii	1	56,663	361,000	6,470	94,049	97,439	24,664	48,170	.....	688,445	33,181	13,098	27,889	74,168	2,055
Philippine Islands	1	1,970	12,040	.....	.....	.....	2,000	600	.....	16,610	.....	500	200	700	.....
Puerto Rico	1	84,187	450,033	.....	41,620	.....	14,697	66,023	.....	656,560	19,444	9,001	16,028	44,473	19,618

TABLE 17.—CAPITAL OUTLAY AND PROPERTY, 1931-32

PART 1.—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES

State or outlying part	Capital outlay			Number of bound volumes in libraries	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	$75,509,594	$13,648,418	$89,158,012	48,682,196	$316,136,259	$1,370,680,333	$319,996,767	$1,365,635,282	$90,339,180	$152,788,866	$3,615,576,687
Alabama	270,331	69,916	340,247	304,134	2,556,239	12,052,307	2,194,972	7,302,692	200,662	283,445	24,610,317
Arizona	98,339	24,943	123,282	106,900	605,068	2,027,351	1,113,530	709,356	58,507	1,126	4,514,958
Arkansas	117,924	113,731	231,655	241,723	1,416,547	6,357,519	1,912,340	2,427,204	65,799	24,393	12,203,802
California	4,921,973	1,519,365	6,441,338	2,656,094	18,670,701	70,301,413	21,563,773	61,846,457	4,101,841	11,346,954	188,031,239
Colorado	634,277	137,128	771,405	578,332	1,894,446	14,080,802	3,890,959	5,560,471	299,872	447,003	26,183,553
Connecticut	1,542,073	260,125	12,802,198	2,549,058	13,834,437	50,992,062	14,511,357	92,495,446	9,650,244	3,516,368	184,969,914
Delaware	166,319	14,169	180,488	44,923	346,575	2,833,902	1,030,323	604,360	21,968	.....	4,837,128
District of Columbia	677,550	243,061	920,611	571,752	5,274,032	10,618,609	2,340,292	6,190,424	522,037	2,181,186	27,126,670
Florida	569,032	134,803	703,825	280,445	1,061,548	8,914,742	2,844,944	2,755,226	91,270	126,303	15,824,123
Georgia	1,053,267	120,867	1,174,154	626,524	5,037,101	24,137,867	4,669,535	16,278,338	1,264,666	1,007,726	52,395,733
Idaho	87,737	52,284	140,021	125,574	368,547	2,779,766	1,048,234	2,859,904	13,163	49,946	7,128,560
Illinois	7,963,564	951,288	8,915,152	3,436,934	26,467,815	77,369,400	17,716,971	112,973,246	7,890,723	18,163,663	260,581,818
Indiana	2,708,364	569,643	3,278,007	1,068,211	4,807,869	37,765,296	8,750,020	17,175,192	3,211,920	3,078,668	74,789,007
Iowa	580,035	388,034	957,969	1,192,158	4,665,675	33,581,578	10,297,940	12,820,965	1,265,657	2,097,814	64,949,627
Kansas	102,718	262,307	365,025	736,021	3,207,007	18,191,893	6,014,405	7,755,264	337,771	590,616	36,096,956
Kentucky	319,541	106,750	426,291	625,874	3,537,721	16,322,076	3,177,878	17,178,852	476,174	718,107	41,408,808
Louisiana	2,412,094	247,745	2,659,839	318,190	3,603,902	16,465,952	4,043,267	12,873,719	537,547	12,136	37,536,223
Maine	143,567	50,850	194,417	442,843	347,860	6,493,295	1,705,552	10,772,041	770,396	445,991	20,625,135
Maryland	1,495,341	230,590	1,725,931	926,398	4,027,585	46,212,107	5,703,309	34,561,590	1,170,818	1,216,506	92,891,925
Massachusetts	3,038,111	729,934	3,768,045	4,975,922	12,266,099	58,120,653	12,730,037	228,954,220	11,585,783	4,725,597	328,382,394
Michigan	482,877	609,076	1,091,953	1,395,153	11,277,550	45,997,891	15,540,673	13,122,922	724,395	4,390,025	91,043,456
Minnesota	721,846	397,970	1,119,816	1,369,362	8,327,891	34,058,001	9,567,172	20,618,586	1,007,663	1,762,870	75,362,173
Mississippi	56,567	61,090	117,657	240,288	1,549,339	11,852,698	2,770,572	3,008,134	74,098	541,880	19,796,721
Missouri	2,444,712	300,443	2,745,160	1,469,415	10,280,165	39,894,100	11,561,666	34,214,473	2,125,133	3,837,953	101,913,510
Montana	26,980	57,157	84,137	247,856	450,898	4,570,256	1,399,801	3,434,101	43,304	60,026	10,008,388

TABLE 17.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 1.—UNIVERSITIES, COLLEGES, PROFESSIONAL SCHOOLS, AND JUNIOR COLLEGES—Continued

State or outlying part	Capital outlay			Number of bound volumes in libraries	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student aid funds	Other assets	Total
	2	3	4	5	6	7	8	9	10	11	12
Nebraska	341,625	66,402	408,027	521,176	5,046,892	10,059,795	3,782,037	8,580,892	304,408	651,667	38,425,691
Nevada	7,836	3,627	11,463	54,337	145,906	1,802,873	419,669	345,194	25,588		2,739,250
New Hampshire	567,894	52,295	620,189	340,424	909,094	11,676,871	1,698,405	13,697,151	1,406,237	3,048,996	32,436,754
New Jersey	1,038,328	153,556	1,191,884	1,427,889	10,385,449	18,729,752	4,181,517	37,866,845	5,695,569	1,695,859	78,544,991
New Mexico	141,314	38,130	179,444	81,721	702,402	2,779,260	889,068	754,922	19,393		5,145,035
New York	11,691,147	1,117,164	12,808,311	4,334,721	38,209,056	211,694,120	29,264,532	187,599,320	14,869,677	54,084,239	535,710,944
North Carolina	804,189	272,754	576,943	1,035,385	8,674,120	48,941,531	7,929,062	35,544,321	854,527	1,022,014	102,965,605
North Dakota	216,181	62,993	279,124	178,544	295,210	4,087,323	1,519,186	4,288,910	71,308	81,950	10,341,887
Ohio	2,524,500	727,623	3,252,123	3,047,178	19,427,278	83,942,489	21,085,783	82,538,402	3,731,067	8,661,719	219,386,749
Oklahoma	73,746	122,815	197,561	352,076	2,188,898	12,354,450	3,935,309	4,838,220	182,245	90,151	23,569,273
Oregon	10,901	123,810	134,711	532,086	2,268,854	10,193,868	4,317,929	5,538,858	188,508	303,359	22,809,366
Pennsylvania	5,137,268	851,389	5,988,657	3,237,590	34,763,074	116,222,048	25,892,702	90,994,239	5,144,880	7,505,023	280,522,016
Rhode Island	240,494	151,095	391,589	504,569	1,521,750	7,399,766	505,094	10,553,825	856,475	345,683	21,182,593
South Carolina	273,717	53,185	326,902	422,399	4,433,791	15,076,052	4,258,601	5,055,206	229,850	353,874	29,405,374
South Dakota	409,640	70,573	480,213	257,804	1,251,111	5,258,092	2,063,834	3,773,559	80,423	255,713	12,682,732
Tennessee	2,686,420	380,036	3,046,456	688,687	6,260,915	26,018,006	4,698,646	29,924,137	823,421	1,444,792	69,176,917
Texas	3,056,840	801,928	3,861,768	1,416,427	9,051,714	45,638,129	12,209,421	56,124,143	1,130,922	3,489,328	127,643,657
Utah	334,144	49,357	383,501	283,371	1,026,778	5,681,509	1,763,453	428,641	384,845	56,351	9,341,577
Vermont	24,194	11,354	35,548	236,276	311,177	3,837,862	539,971	6,170,853	267,968	742,677	11,890,508
Virginia	960,544	167,067	1,127,611	957,910	3,315,923	32,056,261	5,220,420	29,908,817	5,336,928	1,752,147	77,591,506
Washington	471,582	102,666	574,198	694,165	6,941,887	11,945,964	4,637,499	5,300,806	320,334	3,339,467	22,535,957
West Virginia	177,040	81,455	258,495	236,321	6,478,636	5,956,643	2,077,984	2,947,397	120,879	226,350	17,807,889
Wisconsin	1,178,892	518,576	1,697,468	1,211,837	5,546,027	25,632,958	7,895,029	11,999,276	630,322	641,262	52,222,049

Continental United States	$7,762,822	$1,369,145	$9,131,967	4,236,927	$15,157,603	$156,820,523	$28,503,092	$6,713,683	$718,985	$1,492,394	$209,406,289
Alabama	2,423	6,928	9,351	78,535	564,138	3,049,349	396,562		13,907		4,023,956
Arizona	12,921	35,042	47,963	40,879	59,090	1,718,792	340,142			8,221	2,126,245
Arkansas	3,009	4,809	7,818	30,700	75,200	715,876	158,010				950,086
California	1,616,553	189,582	1,806,135	216,896	1,205,505	4,754,398	1,069,974		6,783		7,036,660
Colorado	192,801	15,483	208,284	85,050	28,614	2,465,207	501,614		37,000		3,032,435
Connecticut	19,734	17,883	37,617	55,521	131,700	2,669,965	302,237	15,000	6,950		3,125,912
Georgia	86,500	14,003	100,503	36,853	344,200	515,350	182,461				1,342,011
Idaho	19,219	16,410	35,629	19,749	88,550	1,071,800	180,900		4,880		1,346,130
Illinois	57,359	66,698	124,056	278,512	1,821,523	9,890,573	2,232,830	20,707	89,204	17,800	14,072,637
Indiana	160,165	88,504	198,669	152,768	748,920	3,370,000	634,229	32,450	4,239	992,217	5,782,055
Iowa	229,909		229,909	100,000	45,200	1,864,300	561,814			339,600	2,810,914
Kansas	47,669	21,911	69,580	144,316	406,000	3,955,005	729,095	250,000			5,340,100
Kentucky	505,085	103,800	608,485	112,297	456,141	6,486,972	991,672				7,934,785
Louisiana	1,344	5,672	7,016	28,688	84,953	770,851	267,404				1,123,208
Maine	22,000	3,000	25,000	27,900	25,000	1,701,111	153,650	5,000	2,550		1,887,311
Maryland	402,900	7,525	410,425	60,543	134,440	2,299,857	304,344		5,500		2,744,441
Massachusetts	804	9,088	9,892	141,666	508,641	3,818,926	529,800	15,000	24,563	5,156	4,902,056
Michigan	17,558	22,174	39,732	169,634	480,458	4,180,793	1,524,236		53,816		6,239,303
Minnesota	672,223	59,234	731,457	113,631	328,063	4,870,457	732,791	25,314	61,331		6,017,976
Mississippi	1,000	1,600	2,600	27,300	123,351	1,562,262	375,086				2,060,699
Missouri	16,549	22,221	37,770	185,964	245,800	4,867,207	995,238		14,233	129,400	6,251,908
Montana	297	2,342	2,639	30,500	47,627	619,032	145,353		5,500		817,812
Nebraska	171,490	12,788	184,287	118,206	75,530	3,868,850	602,533		3,700		4,550,413
New Hampshire	91,000	7,251	98,251	31,000		1,180,637	172,500				1,333,137
New Jersey	18,433	51,277	69,710	113,017	420,000	6,450,166	625,895	9,472	22,585		7,528,121
New Mexico	12,019	6,122	18,141	36,000	56,000	626,424	193,720		4,600		850,744
New York	2,070,640	129,820	2,200,460	156,822	604,500	8,958,351	1,193,070	12,000	27,775		10,796,299
North Carolina	9,013	5,652	14,665	77,441	595,687	5,168,791	209,122	54,413	41,219		6,069,232
North Dakota	210,029	23,967	233,996	75,995	163,350	2,742,459	739,699	650,000	20,070		4,315,573
Ohio	20,000	10,092	30,092	86,260	266,000	4,296,031	783,314		3,456		5,349,703
Oklahoma	960	38,206	39,166	127,595	277,213	8,335,819	518,463		10,000		4,140,995
Oregon	3,220	5,472	8,692	44,067	240,900	1,236,329	203,260	59,730	8,827		1,749,046
Pennsylvania	209,447	90,734	300,181	245,843	1,566,520	16,065,156	3,209,032		11,748		20,852,486
Rhode Island	1,737	5,692	7,429	41,161	250,000	2,200,000	58,976		4,695		2,513,874
South Dakota	127,846	14,847	142,693	67,557	102,250	1,568,033	625,771	936,537	6,591		3,537,182
Tennessee	261,139	47,971	309,110	145,500	252,000	7,612,501	916,316	3,534,805	14,900		12,630,522
Texas	67,391	93,155	160,546	173,503	534,960	4,394,802	1,813,918		28,200		6,571,650
Vermont		1,000	1,000	7,000	1,000	301,000	19,000				321,000
Virginia	183,961	18,568	182,529	72,265	343,000	4,450,500	644,000		87,725		5,525,225
Washington	18,316	7,664	25,980	104,763	283,975	2,345,281	225,278	762,000	48,305		3,664,839

TABLE 17.—CAPITAL OUTLAY AND PROPERTY, 1931–32—Continued

PART 2.—TEACHERS COLLEGES AND NORMAL SCHOOLS—Continued

State or outlying part	Capital outlay			Number of bound volumes in libraries	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
West Virginia	22,500	28,455	50,955	97,325	147,927	5,074,700	418,077		17,050		5,657,754
Wisconsin	187,031	106,501	293,532	280,695	1,023,667	7,148,290	2,220,043	31,255	26,275		10,449,520
Negro (included above)											
Alabama	406	1,913	2,319	9,623	184,853	448,500	72,000				705,353
Missouri				9,000							
North Carolina	0	1,461	1,461	17,024	157,500	1,021,664	66,608		1,500		1,247,272
Pennsylvania				9,225	29,897	462,715	82,701				575,313
West Virginia	13,500	3,550	17,050	5,200	41,127	252,000	51,460				344,587
Total	13,906	6,924	20,830	50,072	413,377	2,184,879	272,769		1,500		2,872,525

PART 3.—TOTALS (993 INSTITUTIONS)

Continental United States	$83,272,416	$15,017,563	$98,289,979	52,919,063	$331,298,862	$1,527,590,866	$348,489,889	$1,372,348,965	$91,058,165	$154,281,260	$3,824,982,96
Alabama	272,754	76,844	349,598	380,669	3,120,377	15,131,656	2,581,694	7,302,692	214,569	283,445	28,634,273
Arizona	111,200	59,985	171,245	147,779	664,178	3,746,142	1,453,672	709,356	58,507	9,347	6,641,203
Arkansas	120,933	118,540	239,473	272,423	1,491,747	7,168,206	2,071,280	2,427,204	65,799	24,393	13,183,888
California	6,538,526	1,708,947	8,247,473	2,872,990	20,076,296	78,066,811	22,633,747	61,846,467	4,106,624	11,346,954	195,067,899
Colorado	827,078	152,611	979,689	663,382	1,913,000	14,446,000	4,302,572	5,660,471	236,872	447,003	29,215,988
Connecticut	12,561,807	278,008	12,839,815	2,604,579	13,906,137	58,083,627	14,813,684	92,480,446	9,657,194	3,516,366	188,095,826
Delaware	166,319	14,169	180,488	44,923	346,578	2,333,912	1,080,325	604,360	21,908		4,837,125
District of Columbia	677,580	242,061	920,641	571,752	5,274,032	18,638,000	2,340,202	6,190,424	522,037	2,181,186	27,126,670
Florida	603,933	124,893	703,825	260,445	1,061,549	8,914,742	2,844,944	2,785,226	91,270	126,393	15,824,127
Georgia	1,139,787	134,870	1,274,657	663,677	5,381,301	24,668,217	4,882,208	16,278,338	1,264,866	1,007,726	53,737,744

Idaho	106,956	68,694	175,650	145,323	476,097	3,851,566	1,229,134	2,859,904	18,043	40,946	8,474,690
Illinois	8,021,272	1,017,986	9,039,208	3,715,446	28,289,338	87,259,973	19,949,801	112,998,953	7,979,927	18,186,463	274,664,455
Indiana	2,868,529	608,147	3,476,676	1,210,979	5,556,809	41,135,298	9,384,249	17,207,642	3,216,159	4,070,905	80,571,062
Iowa	798,944	388,934	1,187,878	1,292,158	4,910,875	35,445,876	10,859,754	12,820,965	1,285,857	2,437,414	67,760,541
Kansas	150,387	264,218	434,606	880,337	3,613,007	22,136,898	6,743,500	8,005,284	337,771	590,618	41,427,056
Kentucky	825,226	210,550	1,035,776	738,171	3,993,862	22,809,048	4,169,548	17,176,852	476,174	718,107	49,343,591
Louisiana	2,413,438	283,417	2,666,855	346,878	3,688,555	17,236,803	4,310,671	12,873,719	587,647	12,136	38,709,431
Maine	165,567	53,850	219,417	470,743	372,860	8,194,406	1,949,202	10,777,041	772,946	445,991	22,512,448
Maryland	1,698,141	238,115	2,136,256	986,941	4,162,035	48,511,964	6,007,653	34,661,590	1,176,618	1,216,506	95,636,366
Massachusetts	3,038,915	739,022	3,777,937	5,117,588	12,774,740	61,939,584	13,259,837	228,968,220	11,610,346	4,730,753	333,284,480
Michigan	500,435	631,250	1,131,685	1,564,787	11,758,008	50,168,684	17,064,909	13,122,922	778,211	4,390,025	97,282,759
Minnesota	1,394,169	457,204	1,851,373	1,492,963	8,655,964	38,928,458	10,319,963	20,643,900	1,068,994	1,762,870	81,380,149
Mississippi	57,567	62,690	120,257	267,588	1,672,690	13,414,960	3,145,658	3,008,134	74,098	541,880	21,857,420
Missouri	2,460,261	322,669	2,782,930	1,655,379	10,525,965	44,761,397	12,556,924	34,214,473	2,139,366	3,967,353	108,165,478
Montana	27,277	59,499	86,776	278,356	498,525	5,189,288	1,545,154	3,484,101	49,104	60,028	10,826,200
Nebraska	513,124	79,190	592,314	639,382	5,122,422	13,928,445	4,394,570	8,580,892	308,108	651,667	42,976,104
Nevada	7,336	3,627	11,463	54,337	145,906	1,802,873	419,689	345,194	25,588	----------	2,739,250
New Hampshire	668,804	50,546	718,440	371,434	909,094	12,937,508	1,870,905	13,697,151	1,406,237	3,048,996	33,769,891
New Jersey	1,066,761	204,833	1,261,594	1,540,906	10,805,449	25,179,918	4,807,415	37,878,317	5,718,154	1,685,859	86,073,112
New Mexico	153,333	44,252	197,585	117,721	758,402	3,405,674	1,082,788	754,922	23,963	----------	6,025,779
New York	13,770,787	1,246,984	15,017,771	4,491,043	38,813,556	220,652,471	30,448,202	187,611,320	14,837,455	54,084,239	546,507,243
North Carolina	813,202	278,406	891,608	1,112,826	8,269,807	54,110,322	8,138,214	35,598,734	895,746	1,022,014	109,034,837
North Dakota	428,160	86,960	513,120	254,539	458,560	6,829,782	2,258,855	4,936,910	91,378	81,950	14,657,495
Ohio	2,544,800	737,715	3,282,215	3,133,438	19,063,278	88,239,420	21,869,107	82,538,402	3,734,525	8,661,719	224,736,451
Oklahoma	74,726	162,023	236,749	479,671	2,446,111	15,689,769	4,453,772	4,838,220	192,245	90,151	27,710,268
Oregon	14,121	129,282	143,403	576,173	2,507,754	11,430,187	4,521,189	5,598,588	197,335	303,359	24,558,412
Pennsylvania	5,946,715	942,123	6,288,838	3,492,933	36,329,594	132,267,234	29,101,734	90,994,289	5,156,628	7,505,023	301,374,502
Rhode Island	242,201	156,787	398,988	545,730	1,771,750	9,599,766	564,070	10,553,825	861,373	345,683	23,696,487
South Carolina	273,717	53,185	326,902	422,399	4,433,701	15,076,052	4,256,601	6,055,206	229,850	353,674	29,405,374
South Dakota	537,496	85,420	622,906	325,161	1,353,361	7,124,125	2,689,605	4,710,096	87,014	255,713	16,219,914
Tennessee	2,927,559	428,007	3,355,566	834,187	6,521,915	33,630,507	5,612,962	33,758,942	838,321	1,444,792	81,807,439
Texas	2,127,231	895,083	4,022,314	1,589,030	9,586,674	50,032,931	13,823,339	56,124,143	1,159,122	3,489,328	134,215,537
Utah	334,144	49,357	383,501	283,371	1,026,778	5,681,509	1,763,453	428,641	394,845	56,351	9,341,577
Vermont	24,194	12,354	36,548	243,276	312,177	4,138,862	558,971	6,170,853	287,968	742,677	12,211,508
Virginia	1,124,605	185,635	1,310,140	1,030,175	3,658,923	36,506,761	5,664,430	29,909,817	5,424,653	1,752,147	83,116,731
Washington	490,948	110,330	600,178	798,926	7,225,862	14,291,245	4,862,777	6,062,806	368,639	3,389,467	26,200,796
West Virginia	199,540	109,910	309,450	333,646	6,626,553	11,031,343	2,496,061	2,947,397	137,929	226,350	23,465,643
Wisconsin	1,365,023	625,077	1,991,000	1,492,432	6,569,684	32,761,248	10,105,065	11,920,631	665,598	641,263	62,683,489
Wyoming	33,929	13,304	47,233	110,039	702,870	1,663,100	1,035,713	2,406,005	52,704	2,333,930	8,194,312
Outlying parts of the United States											
Alaska	38,492	13,679	50,171	11,534	12,009	262,957	226,845	----------	----------	----------	501,832
Hawaii	14,343	27,777	42,120	71,389	1,051,390	1,173,510	563,031	----------	19,772	----------	2,827,703
Puerto Rico	46,059	106,913	152,972	34,497	128,052	766,046	481,964	450,110	1,332	226,426	2,053,932

Part IV.—Detail by Institutions

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TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931-32

PART 1.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED

Name of institution and location	Faculty (reduced to full-time basis)		Enrollments												Degrees				
			Regular session 1931-32[1]		Summer session 1931[1]		Third term, men and women on full time (first week of college work), men and women		Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
ALABAMA																					
Alabama College, Montevallo	11	80	...	847	16	355	78	810	...	817	..	...	...	...	...	...	...	141	...	...	...
Alabama Polytechnic Institute, Auburn	206	17	1,770	255	725	342	1,557	367	295	32	15	8	1,381	20	85	15	245	44	41	...	1
University of Alabama, University	309	42	3,470	579	1,357	1,240	...	1,101	1,445	42	7	51	2,063	412	2	17	355	107	77	...	...
ALASKA																					
Alaska Agricultural College and School of Mines, College	17	7	95	63	...	...	12	97	40	31	..	...	48	...	1	...	13	3	...	...	1
ARIZONA																					
University of Arizona, Tucson	135	34	1,444	859	170	251	1,170	92	334	317	62	30	360	122	98	56	199	197	37	...	...
ARKANSAS																					
Agricultural, Mechanical, and Normal College, Pine Bluff	17	1	52	35	25	1	...	6	24	...	...	...	...	...	...	...	...	12	...	...	...
University of Arkansas, Fayetteville	137	29	1,174	530	577	170	1,170	577	324	48	4	...	562	238	30	4	144	58	17	...	...
CALIFORNIA																					
University of California, Berkeley	1,211	743	6,871	4,615	5,455	3,541	5,455	3,541	3,333	1,511	1,111	1,111	2,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111	1,111

See footnotes on p. 171

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 1—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
COLORADO																					
Colorado Agricultural College, Fort Collins	177	51	1,042	420	519	413	1,336	469	146	63	6	.....	849	345	41	9	167	55	33	.....	.....
Colorado School of Mines, Golden	48	1	621	.....	.....	.....	568	186	.....	.....	.....	.....	592	.....	29	.....	85	.....	7	.....	.....
Fort Lewis School of the Colorado Agricultural College, Hesperus	8	5	41	32	.....	.....	.....	.....	41	32	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Colorado, Boulder	201	68	2,311	1,280	1,091	2,760	3,310	1,150	967	993	153	84	1,184	193	55	13	337	148	62	6	3
CONNECTICUT																					
Connecticut Agricultural College, Storrs	101	33	460	173	.....	.....	595	238	454	168	6	.....	.....	.....	.....	.....	50	31	4	.....	.....
United States Coast Guard Academy, New London	21	.....	139	.....	.....	.....	139	65	.....	.....	.....	.....	139	.....	.....	.....	.....	.....	.....	.....	.....
DELAWARE																					
University of Delaware, Newark	87	31	473	279	111	386	750	275	246	155	.....	.....	225	124	2	.....	73	53	2	.....	2
DISTRICT OF COLUMBIA																					
Gallaudet College	13	8	86	60	28	15	146	27	81	56	5	4	.....	.....	.....	.....	12	8	7	.....	3
FLORIDA																					
Florida Agricultural and Mechanical College,[2] Tallahassee	45	34	148	227	20	430	305	162	148	227	.....	.....	.....	.....	.....	.....	15	13	.....	.....	.....
Florida State College for Women, Tallahassee	30	120	7	1,761	28	874	1,684	646	.....	634	.....	7	.....	1,063	.....	3	.....	230	6	.....	.....
University of Florida, Gainesville	472	99	2,533	25	613	865	2,431	891	604	1	132	13	1,822	11	.....	.....	302	12	44	.....	.....

GEORGIA																				
Georgia School of Technology, Atlanta	175	2	2,298	----	540	----	2,224	648	----	----	----	----	2,260	----	38	----	343	----	13	----	----
Georgia State College for Men, Tifton	14	2	186	54	34	73	225	105	186	54	----	----	----	----	----	----	18	13	----	----	----
Georgia State College for Women, Milledgeville	11	74	----	1,221	20	1,234	1,178	544	----	345	----	----	----	876	----	----	----	194	----	----	----
Georgia State Industrial College,[2] Industrial College	19	10	75	65	----	----	100	69	65	64	----	----	----	----	----	----	10	(	----	----	----
Medical Department, University of Georgia, Augusta	[3] 50	4	153	4	----	----	154	40	----	----	----	----	155	1	----	----	38	1	----	----	----
North Georgia College, Dahlonega	13	1	144	47	40	88	191	91	144	47	----	----	----	----	----	----	10	4	----	----	----
University of Georgia, Athens	[3] 317	[3] 132	1,647	859	438	1,105	----	----	648	(4)	36	50	[5] 923	800	40	9	242	204	76	----	----
Georgia State Agricultural College, Athens	[3] 243	[3] 127	993	254	438	1,105	1,168	322	728	237	54	14	209	2	2	1	167	55	25	----	----
HAWAII																					
University of Hawaii, Honolulu	152	75	895	1,122	139	450	1,907	435	387	195	51	49	271	499	15	2	94	10.	10	----	1
IDAHO																					
University of Idaho, Moscow	192	37	1,334	614	213	210	1,7[illegible]	639	256	257	27	27	978	285	73	16	231	112	71	----	----
Southern Branch, University of Idaho, Pocatello	35	16	848	(4)	----	--	--	----	626	(4)	----	----	225	(4)	----	----	----	----	----	----	----
ILLINOIS																					
University of Illinois, Urbana	933	182	9,628	3,185	1,914	1,152	12,152	2,726	2,157	1,670	684	(4)	6,425	1,202	796	(4)	1,625	683	464	84	----
INDIANA																					
Indiana University, Bloomington	290	60	2,871	1,679	1,169	952	4,235	1,127	1,394	913	222	165	1,157	579	98	22	475	313	210	21	----
Purdue University, Lafayette	551	56	4,070	775	798	169	4,655	1,537	271	170	301	59	3,484	458	(6)	(6)	570	132	121	2	5
IOWA																					
Iowa State College of Agriculture and Mechanic Arts, Ames	474	121	3,201	1,153	979	706	3,975	1,162	314	107	211	29	2,462	921	219	93	476	250	203	35	----
State University of Iowa, Iowa City	[3] 520	[3] 184	3,634	2,134	1,810	1,688	5,472	1,037	1,787	1,45[illegible]	606	415	1,268	285	33	----	698	410	400	84	----
KANSAS																					
Kansas State College of Agriculture and Applied Science, Manhattan	373	134	2,146	1,053	491	575	2,894	936	558	494	80	49	1,470	471	134	72	287	183	110	----	1
Municipal University of Wichita	49	21	85[illegible]	690	200	625	1,292	532	315	268	23	45	440	342	34	37	92	102	26	----	1
University of Kansas, Lawrence	230	71	2,862	1,57[illegible]	930	963	4,048	1,050	1,444	955	217	127	1,340	470	71	25	492	305	150	15	----

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 1.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931-32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
KENTUCKY																					
Kentucky State Industrial College,[2] Frankfort	19	15	142	201	60	406	257	150	137	201	.....	.....	.....	.....	.....	.....	17	20	.....	.....	.....
Louisville Municipal College for Negroes, Louisville	7	5	73	126	.....	.....	190	91	73	126	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....
University of Kentucky, Lexington	393	84	2,318	1,358	878	1,067	3,145	903	800	658	104	97	1,284	524	136	78	287	234	115	1	2
University of Louisville	175	17	1,427	703	132	216	2,015	731	705	716	52	73	681	9	.....	.....	228	85	19	.....	.....
LOUISIANA																					
Louisiana Polytechnic Institute, Ruston	38	41	458	491	735	(3)	816	416	277	491	.....	.....	181	.....	.....	.....	31	57	.....	.....	.....
Louisiana State University and Agricultural and Mechanical College, Baton Rouge	339	100	2,213	984	602	637	2,956	1,026	550	305	48	67	1,465	572	111	18	218	140	92	.....	1
Southern University and Agricultural and Mechanical College,[2] Scotlandville	24	17	123	163	30	219	273	111	82	103	.....	.....	41	60	.....	.....	20	22	.....	.....	.....
Southwestern Louisiana Institute, Lafayette	35	27	460	547	274	625	892	422	368	88	.....	.....	92	459	.....	.....	40	64	.....	.....	.....
MAINE																					
University of Maine, Orono	197	66	1,261	460	215	275	1,675	476	357	279	21	22	835	142	18	1	223	77	23	.....	6
MARYLAND																					
United States Naval Academy, Annapolis	280	.....	2,022	.....	.....	.....	.....	596	.....	.....	.....	.....	2,022	.....	.....	.....	423	.....	.....	.....	.....
University of Maryland, College Park	389	73	2,794	568	338	589	3,241	944	632	130	91	25	1,928	376	112	24	491	70	61	3	4

MASSACHUSETTS																				
Lowell Textile Institute, Lowell	39	3	170	4			169	54					148	4			24	2		
Massachusetts State College, Amherst	198	60	903	232	92	93	1,141	461	819	209	82	23					108	30	29	1	3
MICHIGAN																				
Colleges of the City of Detroit	125	55	4,191	6,229	640	1,606	8,031	1,040	1,329	1,192	191	241	635	2,399	99	164	210	448	29		
Detroit City Law School	23		141	30			171	60					141	30			34	8			
Detroit College of Medicine and Surgery	[3] 63	[3] 10	368	8			376						368	8			64	1			
Michigan College of Mining and Technology, Houghton	61	1	633	102	165		715	223					590	5	16		95		20		2
Michigan State College of Agriculture and Applied Science, East Lansing	402	99	2,357	1,212	425	292	3,299	1,131	1,022	659	138	42	1,102	489	95	22	292	188	58	5	11
University of Michigan, Ann Arbor	[3] 702	[3] 75	6,956	2,751	2,762	1,565	9,165	1,375	2,654	1,506	645	337	3,323	808	528	137	1,408	555	711	84	17
MINNESOTA																				
University of Minnesota, Minneapolis	1,104	276	8,771	5,226	2,916	3,294	11,994	3,270	2,998	2,219	415	368	4,695	2,683	906	153	1,242	714	248	70	1
MISSISSIPPI																				
Alcorn Agricultural and Mechanical College, [1] Alcorn	30	13	114	65	73	168	158	53	114	65							33	13			
Mississippi State College, State College	266	87	1,194	89			1,171	378	759	46	48	13	377		10		227	1	8		
Mississippi State College for Women, Columbus	12	82		953			919	240		953								182			
University of Mississippi, University	61	7	630	172	168	113		249	264	158	16	7	350	7			104	48	5		1
MISSOURI																				
Lincoln University, [1] Jefferson City	26	16	104	105	61	145	194	68	101	106							20	21			
University of Missouri, Columbia	442	108	3,551	1,418	1,250	1,491	4,000	1,181	1,129	550	139	102	2,085	668	218	104	549	339	281	18	4
MONTANA																				
Montana School of Mines, Butte	19	2	243	31				147					227	30	15		13		6		
Montana State College of Agriculture and Mechanic Arts, Bozeman	146	43	804	345			1,109	377	743	327	61	18					113	67	8		
State University of Montana, Missoula	72	25	991	663	205	413	1,478	535	526	483	34	14	390	119	19	7	132	110	15		1
NEBRASKA																				
Municipal University of Omaha	19	12	298	265	44	221	553	306	296	265	2						20	18	1		
University of Nebraska, Lincoln	[3] 867	[3] 165	3,984	2,503	1,001	1,712	5,945	1,620	1,081	756	239	175	2,496	1,507	168	65	675	463	161	18	3
NEVADA																				
University of Nevada, Reno	91	23	619	433			632	281	310	336	22	42	268	46	14	1	87	51	6		

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 1.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments												Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEW HAMPSHIRE																					
University of New Hampshire, Durham	199	42	1,246	493	108	176	1,663	509	548	374	51	22	620	97	.....	.....	179	83	30	.....	5
NEW JERSEY																					
Newark College of Engineering	35	3	542	1	.....	.....	532	225	.....	.....	.....	.....	542	1	.....	.....	79	.....	8	.....	.....
NEW MEXICO																					
New Mexico College of Agriculture and Mechanic Arts, State College	79	25	857	161	76	134	455	164	40	86	1	.....	314	75	2	.....	41	21	2	.....	2
New Mexico School of Mines, Socorro	11	2	126	3	.....	.....	126	47	.....	.....	.....	.....	126	3	.....	.....	21	.....	.....	.....	.....
University of New Mexico, Albuquerque	59	14	665	544	224	487	1,020	379	332	139	42	51	263	282	.....	.....	61	55	18	.....	.....
NEW YORK																					
Brooklyn College, Brooklyn	283	146	5,396	4,974	1,081	137	10,597	1,656	5,760	4,061	.....	.....	.....	.....	.....	.....	163	73	.....	.....	.....
The City College, New York	670	27	11,664	8,026	4,920	564	.....	.....	9,473	.....	455	.....	7,864	4,630	1,021	298	1,209	45	137	.....	.....
Hunter College of the City of New York	76	378	668	4,181	284	3,542	10,595	3,052	.....	6,468	.....	373	.....	.....	.....	.....	.....	1,392	16	.....	.....
New York State College of Forestry, Syracuse	45	1	402	.....	.....	.....	402	137	.....	.....	.....	.....	375	.....	27	.....	66	.....	14	.....	.....
United States Military Academy, West Point	155	.....	1,260	.....	.....	.....	1,260	369	.....	.....	.....	.....	1,260	.....	.....	.....	262	.....	.....	.....	.....

NORTH CAROLINA																					
Agricultural and Technical College of North Carolina,[1] Greensboro	21	6	238	63	66	251	268	97	124	63	----	----	114	----	----	----	25	5	----	----	----
North Carolina College for Negroes, Durham	12	11	120	168	12	126	273	144	120	168	----	----	----	----	----	----	6	13	----	----	----
North Carolina College for Women, Greensboro	40	89	3	1,706	35	914	1,678	561	----	1,463	----	1	----	----	----	----	----	319	----	----	----
North Carolina State College of Agriculture and Engineering, Raleigh	[3] 285	[3] 176	1,787	93	144	241	1,790	669	----	----	----	----	1,691	93	96	(4)	265	(4)	31	----	----
University of North Carolina, Chapel Hill	245	5	2,742	283	854	1,008	2,825	782	2,266	152	209	88	267	43	----	----	341	78	103	16	6
NORTH DAKOTA																					
North Dakota Agricultural College, State College	166	47	1,050	446	187	210	1,365	444	220	107	7	11	792	310	21	14	144	66	9	----	----
University of North Dakota, University	129	28	1,081	652	285	231	1,664	459	472	223	83	44	526	415	----	----	171	121	44	2	1
OHIO																					
Miami University, Oxford	127	53	1,327	1,132	296	525	2,331	923	587	249	49	35	691	848	----	----	195	139	18	----	3
Ohio State University, Columbus	804	163	8,474	3,551	2,774	2,071	10,795	2,781	1,490	622	932	(4)	5,661	2,477	2,472	(4)	1,253	592	540	103	3
Ohio University, Athens	135	110	1,570	1,167	468	876	2,566	1,072	1,068	308	18	9	458	834	6	16	225	200	23	----	2
University of Akron	71	33	767	555	127	202	1,183	348	336	283	9	12	399	283	8	10	97	93	9	----	----
University of Cincinnati	521	97	3,826	2,409	473	789	----	1,130	665	732	171	128	2,271	1,189	221	360	430	205	80	20	2
University of the City of Toledo	66	21	1,611	1,076	455	(4)	2,430	1,005	531	437	72	66	823	503	77	27	65	91	10	----	----
OKLAHOMA																					
Colored Agricultural and Normal University, Langston	62	27	208	301	860	(4)	499	198	74	43	----	----	134	258	----	----	24	40	----	----	----
Oklahoma Agricultural and Mechanical College, Stillwater	322	136	2,293	1,230	728	1,028	3,082	1,009	365	327	48	45	1,741	824	139	43	212	91	70	----	----
Oklahoma College for Women, Chickasha	9	49	----	899	----	----	791	308	----	899	----	----	----	----	----	----	----	94	----	----	----
Panhandle Agricultural and Mechanical College, Goodwell	[3] 27	[3] 9	138	152	59	125	223	112	138	152	----	----	----	----	----	----	13	7	----	----	----
University of Oklahoma, Norman	255	82	3,641	1,990	939	1,461	5,217	1,177	1,179	907	164	133	2,353	821	128	71	557	382	147	4	----
OREGON																					
Oregon State College, Corvallis	227	78	2,320	1,068	368	544	3,036	1,032	----	----	----	----	2,175	974	114	44	340	167	44	----	4
University of Oregon, Eugene	200	89	2,018	1,322	482	1,265	3,117	774	671	582	106	64	1,167	602	65	47	323	275	74	4	4
PENNSYLVANIA																					
Pennsylvania State College, State College	656	144	4,210	796	1,511	2,129	4,857	1,206	1,326	162	121	24	2,396	506	179	26	751	172	150	14	----
PUERTO RICO																					
University of Puerto Rico, Rio Piedras	94	[3] 45	899	782	354	774	1,596	432	180	101	4	8	683	587	----	----	116	65	4	----	6

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 1.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931-32 [1]		Summer session 1931 [1]		Third term, men and fall week of women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
RHODE ISLAND																					
Rhode Island State College, Kingston	60	19	645	169	.....	.....	802	325	155	34	.....	.....	473	135	8	.....	87	27	6	.....	2
SOUTH CAROLINA																					
The Citadel, the Military College of South Carolina, Charleston	49	.....	637	.....	.....	.....	635	261	637	.....	.....	.....	.....	.....	.....	.....	110	.....	.....	.....	5
Clemson Agricultural College, Clemson College	217	5	1,228	.....	200	(3)	1,228	402	98	.....	.....	.....	1,130	.....	.....	.....	193	.....	.....	.....	.....
College of Charleston	18	6	177	162	.....	.....	333	110	171	133	5	8	.....	.....	.....	.....	19	17	1	.....	1
Colored Normal, Industrial, Agricultural, and Mechanical College of South Carolina, Orangeburg	44	24	173	147	87	309	297	140	173	147	.....	.....	.....	4	.....	.....	19	17	.....	.....	.....
Medical College of the State of South Carolina, Charleston	47	2	183	120	.....	.....	.....	.....	.....	.....	.....	.....	183	120	.....	.....	46	.....	.....	.....	.....
University of South Carolina, Columbia	81	20	1,136	640	219	265	1,647	769	330	372	44	77	739	172	23	25	135	85	20	1	3
Winthrop College, Rock Hill	29	185	5	1,643	28	662	1,634	551	.....	1,619	.....	14	.....	.....	.....	.....	.....	299	7	.....	.....
SOUTH DAKOTA																					
South Dakota State College of Agriculture and Mechanic Arts, Brookings	136	48	654	290	100	173	893	265	235	154	15	14	391	122	13	.....	89	50	7	.....	.....
South Dakota State School of Mines, Rapid City	29	4	362	18	.....	.....	366	124	.....	.....	.....	.....	358	15	4	.....	56	.....	7	.....	.....
University of South Dakota, Vermillion	80	22	577	344	161	207	840	221	303	264	38	25	236	55	.....	.....	100	51	21	.....	.....

TENNESSEE																					
Tennessee Agricultural and Industrial State Teachers College,[2] Nashville	23	28	296	535	159	855	614	332					296	535			22	51			
Tennessee Polytechnic Institute, Cookeville	27	5	410	558	179	350	959	380	410	558							25	18			
University of Tennessee, Knoxville	375	125	2,627	1,536	825	1,148	3,299	850	783	515	41	44	1,744	925	59	52	323	157	50		
TEXAS																					
Agricultural and Mechanical College of Texas, College Station	578	165	2,302		881	150	2,195	691	254		13		1,964		71		391		41		
College of Industrial Arts, Denton	82	41		1,473		742	1,338	545		1,441		32						286	9		
College of Mines and Metallurgy, El Paso	32	12	374	396	147	372	636	398	189	384			150				10	9			
Medical Branch, The University of Texas, Galveston	[3] 52	[3] 16	318	173									318	173			66	5			
Prairie View State Normal and Industrial College,[2] Prairie View	57	36	254	408	244	950	607	229	220	403							33	47			
Texas College of Arts and Industries, Kingsville	25	28	263	337	165	665	548	271	263	337							26	47			
Texas Technological College, Lubbock	103	31	1,296	859	606	950	1,909	1,111	670	621	26	28	591	210	3		141	105	28		
University of Texas, Austin	264	61	4,243	2,178	1,921	2,249	5,799	1,151	2,146	1,689	413	256	1,697	232			432	254	236	24	
UTAH																					
University of Utah, Salt Lake City	128	49	2,221	1,371	256	412	3,237	1,286	753	423	104	50	1,245	523			255	145	44		
Utah State Agricultural College, Logan	116	37	1,082	550	193	177	1,305	622	239	120	12	9	730	399	45	13	114	60	19		
Branch Agricultural College, Cedar City	15	5	125	87			212	160	125	87											
VERMONT																					
University of Vermont and State Agricultural College, Burlington	172	64	739	542	203	797	1,263	353	403	435	14	8	305	90	7	1	119	86	14		8
VIRGINIA																					
College of William and Mary, Williamsburg	84	84	1,096	1,222	274	495	2,188	967	1,086	1,213	10	9					77	115	5		1
Medical College of Virginia, Richmond	[3] 166	[3] 33	608	248									608	248			143	18			1
University of Virginia, Charlottesville	[3] 290	[3] 21	2,477	135	720	1,111	2,519	581	1,572	12	210	50	687	73	8		282	26	83	16	
Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg	320	68	1,724	86	343	49	1,755	644	101	33	28	12	1,494	37	90	4	216	11	55		
Virginia Military Institute, Lexington	62		723		53		709	264	505				217				111				
Virginia State College for Negroes, Petersburg	34	38	237	336	69	604	536	216	135	114			102	224			34	40			
WASHINGTON																					
State College of Washington, Pullman	270	85	2,308	1,202	355	456	3,190	1,185	842	509	45	29	1,333	623	80	35	317	174	65	1	
University of Washington, Seattle	356	177	4,774	3,141	1,415	2,271	6,924	2,077	2,692	2,621	324	266	1,659	216	99	38	660	562	205	20	

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 1.—UNIVERSITIES, COLLEGES AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931-32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering) men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
WEST VIRGINIA																					
West Virginia State College, [2] Institute	39	21	303	349	47	260	613	249	303	349	----	----	----	----	----	----	54	55	----	----	----
West Virginia University, Morgantown	317	90	2,020	928	755	650	2,587	763	849	439	75	52	980	357	99	25	319	160	67	6	2
WISCONSIN																					
University of Wisconsin, Madison	670	164	6,017	3,338	2,363	2,725	8,765	1,990	2,790	1,875	592	295	2,245	1,015	364	103	986	660	459	132	8
WYOMING																					
University of Wyoming, Laramie	161	66	828	574	250	819	1,220	503	361	191	23	22	381	292	21	7	112	60	14	----	1

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED

ALABAMA																					
Athens College for Young Women, Athens	6	13	25	176	7	60	----	87	25	158	----	----	----	----	----	----	1	32	----	----	----
Birmingham Southern College, Birmingham	48	7	653	721	335	432	864	455	539	435	9	11	----	----	----	----	68	91	5	----	6
Howard College, Birmingham	29	12	428	462	145	324	890	213	405	429	18	36	----	----	----	----	67	76	11	----	4
Judson College, Marion	8	23	----	217	----	----	213	64	----	217	----	----	----	----	----	----	----	36	----	----	----
Spring Hill College, Spring Hill	27	----	218	----	----	----	195	82	218	----	----	----	----	----	----	----	33	----	----	----	----
Talladega College, [2] Talladega	22	12	99	122	----	----	210	57	99	122	----	----	----	----	----	----	15	31	----	----	----
Woman's College of Alabama, Montgomery	10	29	----	405	12	45	319	118	----	324	----	----	----	----	----	----	----	79	----	----	----

ARKANSAS																				
Arkansas Baptist College,[1] Little Rock	5	6	36	14			50	21	36	13										
Arkansas College, Batesville	9	8	108	80			176	76	108	80							12	14		3
Arkansas Law School, Little Rock	3		50	5				30					50	5			19	3		
College of the Ozarks, Clarksville	15	16	163	197	75	100	340	118	157	152							20	14		6
Hendrix-Henderson College, Conway	23	10	167	130	35	23	283	97	167	130							28	35		2
Ouachita College, Arkadelphia	[3] 20	[3] 13	142	103			238	101	142	103							26	21		3
St. John's Seminary, Little Rock	12		80						50				30							
CALIFORNIA																				
Berkeley Baptist Divinity School, Berkeley	8	2	44	31	13	6	58						33	29	11	1	2		4	5
California Christian College, Los Angeles	13	11	202	142	17	11	285	102	193	136							24	14		2
California Institute of Technology, Pasadena	167	1	738				737	165					537		198		95		54	21
Church Divinity School of the Pacific, San Francisco	4	1	15				13	3					15							1
College of Medical Evangelists, Loma Linda	46	6	430	164									430	164			74	17		
College of Physicians and Surgeons, San Francisco	10		151	3			162	41					141	3			30			
College of the Pacific, Stockton	37	21	355	471	78	160	734	182	293	391	62	80					39	84	24	5
Dominican College of San Rafael	6	27		210		281	197	75		196		16						20		
Golden Gate College, San Francisco	12	1	444	10	165	5	202	110	195				173	4	26	2	33			
Immaculate Heart College, Hollywood	17	18		376		241	352	160		361		15						29	9	
La Verne College, La Verne	14	6	112	123			203	64	107	105							19	21		
Lincoln College of Law, Bakersfield	3		12				8	1					12							
Los Angeles Baptist Theological Seminary, Los Angeles	7		81	38			119	25					74	38	7		6	4	4	7
Loyola University, Venice	26		422	1	60		453	163	283				205		4	1	49		5	4
McGeorge College of Law, Sacramento	[3] 12	[3] 2	47	8			55	25					47	8			6			
Mills College, Mills College	21	74		515			515	123		460		45						99	15	3
Mount St. Mary's College, Los Angeles	7	31		280		206	272	35		270		10						35	1	
Occidental College, Los Angeles	43	18	329	346			619	144	310	333	19	13					72	67	11	1
Pacific School of Religion, Berkeley	9	2	52	22									38	15	12	2	10		10	1
Pacific Union College, Angwin	27	17	219	164	22	59	359	163	219	164							18	20		
Pacific Unitarian School for the Ministry, Berkeley	6	1	11	1			12	8					11	1			1			
Pasadena College, Pasadena	[3] 14	[3] 8	91	106				64	80	92							16	10		1
Pomona College, Claremont	66	12	408	390			731	202	387	365	10	6					76	87		
St. Mary's College, St. Mary's	30		651		65	3	624	251	651								79			
St. Patrick's Seminary, Menlo Park	12		154				154	42					154							
San Francisco College for Women	3	8		113			95	44		113								16		
San Francisco Law School	6	1	286	24			279	77					286	24			21	2		
San Francisco Theological Seminary	9	3	78	20			102						56	20	22		11		4	
Scripps College, Claremont	14	10		190			187	63		187								29		

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 2—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
CALIFORNIA—continued																					
Southwestern University, Los Angeles	[3] 33	[3] 4	950	55					200	15			700	40							
Stanford University, Stanford University	[3] 577	[3] 136	3,610	729	849	286	3,532	490	2,012	496	437	140	910	70	251	23	741	117	236	42	
University of Redlands, Redlands	40	18	296	333	29	77	582	137	282	295	19	17					39	70			
University of San Francisco	139		1,128	12			1,411	376	856				257	12	15		113	2	7		
University of Santa Clara	48		474				474	148	256				240				73				
University of Southern California, Los Angeles	295	68	6,476	5,166	2,292	3,594		951	3,261	3,167	841	1,257	2,297	628	511	573	694	428	469	14	
Whittier College, Whittier	18	14	222	298	4	73	421	121	219	278	3	20					33	41	4		
COLORADO																					
Colorado College, Colorado Springs	48	15	388	306			654	225	324	247	3	5	42		1		56	42	5		5
Iliff Graduate School of Theology, Denver	8		67	6											67	6			6	9	
Loretto Heights College, Loretto	2	19		135		80		34		125								22			
Regis College, Denver	20		201				191	76	201								24				1
St. Thomas Seminary, Denver	12		125				20		60				65								
University of Denver, Denver	100	40	1,269	1,277	340	805	2,227	642	483	773	111	203	746	331	21	15	139	147	44		2
Westminster Law School, Denver	6	1	84	10			89	33	8	2			76	8			10	2			
CONNECTICUT																					
Albertus Magnus College, New Haven	8	14		93			93	30		93								17			
Berkeley Divinity School, New Haven	6		26										23		3		5				
Connecticut College for Young Women, New London	22	70		582			580	198		568								114			

Connecticut College of Pharmacy, New Haven	12		150	7			157						150	7			52				2
Hartford Seminary Foundation, Hartford	26	12	138	162									51	40	74	77	12	20	22	4	
Trinity College, Hartford	49		432				426	150	432								79				
Wesleyan University, Middletown	[3] 88		589				638	190	554		35						113		16		8
Yale University, New Haven	[3] 682	[3] 84	4,808	496	24	1	5,394	846	3,134		633	192	1,016	283	94		960	46	123	126	27
DISTRICT OF COLUMBIA																					
American University	33	9	335	306	34	16	333	104	154	189	153	90					25	23	23	9	
Catholic Sisters College	[7] 11	6	6	144			150	30	6	144								42			
Catholic University of America	152	1	1,189	176	197	694	1,123	162	440		360	176	346		43		195		158	46	3
Columbus University	44	1	393	96									359	94	24	2	51	8	13		
Georgetown University	171		2,649				2,649	280	845		44		1,699		61		517		35	13	1
George Washington University	186	19	4,120	2,570	1,221	720	6,042	1,550	1,695	1,235	279	183	1,560	425	32	125	426	254	141	8	26
Howard University [1]	149	28	1,183	999	80	279	1,741	784	688	883	80	117	380	17	8		193	146	18		
National University	33	3	1,155	155	191	13		504	160	43	4	4	905	102	86	6	240	28	90	11	3
Trinity College	5	30		361			358	94		361								100			
Washington College of Law	[3] 32	[3] 6	266	103	41	39		130					239	99	27	4	36	18	16		
Washington Missionary College	13	14	171	107			227	109	160	85							15	11			
FLORIDA																					
Bob Jones College, Lynn Haven	10	9	56	91				65	56	91							7	4			5
John B. Stetson University, De Land	35	18	203	178			343	112	163	166	3	9	36	3			34	27	7		2
Rollins College, Winter Park	43	19	253	267			485	174	248	247	2	5					46	32	1		6
University of Miami, Miami	37	13	353	208	[4] 211		607	211	230	183	7	5	112	12			47	24			1
GEORGIA																					
Agnes Scott College, Decatur	16	46		481			46	135		472								86			
Atlanta Law School	[3] 17		148	10									145	10			73	1			1
Atlanta-Southern Dental College	[3] 36	[3] 2	300										300	2			82				
Atlanta University [2]	26	23	33	37							32	37							4		
Berry College, Mount Berry	29	19	259	133			357	241	259	133							8	9			
Bessie Tift College, Forsyth	9	14		141						141								27			
Brenau College, Gainesville	10	18		304			292	134		304								38			
Clark University, [2] Atlanta	16	9	153	201			334	133	153	201							15	24			
Columbia Theological Seminary, Decatur	8	3	58					14					43				11				
Emory University, Emory University	123	16	1,176	118	40	407	1,225	275	555	38	60	32	570	45			205	64	57		1
Gammon Theological Seminary, [2] Atlanta	8		50	1			38						38				9				1
La Grange College, La Grange	3	15		145			141	40		132								31			
Mercer University, Macon	35	13	373	63	235	221	384	114	318	59	13	4	42				55	7	3		1
Morehouse College, [2] Atlanta	(5)	(5)	290				270	56	290								64				
Morris Brown University, [2] Atlanta	15	8	148	36			334	153	148	262							19	9			2
Oglethorpe University, Oglethorpe University	19	1	299	7	58	93	364	187	282	58	1						20	16	1		4
Paine College, [2] Augusta	12	16	44	69			10	50	41	69							4	5			
Piedmont College, Demorest	12	16	97	130	63	117	225	104	97	135							23	22			1
Shorter College, Rome	12	13		102			158	45		147								34			
Spelman College, [2] Atlanta	(5)	(5)		212			212	69		212								35			
Wesleyan College, Macon	12	29		306			292	100		307								70			

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TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IDAHO																					
College of Idaho, Caldwell	20	10	198	224	27	51	361	172	189	211							19	37			
Gooding College, Wesleyan	10	9	45	83			108	49	38	73							5	7			
Northwest Nazarene College, Nampa	14	8	100	116				67	96	113							13	14			
ILLINOIS																					
Armour Institute of Technology, Chicago	76	3	872		241		880	265					871		1		148		11		
Augustana College and Theological Seminary, Rock Island	33	11	417	198	63	120	455	209	287	198			82		48		70	19	2		6
Aurora College, Aurora	9	4	56	71			115	43	56	71							9	7			
Bethany Biblical Seminary, Chicago	9	2	34	55									33	15	1		4	1			
Bradley Polytechnic Institute, Peoria	35	18	490	262	197	141	713	272	478	254	12	8					83	37			
Carthage College, Carthage	18	10	173	95	7	23	261	82	163	90							36	18			3
Chicago College of Osteopathy, Chicago	21	1	97	8			105	27					97	8			24	3			
Chicago-Kent College of Law, Chicago	9	1	608	23	101								586	20	6		84	3	6		
Chicago Law School, Chicago	5	2	195	4	64	2	199	25					178	4	17		47	3	7	10	
Chicago Lutheran Theological Seminary, Maywood	7		45				44						37		8		11				
Chicago Theological Seminary, Chicago	12	2	172	34	87	16	101						162	34	10		14	2			1
Concordia Theological Seminary, Springfield	9		96				96	17					96								
De Paul University, Chicago	[3] 217	[3] 22	1,838	3,132	650	680	4,108	590	427	1,193	60	169	1,288	548			132	80	20		3
Elmhurst College, Elmhurst	20	6	179	46			213	86	179	46							24	3			
Eureka College, Eureka	10	8	166	169			232	87	131	111							23	22			

Evangelical Theological Seminary, Naperville	6		56	5									56	5			18				1
Garrett Biblical Institute, Evanston	[3]24	1	374	14									263	8	68	2	50	3	13		4
Greenville College, Greenville	12	8	100	132	21	36	223	64	94	127	6	5					11	22			
Illinois College, Jacksonville	18	13	308	104			395	153	307	103	1	1					53	23	1		2
Illinois Wesleyan University, Bloomington	31	17	310	223			488	150	264	148			45	75			51	56			4
James Millikin University, Decatur	29	29	214	195			390	148	214	195							39	23			
John Marshall Law School, Chicago	38		408	26									394	26	14		35	5			
Knox College, Galesburg	39	16	406	386			764	214	371	277			5	35			69	69			4
Lake Forest College, Lake Forest	30	8	266	145			391	169	266	144		1					43	12	1		
Lewis Institute, Chicago	52	18	1,277	366	523	209	1,349	424	977	366			300				111	35			
Loyola University, Chicago	[1]484	[2]28	2,474	2,273	344	915	4,747	825	1,259	1,770	67	179	1,148	522	5		389	103	27		3
McKendree College, Lebanon	16	9	201	127	51	59	313	119	191	124							29	8			
Meadville Theological School, Chicago	4	2	23	2			25						19	2	4		9	1	3		2
Monmouth College, Monmouth	30	18	278	207	31	29	472	155	276	202	2	5					48	43			3
North Central College, Naperville	22	15	300	216			500	174	300	216							52	46			
Norwegian-Danish Theological Seminary, Evanston	2		9										9								
Northwestern University, Evanston	481	49	9,136	4,382	667	334		1,304	1,491	1,814	453	238	5,545	1,736	910	233	872	473	244	37	6
Presbyterian Theological Seminary, Chicago	17	4	160	8									160	8	16		32		8		
Rockford College, Rockford	13	38		365			365	140		365								53			
Rosary College, River Forest		35		296		401	291	107		295		1						75			
St. Francis Xavier College for Women, Chicago	1	19		234		39	293	63		234								22			
St. Procopius College, Lisle	27		68				68	36	55						13		5				
St. Viator College, Bourbonnais	20	1	162	19			157	88	156	17							16	2			1
Shurtleff College, Alton	12	7	162	132	21	62	278	94	159	122							23	24			2
University of Chicago, Chicago	[1]661		4,841	4,463	2,509	2,459	7,571	806	2,982	3,823	1,247	645	1,355	394	86	15	709	527	389	202	3
Wheaton College, Wheaton	28	35	384	345	79	110	666	256	382	327	2	4					50	71			4
INDIANA																					
Benjamin Harrison Law School, Indianapolis	19		232	28			228						232	28			64	8			
Butler University, Indianapolis	64	44	883	1,049	306	646	1,706	792	696	712	20	23	105	311	42	3	116	240	19		6
De Pauw University, Greencastle	83	47	994	664	51	35	1,543	651	960	532	2	2	29	111	2	1	124	127	2		6
Earlham College, Earlham	27	15	252	254			492	170	252	254							32	40			
Evansville College, Evansville	20	11	218	208	65	173	386	182	218	208							25	38			
Franklin College, Franklin	19	10	179	118			292	108	178	117							16	23			2
Goshen College, Goshen	12	4	106	118	44	32	186	55	106	118							17	16			
Hanover College, Hanover	18	11	198	132			307	164	198	132							18	9			5
Huntington College, Huntington	[3]8	[3]3	46	26			67	38	43	26							1	2			
Indiana Central College, Indianapolis	14	10	194	211	25	50	375	178	194	211							28	16			
Indiana Law School, Indianapolis	5		153	5									153	5			35	1			
Indianapolis College of Pharmacy	[3]15	1	158	2			160	51					158	2			65	1			
Manchester College, North Manchester	29	13	286	363	230	309	606	256	283	352							74	58			
Marion College, Marion	14	8	57	85	28	24	124	50	52	84							14	8			
Oakland City College, Oakland City	7	4	92	80	81	86	172	77	84	77			8	3			35	16			

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
INDIANA—continued																					
Rose Polytechnic Institute, Terre Haute	28	3	339	-----	-----	-----	333	102	-----	-----	-----	-----	331	-----	6	-----	61	-----	6	5	3
St Mary's College, Notre Dame	1	27	-----	316	-----	251	302	110	-----	310	-----	-----	-----	-----	-----	-----	-----	48	2	-----	-----
St Mary-of-the-Woods College, St Mary-of-the-Woods	0	33	-----	240	-----	931	238	98	-----	240	-----	-----	-----	-----	-----	-----	-----	39	-----	-----	-----
Taylor University, Upland	15	8	148	150	-----	-----	286	88	136	108	-----	2	7	39	-----	-----	23	27	2	-----	5
University of Notre Dame, Notre Dame	171	-----	3,217	-----	540	397	3,170	1,315	1,315	-----	59	-----	1,843	-----	-----	-----	460	10	56	2	4
Valparaiso University, Valparaiso	42	6	442	185	65	60	552	193	262	184	-----	-----	180	1	-----	-----	43	15	-----	-----	-----
Wabash College, Crawfordsville	30	2	396	-----	-----	-----	396	136	392	-----	4	-----	-----	-----	-----	-----	71	-----	-----	-----	6
IOWA																					
Buena Vista College, Storm Lake	10	5	76	70	22	71	158	55	76	70	-----	-----	-----	-----	-----	-----	14	7	-----	-----	-----
Central College, Pella	12	10	133	73	13	15	202	85	133	73	-----	-----	-----	-----	-----	-----	19	8	-----	-----	-----
Clarke College, Dubuque	2	39	-----	255	-----	227	255	86	-----	255	-----	-----	-----	-----	-----	-----	-----	55	-----	-----	-----
Coe College, Cedar Rapids	33	18	402	373	73	166	728	269	401	370	1	2	-----	-----	-----	-----	66	73	-----	-----	3
Columbia College, Dubuque	48	-----	344	31	19	189	353	134	344	31	-----	-----	-----	-----	-----	-----	45	31	-----	-----	-----
Cornell College, Mount Vernon	32	13	312	244	48	86	522	189	303	228	2	-----	-----	-----	-----	-----	56	39	-----	-----	2
Des Moines Still College of Osteopathy, Des Moines	[3] 13	[3] 2	202	10	-----	-----	205	60	-----	-----	-----	-----	200	10	2	-----	40	1	-----	-----	-----
Des Moines College of Pharmacy, Des Moines	8	1	105	5	-----	-----	-----	-----	-----	-----	-----	-----	105	5	-----	-----	-----	-----	-----	-----	-----
Drake University, Des Moines	55	41	923	863	168	361	1,601	392	321	195	18	31	499	440	-----	-----	108	96	18	-----	2
Grinnell College, Grinnell	49	26	331	378	30	59	709	265	324	375	7	3	-----	-----	-----	-----	53	66	-----	-----	3
Iowa Wesleyan College, Mount Pleasant	21	8	170	136	37	63	258	115	170	236	-----	-----	-----	-----	-----	-----	24	17	-----	-----	3
John Fletcher College, University Park	19	14	115	110	9	20	-----	77	115	110	-----	-----	-----	-----	-----	-----	14	12	-----	-----	1

Luther College, Decorah	25	1	266				265	68	268								62					
Morningside College, Sioux City	25	22	311	349	54	102	530	233	311	349							45	50				
Parsons College, Fairfield	24	8	145	115	61	111	249	111	141	115							30	21				1
Penn College, Oskaloosa	17	13	162	124	31	89	270	98	162	124							18	31				1
St. Ambrose College, Davenport	30		250	4			254	94	250	4							26	1				
Simpson College, Indianola	22	20	275	363	73	120	544	205	275	363							41	42				1
Trinity College, Sioux City	10		75				74	39	75								7					
University of Dubuque, Dubuque	21	8	118	128	39	44	237	76	99	128			24				18	8				2
Upper Iowa University, Fayette	13	6	141	111	40	70	252	91	141	111							30	18				2
Wartburg College, Clinton	16	2	113	52	10	54	164	72	113	52							9	2				
Wartburg Theological Seminary, Dubuque	8		69				69	30					69				9					
Western Union College, Le Mars	15	5	110	53			152	66	106	49	4	4					16	9				
KANSAS																						
Baker University, Baldwin	24	13	215	178			390	165	215	178							29	44				2
Bethany College, Lindsborg	24	13	142	194	50	134	357	97	103	101							26	50				
Bethel College, Newton	20	5	107	113	13	61	213	60	107	113							20	11				2
College of Emporia, Emporia	24	11	200	130			318	111	200	130							33	29				2
Friends University, Wichita	16	13	192	186	74	29	365	169	192	186							16	30				1
Kansas City Baptist Theological Seminary	8	4	72	37			91	43					55	37	17		13	9	1	2		
Kansas Wesleyan University, Salina	17	12	169	181	33	99	350	110	150	139							17	31				
Marymount College, Salina	2	17		123		113	10	58		123								11				
McPherson College, McPherson	14	10	153	175	33	140	322	108	131	123							27	21				
Ottawa University, Ottawa	14	7	149	111	18	44	243	83	149	110		1					32	24				1
St. Benedict's College, Atchison	35		226		16	260	275	102	157				69				24	13				
St. Mary's College, Leavenworth	2	23		144			144	73		144								9				
St. Mary's College, St. Marys	16		160				160						160									
Southwestern College, Winfield	25	26	311	370	70	181	498	172	257	231			99	229			44	68				2
Sterling College, Sterling	12	7	77	70	21	53	16	42	77	70							11	11				2
Washburn College, Topeka	45	19	547	578	73	154	797	294	371	271	5	10	157	57	1	2	60	62				2
KENTUCKY																						
Asbury College, Wilmore	26	12	248	250	32	56	470	162	247	240	1	10					46	47				6
Berea College, Berea	63	56	312	338	104	113	570	258	312	338							45	38				1
Centre College, Danville	26	7	272	122			395	170	257	122							47	17				3
College of the Bible, Lexington	8	2	68	32	28	5	95						67	32	1		13					
Georgetown College, Georgetown	15	7	178	150	29	38	257	73	178	150							31	21	1			3
Jefferson School of Law, Louisville	11		106	5									109	3			31	1				
Kentucky Wesleyan College, Winchester	18	3	76	66	8	25	131	48	77	66							23	11				2
Louisville College of Pharmacy	6		89	4			93						88	4	1		28	2				
Louisville Presbyterian Theological Seminary	11		83	5			88						64		9		23		9			
Nazareth College, Louisville		15		212		156	217	91		201								23				
Simmons University, Louisville	7	1	74	7									73	7	1		8		1			3
Southern Baptist Theological Seminary, Louisville	17		591										311		80		18		56	17		
Transylvania College, Lexington	18	7	194	177	92	102	330	96	194	177							31	30	1			1
Union College, Barbourville	9	7	204	244	140	141	217	212	204	244							27	17				1
Villa Madonna College, Covington	3	7		32			30	18		32								4				

See footnotes on p. 174

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
LOUISIANA																					
Centenary College of Louisiana, Shreveport	39	10	382	314	100	312	626	240	382	314	.....	.....	.....	.....	.....	.....	31	26	.....	.....	.....
Louisiana College, Pineville	19	7	122	135	44	70	257	108	115	124	.....	.....	.....	.....	.....	.....	18	19	.....	.....	.....
Loyola University, New Orleans	130	6	537	23	125	658	265	155	265	.....	3	.....	269	23	.....	.....	89	52	19	.....	.....
New Orleans University [2]	14	14	141	385	.....	.....	220	226	141	385	.....	.....	.....	.....	.....	.....	16	18	.....	.....	.....
Straight College, [2] New Orleans	11	21	68	60	.....	.....	113	52	65	51	.....	.....	.....	.....	.....	.....	11	6	.....	.....	.....
Tulane University of Louisiana, New Orleans	[3] 366	[3] 146	2,127	1,163	360	564	2,770	742	530	672	45	65	1,455	386	97	40	269	152	42	1	.....
MAINE																					
Bangor Theological Seminary, Bangor	9	.....	51	5	42	11	55	23	.....	.....	.....	.....	54	4	3	.....	.....	.....	.....	.....	.....
Bates College, Lewiston	41	15	436	276	148	172	712	226	436	276	.....	.....	.....	.....	.....	.....	80	70	4	.....	5
Bowdoin College, Brunswick	62	3	570	.....	.....	.....	570	169	570	.....	.....	.....	.....	.....	.....	.....	113	.....	.....	.....	10
Colby College, Waterville	47	6	396	227	.....	.....	614	187	384	210	.....	.....	.....	.....	.....	.....	79	51	.....	.....	8
MARYLAND																					
College of Notre Dame of Maryland, Baltimore	4	15	.....	122	.....	59	122	48	.....	122	.....	.....	.....	.....	.....	.....	.....	29	.....	.....	.....
Goucher College, Baltimore	.....	96	.....	809	.....	.....	805	234	.....	809	.....	.....	.....	.....	.....	.....	.....	185	.....	.....	.....
Hood College, Frederick	9	44	.....	473	.....	.....	473	167	.....	459	.....	.....	.....	.....	.....	.....	.....	95	.....	.....	.....
Johns Hopkins University, Baltimore	[3] 620	[3] 45	[4] 4,489	.....	415	1,058	4,489	.....	440	.....	[3] 526	.....	[3] 3,434	.....	[3] 139	.....	217	58	19	102	.....
Loyola College, Baltimore	36	.....	201	.....	.....	.....	210	85	201	.....	.....	.....	.....	.....	.....	.....	26	.....	.....	.....	1
Maryland College for Women, Lutherville	8	17	.....	193	.....	.....	192	85	.....	192	.....	1	.....	.....	.....	.....	.....	24	1	.....	.....

Morgan College,[1] Baltimore	20	7	198	334	79	255	532	150	198	334							31	25			
Mount St. Mary's College, Emmitsburg	22		265				265	77	265								50				
St. John's College, Annapolis	34	4	301				294	112	301								56				3
St. Joseph's College, Emmitsburg	9	25		181			179	56		181								44			1
Washington College, Chestertown	16	10	177	91			265	99	174	90							30	14			
Western Maryland College, Westminster	27	24	223	247			467	161	220	242							32	53			6
Westminster Theological Seminary, Westminster	4	1	50	14			60						34	1	15		6			1	
Woodstock College, Woodstock	16		127		125		127		86		41						41		41		
MASSACHUSETTS																					
Amherst College, Amherst	114		649				649	191	644		5						127		1		
Andover-Newton Theological School, Newton Center	18	1	113	42									99	42	14		18	2	10		
Boston College, Chestnut Hill	122	1	2,572	488	118	49	3,060	470	1,723	324	545	164	304				335	24	93	4	5
Boston University, Boston	[2] 464	[2] 96	5,097	4,497	767	1,213			247	401	253	382	4,343	3,608	254	106	406	443	236	9	8
Clark University, Worcester	41	4	313	25	67	230	336	64	230		61	20					42	17	33	4	
Emmanuel College, Boston	3	26		319			319	89		305		14						68	3		
Episcopal Theological School Cambridge	10		63										63				8				
Gordon School of Theology and Missions, Boston	9	6	174	102			276	48					110	83	58	17	26	14	12	3	
Harvard University, Cambridge	[3] 1,849		8,412	214	1,568	945		967	3,266		1,051		2,462		1,586	214	1,339		918	158	
Holy Cross College, Worcester	82		1,000				1,000	315	1,062		7						216		7		3
International Y. M. C. A. College, Springfield	42	2	614		104	12	614	144					560		54		129		14		4
Massachusetts College of Osteopathy, Boston	[2] 40	[2] 4	74	5									74	5			5	2			
Massachusetts College of Pharmacy, Boston	17	3	374	32			406	171					361	32	13		69	4			1
Massachusetts Institute of Technology, Cambridge	[2] 581	7	3,145	43	1,270	33	3,166	625					2,577	33	568	10	513	4	241	32	
Mount Holyoke College, South Hadley	19	112		1,022			1,018	274		984		36						268	16		
New Church Theological School, Cambridge	5	1	10				10						10								
Northeastern University, Boston	[2] 260	3	4,267	140			4,413	1,373	30	10			3,076	126	26		650	22	1		3
Portia Law School, Boston	[2] 15	[2] 5	5	356				99						346	5	10		71	4		
Radcliffe College, Cambridge	60	6		1,088			1,026	250		822		266						150	81	16	
St. John's Boston Ecclesiastical Seminary, Boston	12		228						61				177								
Simmons College, Boston	34	87		1,643		219	1,658	467		1,619		24						368	25		
Smith College, Northampton	81	157		2,050		129	2,050	585		1,933		113						339	21		
Suffolk Law School, Boston	[2] 33	1	1,407										1,407				188				
Tufts College, Medford	[2] 675	[2] 16	1,660	327			1,969	248	489	291	24	11	1,147	25			325	67	18		10
Wellesley College, Wellesley		[2] 233		1,550			1,550	434		1,499		60						318	24		
Wheaton College, Norton	13	44		453			453	160		453								67			
Williams College, Williamstown	90		807	2			809	225	800		7	2					181		3		11
Worcester Polytechnic Institute, Worcester	75	5	726					227					607		28		103		11	4	4

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MICHIGAN																					
Adrian College, Adrian	11	9	100	108	19	25	206	54	96	73	1						16	14			1
Albion College, Albion	33	21	408	344			713	206	395	314	1	1					81	55			3
Alma College, Alma	16	7	165	127			271	62	156	110							46	29			3
Battle Creek College, Battle Creek	16	21	115	382	46	151	446	141	115	382							16	59			2
Calvin College and Seminary, Grand Rapids	23	2	267	126			393	98	227	126			40				40	14			
Detroit Institute of Technology and Detroit College of Law, Detroit	[3] 90		1,652		166				195				1,457				256		3		
Emmanuel Missionary College, Berrien Springs	20	17	220	178	41	61	366	104	148	102			29	24			20	15			
Hillsdale College, Hillsdale	20	16	211	224	26	22	409	101	180	162	2	1					29	31			3
Hope College, Holland	24	[3] 9	287	183			470	160	282	180	5	1					51	32	3		4
Kalamazoo College, Kalamazoo	22	8	246	149			394	123	238	147	3	2					44	29	5		2
Marygrove College, Detroit	2	55		413			413	159		413								35	2		
Nazareth College, Nazareth	2	18		119		192	88	57		119								12			
Olivet College, Olivet	19	11	146	135			284		146	135							21	5			
University of Detroit, Detroit	121	6	2,723	606	243	301	2,844	551	497	5	12	1	1,454	43	10	1	297	13	76	4	4
Western Theological Seminary, Holland	6		39				38						38		1						
MINNESOTA																					
Augsburg Seminary, Minneapolis	17	5	147	72			284	58	147	72							18	12			
Bethel Institute, St. Paul	[3]	7	66	11				44	32	9			34	2							
Carleton College, Northfield	60	19	470	411			868	291	463	406	7	5					74	79	1		1
College of St. Benedict, St Joseph	1	37		123		96	109	39		123								22			

College of St. Catherine, St. Paul	1	34		519		125	505	189		519											73								
College of St. Scholastica, Duluth	3	15		176			156	62		170											26								
College of St. Teresa, Winona	14	33		404		239	387	144		364											63								
College of St. Thomas, St. Paul	66		656				653	294	381				237					46										2
Concordia College, Moorhead	25	12	224	207			411	188	224	207								41	51									
Gustavus Adolphus College, St. Peter	23	8	267	145			393	115	263	142	4	3						40	42									5
Hamline University, St. Paul	20	15	253	192			411	216	253	191		1						41	24									2
Luther Theological Seminary, St. Paul	8		140				140	54					140					30										
Macalester College, St. Paul	27	12	307	246			521	240	307	246								49	43									1
Minneapolis College of Law, Minneapolis	3		102	15			114	35					102	15				13	4									
St. John's University, Collegeville	20		196				187	85	127				69					25										
St. Mary's College, Winona	10		208				208	88	208									20										
St. Olaf College, Northfield	50	18	461	443			876	284	460	439								102	92									
St. Paul College of Law, St. Paul	6		145	3			148	26					136	3				37	1									
St. Paul Seminary, St. Paul	18		225				225						225															
Seabury Divinity School, Faribault	6		19				19	2					13		6					1	2	2						
MISSISSIPPI																												
Belhaven College, Jackson	8	21		139			139	59		136									25									
Blue Mountain College, Blue Mountain	9	20	2	270	37	243	239	98	2	270									37									
Grenada College, Grenada	3	15	6	118			121	40	6	114									20									
Jackson College,[1] Jackson	7	6	35	30	5	165	65	31	35	30								4	3									
Millsaps College, Jackson	20	5	326	141	62	99	448	208	326	141								30	33									
Mississippi College, Clinton	16	3	403	36	103	213	400	184	400	35	3	1						80	5	1								
Mississippi Woman's College, Hattiesburg	11	10	4	251	14	99	240	78	2	242		4						1	37									
Rust College,[1] Holly Springs	4	8	57	47	17	35		24	57	47								10	7									
Tougaloo College,[1] Tougaloo	10	18	42	56			98	31	42	56								7	11									
MISSOURI																												
Benton College of Law, St. Louis	[3] 23		181	7			186	67	40	3			141	4				29										
Central College, Fayette	29	12	354	240	56	99	560	203	331	205			23	45				43	38									3
City College of Law and Finance, St. Louis	36	1	301	42									300	42	1			14	2									
Conception College, Conception	10		39				39	16	39									4										
Concordia Seminary, St. Louis	14		530				449	159					530					2										
Culver-Stockton College, Canton	19	4	154	133	49	111	239	101	143	122								24	19									2
Drury College, Springfield	[3] 31	[3] 10	167	165				88	167	165								30	34									
Eden Theological Seminary, Webster Groves	9		68				64	24					68					23										3
Kansas City College of Osteopathy and Surgery, Kansas City	19	4	141	10	21	3	147	39					141	10				27										
Kansas City College of Pharmacy, Kansas City	4	1	69				69	19					69					29										
Kansas City School of Law, Kansas City	[3] 67		616	51			641	245					596	45	20	6		92	8	10								
Kansas City Western Dental College, Kansas City	[3] 57		202				200	49					202					45										
Kenrick Seminary, Webster Groves	10		156										156															

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments												Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
MISSOURI—continued																					
Kirksville College of Osteopathy and Surgery, Kirksville	95	3	622	66			646	204					622	65			110	13			4
Lindenwood College, St Charles	7	42		405			396	215		367				38				43			
Marysville College of the Sacred Heart, St. Louis	2	22		108		15	107	42		108								15			
Missouri Valley College, Marshall	15	10	189	187	18	71	376	118	161	136							21	34			2
Park College, Parkville	33	15	263	281			527	192	251	276							40	44			2
Rockhurst College, Kansas City	12		181				176	97	181								10				
St. Louis College of Pharmacy, St. Louis	6		210	18			228	98					210	18			45	3			
St. Louis University, [10] St Louis	303	140	2,712	1,493	473	673	3,852	1,152	1,433	1,057	243	227	1,026	207	10	2	318	98	75	13	
Tarkio College, Tarkio	15	9	108	96	22	42	203	93	104	87							13	14			5
Washington University, St. Louis	[11] 443	[12] 66	3,578	2,632	450	600	7,355	857	697	687	142	144	1,355	331	44	14	318	154	11	4 13	
Westminster College, Fulton	19	2	304				288	128	304								44				3
William Jewel College, Liberty	28	2	320	131	66	77	359	177	320	131							44	12			
MONTANA																					
Carroll College, Helena	14	1	120				120	64	120								9				
International Union College, Helena	8	3	94	97			183	95	94	97							7	11			2
NEBRASKA																					
Cotner College, Lincoln	7	7	76	72	6	72	147	49	71	58							11	8			
Creighton University, Omaha	180	28	1,363	820				686	424	426	34	85	905	319			206	35	20		1
Dana College, Blair	11	6	77	52			117	51	65	26							4				

Doane College, Crete	20	8	113	98				96	113	98							17	10			3
Hastings College, Hastings	19	19	275	297	46	167		199	241	177			23	61			30	42			3
Midland College, Fremont	26	7	180	153	50	148	333	137	161	153			19				29	9			2
Nebraska Central College, Central City	8	5	34	48	6	24	78	41	34	48							5	4			
Nebraska Wesleyan University, Lincoln	27	27	243	297	64	180	527	205	170	137	2	8	70	150			42	43			4
Presbyterian Theological Seminary, Omaha	8	1	62	4									48	4	14		5		3		
Union College, Lincoln	18	10	176	191	37	78	287	113	160	159							21	19			
York College, York	12	10	93	127	19	54	188	88	87	102							6	9			
NEW HAMPSHIRE																					
Dartmouth College, Hanover	297		2,375				2,375	696	2,191		15		107				477		6		12
St. Anselm's College, Manchester	22		140				200	61	110								8				
NEW JERSEY																					
Bloomfield College and Seminary, Bloomfield	10	1	45	2			41	11	29	2			15		1		4				
College of St. Elizabeth, Convent Station	2	31		315		112	312	118		315								58			2
Dana College, Newark	17	7	300	60	146	23	375	204	360	60											
Drew University, Madison	37	2	330	68			352	37	99	23	45	31	105	2			45	5	17	3	
Georgian Court College, Lakewood	3	14		160			161	44		160								39			
New Brunswick Theological Seminary, New Brunswick	8	3	39										33				9				
New Jersey Law School, Newark	9	3	588	30	85	5	618						585	30	3		164	9			
Princeton Theological Seminary, Princeton	21	1	205	1									160	1	45		40	1	30		
Princeton University, Princeton	371	1	2,810				2,810	635	2,297		242		238		14		476		65	43	9
Rutgers University, New Brunswick	387	120	1,905	1,100	886	1,184	2,911	941	737	1,074	37	15	916	15	85	2	337	411	102	11	9
St. Peters College, Jersey City	22		260				170	107	260												
Seton Hall College, South Orange	20	5	387				387	94	307		80						65		22	1	2
Stevens Institute of Technology, Princeton	67	4	526		94		526	163					503		23		86		7		5
Upsala College, East Orange	22	4	187	135	30	35	322	100	187	135							31	27			
NEW YORK																					
Adelphi College, Garden City	20	33		553			524	157		550		3						148	1		
Alfred University, Alfred	33	17	332	168	80	62	453	162	216	112			116	56			70	29	1		6
Auburn Theological Seminary, Auburn	17	3	92	38	113	56							82	24	10	15	10	5	7		
Barnard College,[11] New York	34	73		1,044				282		1,044								220			
Biblical Seminary in New York, New York	16	6	93	63			133						53	25	25	28	15	4	10	5	
Canisius College, Buffalo	48	2	730	233	60	158	950	332	727	202	7	24					90	30	15		
Clarkson College of Technology, Potsdam	28	1	424					133					418		4		67		10		2
Colgate-Rochester Divinity School, Rochester	14		107	5			112						87	2	5		25		2		
Colgate University, Hamilton	90		1,000				1,000	322	1,000								215				7

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NEW YORK—continued																					
College of Mount St Vincent, New York	9	22	-----	504	-----	-----	518	121	-----	504	-----	-----	-----	-----	-----	-----	-----	137	-----	-----	1
College of New Rochelle, New Rochelle	21	31	-----	828	-----	-----	797	237	-----	828	-----	-----	-----	-----	-----	-----	-----	163	-----	-----	-----
College of the Sacred Heart, New York	6	21	-----	208	-----	-----	206	65	-----	208	-----	-----	-----	-----	-----	-----	-----	47	-----	-----	-----
College of St Rose, Albany	12	21	-----	224	-----	-----	222	71	-----	224	-----	-----	-----	-----	-----	-----	-----	49	-----	-----	-----
Columbia University, New York	[3] 2,088	[3] 429	12,501	12,367	4,414	9,602	-----	2,094	[12] 6,414	[12] 4,588	2,082	1,621	2,685	3,133	1,541	3,107	1,043	948	3,034	217	11
Cooper Union, New York	43	4	2,411	643	-----	-----	-----	-----	-----	-----	-----	-----	2,411	643	-----	-----	132	-----	-----	-----	-----
Cornell University, Ithaca	702	109	4,859	1,412	1,225	1,100	5,927	1,450	1,271	649	443	76	2,621	591	524	96	776	243	243	133	-----
De Lancey Divinity School, Buffalo	3	-----	7	-----	-----	-----	7	2	-----	-----	-----	-----	7	-----	-----	-----	-----	-----	-----	-----	-----
D'Youville College, Buffalo	5	9	-----	220	-----	-----	220	80	-----	220	-----	-----	-----	-----	-----	-----	-----	47	-----	-----	-----
Elmira College, Elmira	19	60	-----	514	-----	-----	510	114	-----	514	-----	-----	-----	-----	-----	-----	-----	116	-----	-----	-----
Fordham University, New York	[3] 344	[3] 24	4,658	2,169	515	735	-----	-----	2,147	46	275	397	1,459	240	-----	-----	797	163	82	15	4
General Theological Seminary of the Protestant Episcopal Church, New York	21	-----	172	-----	-----	-----	-----	-----	-----	-----	-----	-----	146	-----	36	-----	21	-----	3	-----	3
Good Counsel College, White Plains	2	25	-----	156	-----	-----	144	48	-----	156	-----	-----	-----	-----	-----	-----	-----	32	-----	-----	-----
Hamilton College, Clinton	49	-----	452	-----	-----	-----	452	150	449	-----	3	-----	-----	-----	-----	-----	84	-----	1	-----	3
Hartwick College, Oneonta	16	9	161	139	-----	-----	294	84	161	139	-----	-----	-----	-----	-----	-----	37	36	-----	-----	-----
Hobart College, Geneva	34	17	319	121	-----	-----	440	126	319	121	-----	-----	-----	-----	-----	-----	61	24	-----	-----	6
Holy Redeemer and St. Alphonsus Seminary, Esopus	16	-----	116	-----	-----	-----	116	18	-----	-----	-----	-----	116	-----	-----	-----	-----	-----	-----	-----	-----
Houghton College, Houghton	13	12	139	157	19	36	296	84	134	146	-----	-----	-----	-----	-----	-----	19	40	-----	-----	-----
Jewish Theological Seminary of America, New York	25	-----	166	130	-----	-----	267	54	-----	-----	-----	-----	122	134	44	27	14	1	1	1	2
Keuka College, Keuka Park	8	19	-----	205	-----	-----	205	50	-----	205	-----	-----	-----	-----	-----	-----	-----	47	-----	-----	-----
Long Island College of Medicine, Brooklyn	[3] 126	5	425	7	-----	-----	-----	-----	-----	-----	-----	-----	425	7	-----	-----	109	2	-----	-----	-----

Long Island University, Brooklyn	96	18	1,705	300	491	79	1,364	396	1,278	240	4		513	10			276	49					
Manhattan College, New York	84		998		220		980	297	512		13		455		18		212		31				5
Marymount College, Tarrytown	7	21		139			139	50		139									16				
Nazareth College, Rochester	3	12		143		53	143	49		143									26				
New York Homeopathic Medical College and Flower Hospital, New York	[3] 102	8	329	6									329	6			80						
New York Law School, New York	9		315					100					315				120						
New York University, New York	1,052	137	21,726	9,611	1,951	2,343	27,179	8,936	5,768	2,164	536	290	12,939	5,844	2,446	1,338	2,226	974	504	78	17		
Niagara University, Niagara University	56		469	4				145	424	4	45						63		13				10
Polytechnic Institute of Brooklyn, Brooklyn	95	5	803		325		526	217					603				143		10				1
Rabbi Isaac Elchanan Theological Seminary, New York	[3] 31		412				412	78					412										
Rensselaer Polytechnic Institute, Troy	152	3	1,893				1,692	452	139		10		1,507		24		251		15	2	2		
Russell Sage College, Troy	10	47		449			447	116		43								117					3
St. Bernard's Seminary, Rochester	19		257				255		101				156										
St. Bonaventure's College, St. Bonaventure	50	1	472	136	25	197	606	59	365	126	9	10	98				75	13	23	1	5		
St. Francis College, Brooklyn	27		216				204	52	218								30						
St. John's College, Brooklyn	131	2	5,129	663	805	90		2,007	1,620	446	49	61	3,382	147	97	9	791	93	74		2		
St. Joseph's College for Women, Brooklyn	6	17		380			319	118		380								62					
St. Joseph's Seminary, Yonkers	15		300				295		125				175										
St. Lawrence University, Canton	62	16	1,877	300	118	107		219	433	250	3	5	1,354	52	98	2	890	72	43		5		
St. Stephen's College,[11] Annandale	21	2	128				123	38	126								30						
Skidmore College, Saratoga Springs	18	56		680	21	52	669	242		680								134					
Syracuse University, Syracuse	[3] 354	[3] 102	3,257	2,172	843	1,444		1,522	895	653	184	116	2,154	1,383	30		606	417	90	3	11		
Union College, Schenectady	[3] [12] 104	1	1,345	10				277	614				704	10	25		257	3	19	2	12		
Union Theological Seminary, New York	33	1	314	213	108	50	447						156	27	89	17	55	2	34	1			
University of Buffalo, Buffalo	[3] 376	[3] 50	2,283	1,335	356	423		643	422	312	40	24	1,002	95	15		283	112	20				
University of Rochester, Rochester	296	84	1,071	769	360	840	1,857	488	640	428	90	37	319	277	18	23	166	191	55	5	11		
Vassar College, Poughkeepsie	24	121		1,147		49	1,136	318		1,140		7						275	7				
Wagner Memorial Lutheran College, Staten Island	12	2	103				101	44	103								18						
Wells College, Aurora	14	43		262			262	84		262								54					
Yeshiva College, New York	[3] 34		115				98	42	105								19						
NORTH CAROLINA																							
Atlantic Christian College, Wilson	7	7	77	73			149	76	77	73							10	14					
Bennett College for Women,[3] Greensboro	4	18		157			151	72		157								18			1		
Catawba College, Salisbury	16	12	193	169	45	176	342	107	184	161							85	46			1		
Chowan College, Murfreesboro	1	14	9	111			120	40	9	111								18					
Davidson College, Davidson	49	2	637	10	79	75	645	223	635	10	2						123		2		2		
Duke University, Durham	250	82	2,020	778	795	880	2,684	965	1,480	604	160	66	367	97	3		224	77	91	17	1		
Elon College, Elon College	23	14	153	150			256	88	153	150							32	26					
Flora Macdonald College, Red Springs	5	23	2	225			223	85	2	225								33					
Greensboro College, Greensboro	11	32		211			206	57		211								62					
Guilford College, Guilford College	15	10	183	130	26	23	300	117	182	126	1	2					20	27					
Johnson C. Smith University,[3] Charlotte	32		269				240	81	249				20				57				2		

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TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 2—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
NORTH CAROLINA—continued																					
Lenoir Rhyne College, Hickory	19	6	121	160	[3] 465	-----	309	119	121	160	-----	-----	-----	-----	-----	-----	23	31	-----	-----	2
Livingstone College, [2] Salisbury	12	12	84	118	-----	-----	211	71	84	118	-----	-----	-----	-----	-----	-----	9	19	-----	-----	-----
Meredith College, Raleigh	[3] 11	[3] 33	5	414	-----	-----	407	133	5	414	-----	-----	-----	-----	-----	-----	-----	58	-----	-----	-----
Queens Chicora College, Charlotte	6	20	-----	343	-----	-----	335	107	-----	313	-----	-----	-----	-----	-----	-----	-----	51	-----	-----	-----
St. Augustine College, [2] Raleigh	11	14	90	89	-----	-----	166	83	90	89	-----	-----	-----	-----	-----	-----	8	8	-----	-----	-----
Salem College, Winston-Salem	10	33	2	275	-----	-----	269	94	2	253	-----	-----	-----	-----	-----	-----	-----	47	-----	-----	-----
Shaw University, [2] Raleigh	16	5	106	157	-----	-----	251	82	106	157	-----	-----	-----	-----	-----	-----	15	39	-----	-----	-----
Wake Forest College, Wake Forest	43	1	758	3	184	186	736	211	620	1	6	1	121	1	-----	-----	116	1	1	-----	5
NORTH DAKOTA																					
Jamestown College, Jamestown	23	2	163	271	21	63	341	113	163	271	-----	-----	-----	-----	-----	-----	33	33	-----	-----	-----
OHIO																					
Antioch College, Yellow Springs	63	23	376	225	-----	-----	586	175	373	224	3	1	-----	-----	-----	-----	42	22	-----	-----	-----
Ashland College, Ashland	23	7	160	138	63	285	298	132	160	138	-----	-----	-----	-----	-----	-----	45	26	-----	-----	-----
Baldwin-Wallace College, Berea	33	13	252	196	36	61	440	147	252	196	-----	-----	-----	-----	-----	-----	36	46	-----	-----	2
Bluffton College, Bluffton	28	14	153	126	28	46	300	92	145	114	-----	-----	-----	-----	-----	-----	16	29	-----	-----	1
Bonebrake Theological Seminary, Dayton	10	-----	50	11	-----	-----	-----	-----	-----	-----	-----	-----	59	10	-----	1	15	-----	-----	-----	-----
Capital University, Columbus	46	10	273	250	23	73	445	178	212	191	-----	-----	61	59	-----	-----	38	39	-----	-----	2
Case School of Applied Science, Cleveland	89	-----	802	-----	211	-----	-----	206	-----	-----	-----	-----	733	-----	69	-----	161	-----	26	-----	1
Cedarville College, Cedarville	9	4	67	46	16	31	106	39	67	46	-----	-----	-----	-----	-----	-----	9	9	-----	-----	2
Central Theological Seminary, Dayton	6	-----	22	-----	-----	-----	22	-----	-----	-----	-----	-----	22	-----	-----	-----	8	-----	-----	-----	-----

Cincinnati College of Pharmacy, Cincinnati	5	1	148	10			158	38					148	10			62	2			
Cleveland Law School, Cleveland	[3] 17	2	177	11	15	1	184						177	11			37	2			
College of Mount St. Joseph-on-the-Ohio, Mount St. Joseph	4	26		228		125	228	88		228								28			
College of the Sacred Heart, Cincinnati	3	10		60						60								12			
College of Wooster, Wooster	60	44	412	472	68	72	867	303	406	468	4	3					78	88			5
Defiance College, Defiance	15	9	107	55	22	21	188	43	102	33	1						19	6			3
Denison University, Granville	50	19	414	399	83	70	778	287	402	376							54	61	1		2
Findlay College, Findlay	13	3	133	98			187	84	133	98							11	7			
Hebrew Union College, Cincinnati	18		101		28	1	96						94		5		[14] 32			2	1
Heidelberg College, Tiffin	28	10	203	139				115	200	123			3	16			39	24			3
Hiram College, Hiram	24	13	213	163	30	33	360	152	213	163							35	35			
John Carroll University, Cleveland	20		490		68	181	471	203	490								50	13	3		
Kenyon College, Gambier	[3] 24	2	231				229	73	213		2		16		3		39		2	1	6
Lake Erie College, Painesville	2	32		164			164	54		161		3						31			
Marietta College, Marietta	20	5	220	162			372	108	218	158	2	4					40	33			2
Mount St. Mary Seminary, Cincinnati	13		215						109				105								
Mount Union College, Alliance	26	9	370	275	86	68	519	154	332	219							50	43			
Muskingum College, New Concord	36	27	347	375	265	531	675	244	347	375							72	63			
Notre Dame College, South Euclid	4	18		164		270	158	52		164								21			
Oberlin College, Oberlin	136	45	772	894	80	84	1,631	430	568	557	46	33	140	296	13	8	152	170	54		5
Ohio Northern University, Ada	41	16	574	214	106	167	687	207	213	195			352	5			127	37	3		3
Ohio Wesleyan University, Delaware	105	64	720	924			1,644	441	693	874	23	33					148	187	14		4
Otterbein College, Westerville	27	15	190	156			345	100	190	156							33	35			2
St. Charles Seminary, Carthagena	11		98				98	21	39				59								
St. John's University, Toledo	16	31	164	492	25	613	360	91	141	173			20	292			22	48			
St. Mary's of the Springs College, East Columbus	3	[3] 30		127		200	129	55		127								15			
University of Dayton, Dayton	48		649	1	128	75	539	192	284				244	1	20		91	7	10		
Ursuline College, Cleveland	4	19		210		117	210	56		210								32			
Western College for Women, Oxford	9	47		374			372	138		374								62			
Western Reserve University, Cleveland	403	218	4,639	5,903	500	1,303	4,688	843	3,200	3,015	421	404	1,018	2,484			369	394	169	10	2
Wilberforce University,[4] Wilberforce	53	26	361	292	20	39	604	211	114	44			247	248			63	38			3
Wilmington College, Wilmington	25	31	150	186	216	374	817	151	50	62			100	124			33	37			1
Wittenberg College, Springfield	56	24	552	461	198	342	703	292	492	401	3	2	50	38	4	1	113	75	21		5
Xavier University, Cincinnati	[3] 37	1	431		[3] 305		421	152	431								71	18			1
Y.M.C.A. Night Law School, Cincinnati	9	2	109	11			112	43					109	11			23	2			
Youngstown College, Youngstown	[3] 30	[3] 8	351	186	64				228	177			123	9			30	8			
OKLAHOMA																					
Bethany-Peniel College, Bethany	7	8	70	75			98	46	58	66							6	7			
Catholic College of Oklahoma for Women, Guthrie	3	15		42		95	42	10		42								15			
Oklahoma Baptist University, Shawnee	20	12	253	274	100	174	468	170	236	232			15	41			32	33			
Oklahoma City University, Oklahoma City	26	15	413	397	83	270	603	204	357	323							67	22			2
Phillips University, Enid	29	10	305	227	89	192		152	148	45			115	164	42	14	43	36	16		
University of Tulsa, Tulsa	41	19	501	653	85	441	663	302	259	280			131	27			23	77			3

See footnotes on p 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931-32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
OREGON																					
Albany College, Albany	10	6	104	77	2	3	163	71	104	71							13	13			2
Linfield College, McMinnville	18	8	173	140	8	7	303	114	170	133	3	2					20	25			
Marylhurst College, Oswego		22		112		67	112	42		112								8			
North Pacific College of Oregon, Portland	26	4	222	4									222	4			50				
Northwestern College of Law, Portland	24		226	28									226	28			27	2			
Pacific College, Newberg	10	6	42	50			89	37	42	50							11	6			
Pacific University, Forest Grove	14	8	172	124			284	111	172	124							22	24			1
Reed College, Portland	26	6	213	220			426	178	207	208	6	12					26	20			
Willamette University, Salem	26	11	320	230			242	240	278	283	6	5	33	1			44	48	1		
PENNSYLVANIA																					
Academy of the New Church, Bryn Athyn	23	8	16	15			28	15	13	15			3				2	3			
Albright College, Reading	20	7	255	122			367	93	252	115							49	30			
Allegheny College, Meadville	37	9	353	245	70	35	588	215	351	245	2						75	45			8
Beaver College, Jenkintown	17	43		540		14	532	206		167				352				52			2
Bryn Mawr College, Bryn Mawr	38	54	2	498				100		385	2	108						94	21	9	
Bucknell University, Lewisburg	86	12	794	387	260	187	1,107	323	351	324	1	7	352	44	4		139	75	13		4
Carnegie Institute of Technology, Pittsburgh	315	50	4,337	1,304	604	229	5,262	609					2,631	786	44	1	244	188	19	2	
Cedar Crest College, Allentown	7	34		201			201	70		201								32			
College Misericordia, Dallas	8	28		151		205	146	68		151								35			
Crozer Theological Seminary, Chester	14		78	9				62					36	2	35		10		9		
Dickinson College, Carlisle	26	6	512	145			657		400	141			132	4			122	27			

The Divinity School of the Protestant Episcopal Church in Philadelphia	10		72	1			73						45	1	27		9		3	1	1
Drexel Institute, Philadelphia	78	29	1,166	614			1,650	622					1,155	378		17	143	103			
Dropsie College, Philadelphia	8		31	6							31	6								1	
Duquesne University of the Holy Ghost, Pittsburgh	103	29	1,553	877	55	229	2,369	369	676	142	20	73	264	57	18	9	163	62	34		3
Elizabethtown College, Elizabethtown	12	6	109	102	75	107	144	51	81	66							23	12			
Franklin and Marshall College, Lancaster	50		733				712	229	733								146				7
Geneva College, Beaver Falls	23	18	320	247	115	249		194	320	247							31	57			1
Gettysburg College, Gettysburg	50		596	17	98	13	613	202	582	15	14	2					109	6	8		9
Grove City College, Grove City	28	15	367	325	76	75	671	221	357	310	5						70	71	3		4
Hahneman Medical College, Philadelphia	28		482				482	141					482				112				
Haverford College, Haverford	45	2	312				312	84	299		13						67		8		3
Immaculata College, Immaculata	3	26		197		242	175	62		175								49			
Jefferson Medical College, Philadelphia	[5] 235		580					158					580				141				
Juniata College, Huntingdon	26	14	301	233	106	125	508	167	301	233							59	37			1
Lafayette College, Easton	107	3	1,010				993	300	693		27		267		3		185		13		6
La Salle College, Philadelphia	20		178		96		193	120	178								12				2
Lebanon Valley College, Annville	26	8	269	169	58	50	414	124	262	169	7	1					49	50			
Lehigh University, Bethlehem	165		1,668	24	430	24	1,468	442	272		33	24	1,217		83		263		39		5
Lincoln University [2], Lincoln University	30	3	338				336	114	318				20				54				2
Lutheran Theological Seminary, Gettysburg	7	1	92				92	21					79		13		21		1		
Lutheran Theological Seminary, Philadelphia	15		191				190						109		82		15		7		
Marywood College, Scranton	4	69		409	25	376	398	125		400		5						130	8		
Moravian College for Women, Bethlehem	[3] 7	[3] 16		127			123	29		127								27			
Mount St. Joseph College, Chestnut Hill	7	34		219		223	219	78		202								44			
Muhlenberg College, Allentown	32		452		200	203	452	187	452								93	13			5
Pennsylvania College for Women, Pittsburgh	5	31		290			281	85		290								51			
Pennsylvania Military College, Chester	19		97				94	21	97								24				4
Philadelphia College of Pharmacy and Science, Philadelphia	49	5	507	53			560	186					497	47	4	2	153	21	2		3
Pittsburgh-Xenia Theological Seminary, Pittsburgh	9		106	4			58	22					54	4	52		7		11		
Reformed Presbyterian Theological Seminary, Pittsburgh	4		10										10								
Rosemont College, Rosemont	4	22		175		42	178	56		175								32			
St. Francis College, Loretto	19		208		25	86	230	50	215				82				30	3	5		2
St. Joseph's College, Philadelphia	29		416				402	142	412		4						69		4		
St. Thomas College, Scranton	42		701		97		701	228	701								106				
St. Vincent College, Latrobe	53		326	2			326	65	198	1	122	1					37	1	6	1	2
St. Vincent's Seminary, Philadelphia	16		60										60								
Seton Hill College, Greensburg	14	51		301		214	301	84		301								51			
Susquehanna University, Selinsgrove	35	14	188	128	141	63	316	80	179	128			9				51	36			2
Swarthmore College, Swarthmore	62	15	272	295			567	153	272	295							50	57			
Temple University, Philadelphia	[3] 652	[4] 155	7,240	3,476	635	796	9,973	1,125	729	96	1		4,551	2,521	336	183	[15] 883	[15] 271	76	251	[7]

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments												Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
PENNSYLVANIA—continued																					
Theological Seminary of the Reformed Church, Lancaster	8		67										67				17				
Thiel College, Greenville	19	7	174	104	46	58	273	109	174	104							31	19			2
University of Pennsylvania, Philadelphia	[3] 1,455	[3] 74	7,160	2,885	1,073	1,089	10,045	1,168	1,171	613	1,039	690	4,521	1,510	429	72	1,210	243	410	83	11
University of Pittsburgh, Pittsburgh	[3] 854	[3] 67	7,437	4,435	1,949	2,058	9,871	1,462	1,396	580	342	393	2,919	759	567	288	911	388	221	40	7
Ursinus College, Collegeville	31	2	253	205			458	148	253	205							32	50			6
Villa Maria College, Erie	5	38		187	3	147	187	70		187								20			
Villanova College, Villanova	64	1	1,032	3	116	340	1,026	361	434	1			591				196	31	14		1
Washington and Jefferson College, Washington	34	5	456	4	70	55	445	138	446		10	4					92		3		5
Waynesburg College, Waynesburg	14	9	253	158	58	109	365	134	233	137							40	24			3
Western Theological Seminary, Pittsburgh	8		122	1			116	21					68	1	54		10		8		
Westminster College, New Wilmington	25	12	315	237			527	249	301	222	7	6					45	39			6
Wilson College, Chambersburg	6	43		452			460	151		452								85			
Woman's Medical College of Pennsylvania, Philadelphia	17	35		128										128				22			
RHODE ISLAND																					
Brown University, Providence	173	10	1,513	595			2,186	507	1,280	490	233	105					257	105	62	13	10
Rhode Island College of Pharmacy and Allied Sciences, Providence	12		92	22			113	42					87	22	4		20	6			2

SOUTH CAROLINA																					
Benedict College,[1] Columbia	14	13	110	143	42	256	207	71	104	142	6	1					19	15			
Coker College, Hartsville	9	13		157			145	65		149								36			
Columbia College, Columbia	11	19		345			294	100		304								55			
Converse College, Spartanburg	20	17		350			345	118		286				64				71			2
Erskine College, Due West	14	9	150	159			308	108	138	151	6						25	28			3
Furman University, Greenville	30	1	437	4	407	324	424	156	407				16	1			84				4
Greenville Woman's College, Greenville	3	22		303			295	81		261								40			
Lander College, Greenwood	7	17		326			245	74		256								43			
Limestone College, Gaffney	6	20	31	242	[3] 177		255	88	31	231							3	63			
Lutheran Theological Southern Seminary, Columbia	5		31										31								
Newberry College, Newberry	26	8	192	180	32	212	368	111	192	180							31	33			
Presbyterian College, Clinton	18	3	276	27			299	134	274	27	2						35	1			
Wofford College, Spartanburg	36	3	359	27	62	84	359	118	340		19	27					68		3		
SOUTH DAKOTA																					
Augustana College, Sioux Falls	20	12	185	250	13	49	341	132	185	250							32	20			3
Dakota Wesleyan University, Mitchell	21	15	176	176	21	90	318	110	176	176							33	35			3
Huron College, Huron	18	9	130	135	14	80	253	98	130	135							13	15			1
Sioux Falls College, Sioux Falls	14	4	182	174	12	84	332	176	182	174							21	22			1
Yankton College, Yankton	20	14	219	294	37	107	346	119	179	178							21	19			4
TENNESSEE																					
Bethel College, McKenzie	8	4	85	125	19	74		74	82	124			3	1			6	7			1
Chattanooga College of Law, Chattanooga	8		90	8			109	54					90	8			21	2			
Cumberland University, Lebanon	18	7	435	79	44	55	427	51	69	55			363	4			194	17			3
Fisk University,[2] Nashville	39	22	185	332			449	154	166	295	15	9					24	60	3		1
King College, Bristol	9	2	113	16	12	15	114		108	16							17	1			2
Knoxville College,[2] Knoxville	12	13	132	171			289	125	129	168							16	24			
Lambuth College, Jackson	7	7	86	93			168	53	86	53							11	11			
Lane College,[2] Jackson	14	9	107	141	22	154			107	141							9	22			1
Le Moyne College,[2] Memphis	10	6	88	189	15	145	256	112	88	189							6	12			
Lincoln Memorial University, Harrogate	22	12	261	126	129	170	366	223	261	126							28	16			2
Maryville College, Maryville	23	24	367	426			789	293	367	426							46	60			1
Meharry Medical College,[2] Nashville	[3] 62	18	263	70									263	70			77	1			
Milligan College, Milligan College	14	8	117	109			217	91	116	105							17	10			
Southwestern College, Memphis	30	3	246	166	28	18	396	150	246	166							28	35			7
Tennessee College for Women, Murfreesboro	7	14		115			110	38		115								24			
Tusculum College, Greenville	16	9	149	113			262	126	149	113							20	25			3
Union University, Jackson	21	14	227	247	156	406	399	147	227	247							37	39			2
University of Chattanooga, Chattanooga	20	9	271	223	62	82	429	182	254	195							28	34			2
University of the South, Sewanee	47		259				248	94	234		6		19				38				9
Vanderbilt University, Nashville	[3] 307	[3] 34	1,054	389	27			217	538	234	100	50	449	108	11	3	225	66	75	6	

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TABLE 18.—FACULTY, STUDENTS AND DEGREES, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
TEXAS																					
Abilene Christian College, Abilene	18	18	222	183	79	142	462	177	222	183							22	15			
Austin College, Sherman	18	2	180	173	65	97	329	69	173	167	7	6					25	19	14		3
Austin Presbyterian Theological Seminary, Austin	9	1	42	9			51	16					42				6				
Baylor College for Women, Belton	9	33		680		301	574	320		680								117			
Baylor University, Waco	[3] 228	[3] 66	1,120	880	233	337	1,177	379	570	566	27	24	624	393			182	124	6		2
Bishop College,[2] Marshall	[3] 17	[3] 7	162	195	[5] 188		301	168	144	178							15	22			
Daniel Baker College, Brownwood	6	4	126	88	44	51	200	86	126	88							11	16			2
Evangelical Theological College, Dallas	8		77				74	25					68		9		9		9	3	2
Houston Law School, Houston	[3] 12		227	28				105					227	28			65	8			
Howard Payne College, Brownwood	15	11	241	167	54	142	328	130	209	142							31	33			2
Incarnate Word College, San Antonio	4	34		391		320	351	120		391								58			
McMurry College, Abilene	10	12	134	155	61	96	252	119	134	155							17	19			3
Our Lady of the Lake College, San Antonio	5	38		321		587		111		321								38			
Rice Institute, Houston	96	1	981	480			1,461	485	408	432	46	36	511	12	16		188	100	24	2	
St. Edward's University, Austin	18		163				155	57	163								20				2
St Mary's University of San Antonio	37		331	190	29	151	444	191	331	190							19	17			
Samuel Huston College,[2] Austin	13	7	121	109	49	337	206	92	119	107							26	34			
Simmons University, Abilene	35	26	411	437	79	189	561	202	400	412	11	25					50	33	3		2
Southern Methodist University, Dallas	86	27	1,136	813	187	367	1,399	430	715	640	35	46	386	127			91	133	57		
Southwestern Baptist Theological Seminary, Fort Worth	16	4	140	83	21	32							100	63	40	20	5	3	35	3	
Southwestern University, Georgetown	23	8	224	182	66	100	377	147	219	177	5	5					20	40	6		4
South Texas School of Law, Houston	[3] 6	1	320	38			307	150	126	26			194	12			13				

Texas College,[3] Tyler	10	8	89	125	32	315		155	89	125							9	8			
Texas Christian University, Fort Worth	54	28	588	541	84	228	1,082	392	539	499	49	42					59	63	20		1
Texas Dental College, Houston	11		58	1			69	12					56	1	2		22				
Texas Woman's College, Fort Worth	10	25		211			211	98		211								24			
Tillotson College,[3] Austin	5	14		158	43	321	150	57		148								16			
Trinity University, Waxahachie	16	8	167	145	6	25	293	112	167	145							28	34			3
Wiley College,[3] Marshall	16	15	159	199	52	151			144	169											
UTAH																					
Brigham Young University, Provo	60	31	872	647	269	276	1,129	486	342	144	54	24	410	395			115	61	18		
VERMONT																					
Middlebury College, Middlebury	49	13	372	300			672	197	364	291	8	9					75	69	15		7
Norwich University, Northfield	40	1	310				309	97	157		1		152				72				3
St. Michael's College, Winooski	14		131	1			131	62	130		1	1					10		2		
VIRGINIA																					
Bishop Payne Divinity School,[3] Petersburg	3		10				10	4					10								1
Bridgewater College, Bridgewater	13	3	123	107			228	84	123	107							21	16			
Emory and Henry College, Emory	20	3	280	113	114	117	397	137	280	113							47	15			1
Hampton Institute,[3] Hampton	[4] 96	[4] 126	431	458	161	894	889	311	423	426							33	71	3		
Hampden-Sydney College, Hampden-Sydney	18	1	305	1			302	128	305	1							39				4
Hollins College, Hollins	8	39		300			300	141		300								50			
Lynchburg College, Lynchburg	15	16	170	106			265	92	165	90							21	18			
Mary Baldwin College, Staunton	6	19		201			197	72		201								28			
Protestant Episcopal Theological Seminary, Alexandria	10	1	75														20				3
Randolph-Macon College, Ashland	19	4	261	12			278	99	281	12							35	2			1
Randolph-Macon Woman's College, Lynchburg	17	55		645			645	213		631		14						133			
Roanoke College, Salem	20		276	59	90	96	311	152	276	59							27	7			1
Sweet Briar College, Sweet Briar	13	44		469			467	224		469								61			
Union Theological Seminary, Richmond	12		139										68		33		23		9	5	
University of Richmond, Richmond	42	15	882	279	145	45	993	420	803	271	9	4	70	4			107	60	7		6
Virginia Union University,[3] Richmond	18	7	200	157	47	256	334	148	166	157			34				38	18			2
Washington and Lee University, Lexington	61	1	877				864	249	507		5		365				144		6		7
WASHINGTON																					
College of Puget Sound, Tacoma	31	14	471	510	77	157	612	254	453	485	14	10					39	41	2		13
Gonzaga University, Spokane	106	2	549	55	57	216	425		423	52	49	3	60				73	2	42		2
Pacific Theological Seminary, Seattle	6		13				13	4					13				4				
Seattle Pacific College, Seattle	9	7	78	124	9	21	172	90	78	124							6	9			
Spokane University, Spokane	7	8	85	92			131	40	51	33			25	32			12	15			2
Walla Walla College, College Place	20	21	209	209			327	129	172	184	3	4	26				26	6			
Whitman College, Walla Walla	30	10	244	215			482	172	240	211	1	2					47	39			3
Whitworth College, Spokane	11	7	95	75			141		94	73	1	2					6	8			

See footnotes on p 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 2—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty reduced to full-time basis		Enrollments														Degrees				
			Regular session 1931–32 [1]		Summer session 1931 [1]		Third week of fall term, men and women	Freshmen (first year of college work), men and women	Arts and sciences				Professional schools				Baccalaureate and first professional		Master's (including advanced engineering), men and women	Doctor's, men and women	Honorary, men and women
									Undergraduate		Graduate		Undergraduate		Graduate						
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
WEST VIRGINIA																					
Bethany College, Bethany	24	7	228	128			347	122	222	126							34	19			
Broaddus College, Philippi	4	3	69	68	37	30	124	71	69	68											
Davis and Elkins College, Elkins	12	6	127	108	53	87	230	81	107	82							18	9			
Morris Harvey College, Barboursville	10	5	137	120	25	48	209	124	134	111							7	9			2
Salem College, Salem	14	7	207	215	93	216	356	146	207	215							33	30			4
West Virginia Wesleyan College, Buckhannon	20	6	210	223	89	127		156	195	194	6	4					28	40			3
WISCONSIN																					
Beloit College, Beloit	45	18	305	253			546	238	296	252	9	1					34	42	2		4
Carroll College, Waukesha	20	10	296	208	15	33	476	160	296	208							42	44			1
Evangelical Lutheran Theological Seminary, Thiensville	5		72										72								
Immaculate Conception Seminary, Oconomowoc	12		63				63						63								
Lawrence College, Appleton	58	24	378	390			758	310	345	318	3	4	29	68	29	2	62	71	17		5
Marquette University, Milwaukee	188	13	2,667	1,011	273	565	3,456	625	695	706	171	156	1,612	83			439	143	22	1	
Milton College, Milton	13	3	94	52	9	10	138	54	94	52							10	16			1
Milwaukee-Downer College, Milwaukee		[3] 53		363			356	130		363								47			
Mission House College, Plymouth	14	1	48	12			59	35	23	12			25				9				1
Mount Mary College, Milwaukee	4	30		346		250	233	71		238								25			1
Nashotah House, Nashotah	9		67				67	27	21				46				2		1		2
Northland College, Ashland	11	6	112	106			195	76	109	90							7	5			3
Northwestern College, Watertown	16		79	10			89	35	79	10							11				
Ripon College, Ripon	21	10	300	158			458	143	273	127							49	33			
St. Francis Seminary, St Francis	[3] 25		221				221	219	62	106			115				29		20		

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED

Name of institution and location	Faculty (reduced to full-time basis)		Enrollments												Degrees				Students completing without degrees, teacher-training courses of—					
			Regular session [16] 1931–32		Summer session 1931		Third week of fall term	Freshmen (first year of college work)	Arts and sciences, September to June				Professional schools, September to June				Bachelor's degree		Master's degree		3 years		2 years		1 year	
									Undergraduate		Graduate		Undergraduate		Graduate											
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
ALABAMA																										
State Teachers College:																										
Florence	8	31	140	456	62	264	323	237					140	456			6	17					24	72		
Jacksonville	15	18	242	600	159	473	417	242	7	20			235	480			8	15					36	124		
Livingston	4	17	56	245	24	212		159					56	245			1	14					5	76		
Montgomery [1]	16	26	170	285	255	1,496	294	245					170	285			20	12					3	130		
Troy	6	15	92	244	54	353		146					92	244			4	13					15	112		
ARIZONA																										
Arizona State Teachers College:																										
Flagstaff	23	23	323	272	207	599	522	254					290	260			24	30			6	42				
Tempe	29	29	383	572			809	336	79	10			304	562			30	55			22	137				
ARKANSAS																										
Arkansas State Teachers College, Conway	25	26	246	434	344	995	502	226					246	434			53	62					1	24		
Henderson State Teachers College, Arkadelphia	16	16	179	211	125	296							179	211			20	15					0	3		

See footnotes on p. 174

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Faculty (reduced to full-time basis)		Enrollments												Degrees				Students completing without degrees, teacher-training courses of—					
			Regular session [1] 1931-32		Summer session 1931		Third week of fall term	Freshmen (first year of college work)	Arts and sciences, September to June				Professional schools, September to June				Bachelor's degree		Master's degree		3 years		2 years		1 year	
									Undergraduate		Graduate		Undergraduate		Graduate											
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
CALIFORNIA																										
Humboldt State Teachers College, Arcata	13	12	160	243	57	105	-----	181	95	88	----	----	65	155	----	----	14	33	----	----	----	----	----	----	----	----
State Teachers College																										
Chico	26	24	324	459	75	113	-----	319	----	----	----	----	398	650	----	----	90	262	----	----	----	----	----	----	----	----
Fresno	42	31	702	1,025	144	213	1,455	726	191	124	----	----	429	660	----	----	59	163	----	----	----	----	----	----	----	----
San Diego	38	26	795	982	87	397	1,367	776	----	----	----	----	795	982	----	----	33	100	----	----	----	----	----	----	----	----
San Francisco	17	51	328	1,269	95	1,478	1,260	786	----	----	----	----	328	1,269	----	----	9	231	----	----	----	----	----	----	----	----
San Jose	53	51	761	2,037	309	1,012	-----	602	----	----	----	----	577	1,366	----	----	62	271	----	----	0	13	0	3	----	----
Santa Barbara	22	22	417	493	158	207	679	191	----	----	----	----	417	493	----	----	52	101	----	----	----	----	----	----	----	----
COLORADO																										
Adams State Teachers College, Alamosa	13	16	66	154	35	143	152	64	3	19	----	----	63	135	----	----	4	7	----	----	----	----	7	33	----	----
Colorado State Teachers College, Greeley	57	49	625	1,277	572	1,878	1,634	551	----	----	----	----	533	1,169	59	46	84	234	36	39	----	----	22	241	----	----
Western State College of Colorado, Gunnison	18	15	145	188	100	310	278	123	45	12	1	1	89	164	10	11	13	22	4	1	----	----	4	59	----	----
GEORGIA																										
Bowdon State Normal and Industrial College, Bowdon	7	4	89	76	39	168	144	66	64	30	----	----	28	51	----	----	3	4	----	----	----	----	0	18	----	----
Georgia State Woman's College, Valdosta	7	25	0	318	9	193	305	148	----	----	----	----	0	146	----	----	0	8	----	----	----	----	0	21	----	----
South Georgia Teachers College, Collegeboro	11	17	169	234	115	453	294	215	----	----	----	----	113	174	----	----	4	10	----	----	----	----	2	24	----	----

ILLINOIS																								
Eastern Illinois State Teachers College, Charleston	28	43	342	444	351	723	670	357	----	----	----	----	342	444	----	----	45	23	----	----	----	----	4	63	----	----
Illinois State Normal University, Normal	54	86	579	1,109	480	1,804	1,514	784	5	2	----	----	574	1,107	----	----	55	67	----	----	----	----	----	----	----	----
Northern Illinois State Teachers College, De Kalb	28	42	278	545	130	615	729	415	----	----	----	----	278	545	----	----	29	21	----	----	----	----	11	132	----	----
Southern Illinois State Normal University, Carbondale	44	59	830	954	598	964	1,372	674	5	8	----	----	1,186	1,528	----	----	74	55	----	----	----	----	25	125	----	----
Western Illinois State Teachers College, Macomb	35	39	324	518	280	860	757	380	----	----	----	----	324	518	----	----	46	80	----	----	----	----	4	91	----	----
INDIANA																								
Ball State Teachers College, Muncie	46	53	529	948	463	1,025	1,312	703	9	71	----	----	520	877	----	----	15	128	----	----	----	----	32	200	----	----
Indiana State Teachers College, Terre Haute	81	57	1,051	1,358	902	1,421	1,675	717	31	0	----	----	973	1,291	78	67	165	187	20	14	----	----	----	----	----	----
IOWA																								
Iowa State Teachers College, Cedar Falls	78	94	726	1,684	369	2,245	2,038	990	----	----	----	----	726	1,681	----	----	136	172	----	----	1	26	37	465	5	84
KANSAS																								
Fort Hays Kansas State College, Hays	38	20	331	364	140	632	655	242	128	51	----	----	203	333	13	7	51	62	3	2	----	----	10	111	13	85
Kansas State Teachers College.																								
Emporia	51	62	477	1,035	286	1,433	1,261	533	----	----	----	----	410	854	20	41	40	105	6	8	----	----	13	205	10	104
Pittsburg	65	48	760	832	570	1,501	1,347	531	111	3	----	----	586	783	65	46	130	160	29	15	----	----	28	182	----	----
KENTUCKY																								
Eastern Kentucky State Teachers College, Richmond	36	47	654	1,151	343	1,022	660	780	144	239	----	----	515	912	----	----	45	49	----	----	----	----	----	----	----	----
Morehead State Teachers College, Morehead	19	24	340	584	166	415	303	533	----	----	----	----	340	564	----	----	12	9	----	----	----	----	10	41	----	----
Murray State Teachers College, Murray	33	44	606	785	245	537	1,369	656	152	196	----	----	454	589	----	----	45	67	----	----	----	----	9	47	----	----
Western Kentucky State Teachers College, Bowling Green	56	54	1,112	1,804	429	1,250	------	1,253	5	6	----	----	1,093	1,754	17	32	57	113	3	1	----	----	18	159	154	417
LOUISIANA																								
Louisiana State Normal College, Natchitoches	39	47	274	909	249	1,019	987	374	19	27	----	----	255	882	----	----	35	103	----	----	----	----	4	261	----	----
MAINE																								
State Normal School, Farmington [17]	7	21	48	357	22	335	------	------	----	----	----	----	48	357	----	----	0	15	----	----	----	----	14	100	----	----

See footnotes on p. 174

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Faculty (reduced to full-time basis)		Enrollments												Degrees				Students completing without degrees, teacher-training courses of—					
			Regular session[1] 1931-32		Summer session 1931		Third week of fall term	Freshmen (first year of college work)	Arts and sciences, September to June				Professional schools, September to June				Bachelor's degree		Master's degree		3 years		2 years		1 year	
									Undergraduate		Graduate		Undergraduate		Graduate											
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
MASSACHUSETTS																										
State Teachers College																										
Bridgewater	10	34	81	466			564	154					81	469			25	61					0	66		
Fitchburg	17	26	125	171	82	199	294	133					125	171			5	3			28	36	0	1	5	3
Framingham	5	38	0	512			506	187					0	512			0	84			0	8	0	70		
Lowell	6	39	0	264			253	83					0	264			0	32			0	61				
Salem	9	31	30	464			492	194					30	464			3	21			3	118				
Worcester	8	16	0	261			267	106					0	259			0	43			0	16	0	1		
Teachers College of the City of Boston	14	30	5	547	36	261	552	123					0	511	5	36	0	61	5	36		136				
MICHIGAN																										
Central State Teachers College, Mount Pleasant	33	54	608	804	324	923							608	804			77	78			12	68	28	64	7	26
Michigan State Normal College, Ypsilanti	80	126	1,014	1,611	334	1,843	2,007	659					907	1,610			124	205			21	193	22	278	11	38
Northern State Teachers College, Marquette	30	32	318	459	198	558	715	246					318	459			36	49			14	48	3	50	3	25
Western State Teachers College, Kalamazoo	85	117	1,016	1,210	512	1,476	2,002	687					1,016	1,210			139	248			32	162	18	230	11	63

MINNESOTA																								
State Teachers College:																								
Bemidji	7	26	103	218	47	253	293	151					103	218			9	6					19	62	4	34
Duluth	11	24	126	467	45	527	521	232					126	467			1	20					20	105		
Mankato	13	35	183	481	50	441	607	291					183	481			10	20					27	160	1	24
Moorhead	14	21	135	564	43	319	642	318					135	564			20	18					30	131	8	50
St. Cloud	23	49	271	832	156	796	1,001	533					271	832			24	20					36	293	17	129
Winona	14	27	162	398	49	302	500	250					162	398			21	26							5	22
MISSISSIPPI																								
Delta State Teachers College, Cleveland	12	18	114	318	80	278	382	125	12	17			102	301			11	44								
State Teachers College, Hattiesburg	28	34	265	596	242	823	588	203					265	596			29	131					0	3		
MISSOURI																								
Central Missouri State Teachers College, Warrensburg	33	37	484	955	380	1,419	993	450					484	955			98	204					34	267	37	194
Harris Teachers College, St. Louis	23	44	495	1,276	60	460	1,231	765	334	18			28	976			1	60								
Northeast Missouri State Teachers College, Kirksville	37	29	369	738	291	986	742	408					369	738			45	126					15	150	27	98
Northwest Missouri State Teachers College, Maryville	27	28	392	617	232	766	673	287					392	617			36	73								
Southeast Missouri State Teachers College, Cape Girardeau	37	23	371	557	283	725	916	412	126	92			245	405			40	58					1	81	47	80
Southwest Missouri State Teachers College, Springfield	30	37	812	1,152	549	1,506	1,406	1,024					650	921			87	123					0	82	6	95
Stowe Teachers College, St. Louis[1]	19	8	144	379	30	179	405	330	144	146			0	233			0	27								
Teachers College of Kansas City	5	28	16	258	35	490	230	73					16	258			2	23			1	39				
MONTANA																								
Montana State Normal College, Dillon	12	22	107	411	42	323	449	265					107	411			2	0					24	169		
NEBRASKA																								
Nebraska State Normal College:																								
Chadron	15	30	149	229	69	429	374	218	22	0			127	229			19	15					7	48	5	46
Kearney	26	35	301	591	162	976	730	383					266	554			30	56								
Nebraska State Teachers College, Wayne	19	38	252	472	150	716	652	398	52	22			200	150			27	37					7	84	18	110
Peru State Teachers College, Peru	25	29	190	365	128	551	509	281	4	10			188	353			42	54					1	68	10	64
NEW HAMPSHIRE																								
Keene Normal School, Keene	25	42	153	420	12	144	557	202					153	420			11	21			13	65	2	52	0	1
Plymouth Normal School, Plymouth	14	25	6	259	18	107	262	101					6	259			0	19			0	10	0	59		
NEW JERSEY																								
New Jersey State Teachers College, Upper Montclair	33	21	116	586	90	362	689	159					116	586			33	129								
State Teachers College and State Normal School, Trenton	15	30	163	699			877	321					163	699	36			65	9	21						

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 3—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Faculty (reduced to full-time basis)		Enrollments												Degrees				Students completing without degrees, teacher-training courses of—					
			Regular session [16] 1931-32		Summer session 1931		Third week of fall term	Freshmen (first year of college work)	Arts and sciences, September to June				Professional schools, September to June				Bachelor's degree		Master's degree		3 years		2 years		1 year	
									Undergraduate		Graduate		Undergraduate		Graduate											
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
NEW MEXICO																										
New Mexico Normal University, Las Vegas	13	14	164	284	250	845	306	155	56	33	3	0	95	238	10	13	9	22	9	6	----	----	0	3	----	----
New Mexico State Teachers College, Silver City	20	20	87	177	144	288	209	75	----	----	----	----	87	177	----	----	6	22	----	----	1	0	0	2	----	----
NEW YORK																										
Jamaica Teachers Training College, New York	18	47	176	589	----	----	607	240	----	----	----	----	176	589	----	----	9	18	----	----	13	150	----	----	----	----
Maxwell Teachers Training College, Brooklyn	11	65	80	854	----	----	777	350	----	----	----	----	80	854	----	----	2	15	----	----	4	215	----	----	----	----
New York Teachers Training College, New York	12	20	40	540	----	----	505	297	----	----	----	----	40	540	----	----	5	15	----	----	1	129	----	----	----	----
State College for Teachers, Albany	42	51	252	1,172	304	1,043	1,396	338	----	----	----	----	216	1,110	39	62	43	246	15	21	----	----	----	----	----	----
State Teachers College, Buffalo	50	67	284	905	155	1,168	1,149	374	----	----	----	----	249	782	----	----	15	113	----	----	5	113	----	----	----	----
NORTH CAROLINA																										
Appalachian State Teachers College, Boone	21	12	224	612	152	1,161	----	----	----	----	----	----	224	612	----	----	23	22	----	----	----	----	1	85	----	----
East Carolina Teachers College, Greenville	18	51	48	924	12	563	893	346	----	----	----	----	48	924	----	----	1	116	----	----	----	----	0	212	----	----
Western Carolina Teachers College, Cullowhee	11	17	102	277	59	236	235	129	----	----	----	----	102	277	----	----	12	13	----	----	----	----	11	76	----	----
Winston-Salem Teachers College,[2] Winston-Salem	12	15	7	255	16	283	235	94	----	----	----	----	7	255	----	----	0	24	----	----	----	----	1	48	----	----

NORTH DAKOTA																								
State Normal and Industrial School, Ellendale	10	11	95	126	97	225	132	90	26	8	.....	69	118	.....	.....	9	4	.....	.....	4	2	6	36	15	23
State Teachers College:																								
Dickinson	15	20	139	315	107	499	466	195	46	17	.....	93	298	.....	.....	6	5	.....	.....	.....		12	71	23	97
Mayville	20	20	113	315	104	408	318	188	.....	.....	.....	109	303	.....	.....	6	17	.....	.....	.....		17	118	14	75
Minot	20	30	248	605	146	790	672	468	89	44	.....	159	561	.....	.....	12	32	.....	.....	.....		28	197	26	173
Valley City	19	41	186	622	199	909	612	371	.....	.....	.....	183	613	.....	.....	38	32	.....	.....	.....		30	341	.....	.....
OHIO																								
Bowling Green State College, Bowling Green	36	43	337	810	180	898	1,037	454	.....	.....	.....	268	786	.....	.....	31	49	.....	.....	.....		2	283	.....	.....
Kent State College, Kent	45	45	514	988	358	1,265	1,316	713	191	68	.....	323	920	.....	.....	57	74	.....	.....	.....		28	382	.....	.....
OKLAHOMA																								
Central State Teachers College, Edmond	34	40	564	1,128	697	1,395	1,218	618	65	43	.....	534	1,089	.....	.....	82	187	.....	.....	45	89	275	549	84	168
East Central State Teachers College, Ada	38	20	803	1,053	971	1,198	220	351	.....	.....	.....	563	702	.....	.....	119	157	.....	.....	108	148	56	74	.....	.....
Northeastern State Teachers College, Tahlequah	33	20	462	774	568	1,137	781	305	29	16	.....	421	767	.....	.....	39	77	.....	.....	.....		62	215	.....	.....
Northwestern State Teachers College, Alva	30	18	509	660	301	688	700	396	.....	.....	.....	509	660	.....	.....	28	47	.....	.....	.....		.....	.....	.....	.....
Southeastern State Teachers College, Durant	34	30	544	877	502	1,189	1,069	.....	.....	.....	.....	544	877	.....	.....	99	88	.....	.....	.....		.....	.....	.....	.....
Southwestern State Teachers College, Weatherford	16	25	366	649	440	659	669	357	4	6	.....	353	530	.....	.....	45	46	.....	.....	.....		.....	.....	.....	.....
PENNSYLVANIA																								
State Teachers College:																								
Bloomsburg	20	25	298	496	135	266	741	280	.....	.....	.....	298	496	.....	.....	26	22	.....	.....	.....		14	148	.....	.....
California	19	50	282	642	337	477	924	248	.....	.....	.....	282	642	.....	.....	36	32	.....	.....	.....		19	177	.....	.....
Clarion	8	19	157	218	106	246	346	178	.....	.....	.....	157	218	.....	.....	20	5	.....	.....	.....		7	79	.....	.....
East Stroudsburg	23	37	371	407	90	162	753	301	.....	.....	.....	371	407	.....	.....	72	35	.....	.....	.....		5	87	.....	.....
Edinboro	19	15	191	379	74	325	532	185	.....	.....	.....	191	379	.....	.....	37	53	.....	.....	.....		2	77	.....	.....
Indiana	27	86	317	1,215	162	705	1,421	561	.....	.....	.....	317	1,215	.....	.....	52	111	.....	.....	1	1	15	334	.....	.....
Kutztown	14	26	170	371	33	133	512	213	.....	.....	.....	170	371	.....	.....	21	12	.....	.....	.....		19	135	.....	.....
Lock Haven	19	20	162	439	96	203	666	272	.....	.....	.....	162	439	.....	.....	15	18	.....	.....	.....		27	140	.....	.....
Mansfield [11]	25	35	190	563	83	244	.....	.....	.....	.....	.....	190	563	.....	.....	44	62	.....	.....	.....		11	179	.....	.....
Millersville	25	32	202	397	92	248	573	252	.....	.....	.....	202	397	.....	.....	35	26	.....	.....	.....		16	127	.....	.....
Shippensburg	23	29	296	381	138	226	671	260	.....	.....	.....	296	381	.....	.....	48	25	.....	.....	.....		13	116	.....	.....
Slippery Rock	27	34	355	677	128	440	988	444	.....	.....	.....	355	677	.....	.....	47	43	.....	.....	.....		3	185	.....	.....
West Chester	22	55	366	1,036	133	500	1,362	529	.....	.....	.....	366	1,036	.....	.....	73	92	.....	.....	.....		6	263	.....	.....
RHODE ISLAND																								
Rhode Island College of Education, Providence	23	79	40	568	.....	.....	608	125	.....	.....	.....	27	561	13	5	19	168	2	6	.....		.....	.....	.....	.....
SOUTH DAKOTA																								
Northern Normal and Industrial School, Aberdeen	43	67	316	566	138	684	756	398	135	30	.....	181	559	.....	.....	28	35	.....	.....	.....		10	110	34	172

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Faculty (reduced to full-time basis)		Enrollments												Degrees				Students completing without degrees, teacher-training courses of—					
			Regular session [16] 1931–32		Summer session 1931		Third week of fall term	Freshmen (first year of college work)	Arts and sciences, September to June				Professional schools, September to June				Bachelor's degree		Master's degree		3 years		2 years		1 year	
									Undergraduate		Graduate		Undergraduate		Graduate											
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
TENNESSEE																										
State Teachers College																										
Johnson City	21	22	262	698	184	475	505	398	----	----	----	----	262	698	----	----	17	54	----	----	----	----	----	----	----	----
Memphis	30	28	381	714	135	788	840	411	----	----	----	----	381	714	----	----	19	80	----	----	----	----	----	----	----	----
Murfreesboro	23	24	388	847	323	956	589	444	----	----	----	----	388	847	----	----	47	66	----	----	----	----	----	----	----	----
TEXAS																										
East Texas State Teachers College, Commerce	46	47	741	1,109	848	1,948	1,012	844	----	----	----	----	741	1,109	----	----	80	104	----	----	----	----	----	----	----	----
North Texas State Teachers College, Denton	55	53	767	1,091	786	2,718	1,422	749	----	----	----	----	767	1,091	----	----	110	263	----	----	----	----	----	----	----	----
Sam Houston State Teachers College, Huntsville	34	27	383	606	424	1,245	661	426	30	48	----	----	345	550	----	----	74	136	----	----	27	20	40	133	35	103
Southwest Texas State Teachers College, San Marcos	40	33	385	813	459	1,859	914	522	----	----	----	----	385	813	----	----	68	127	----	----	----	----	----	----	----	----
Stephen F Austin State Teachers College, Nacogdoches	25	37	366	596	343	863	621	441	66	56	----	----	230	350	----	----	45	75	----	----	----	----	----	----	----	----
Sul Ross State Teachers College, Alpine	15	16	132	148	134	600	232	102	10	0	----	----	122	148	----	----	14	27	----	----	----	----	----	----	----	----
West Texas State Teachers College, Canyon	34	40	301	565	249	981	712	333	----	----	----	----	301	565	----	----	40	90	----	----	----	----	----	----	----	----

VIRGINIA																												
State Teachers College:																												
East Radford	19	25	0	664	45	906	424	285					0	664			0	70					0	194				
Farmville	13	56	0	712	3	284	667	251					0	712			0	87					0	182				
Fredericksburg	14	35	0	576	13	363	542	273	0	28			0	548			0	60					0	56				
Harrisonburg	16	55	4	806	54	614	745	280					4	806			1	117					0	188				
WEST VIRGINIA																												
Bluefield State Teachers College,[2] Bluefield	19	11	130	207	46	236	299	120					95	159			11	11					2	36				
Concord State Teachers College, Athens	24	22	388	537	163	302	466	303					388	537			27	28					8	87				
Fairmont State Teachers College, Fairmont	19	24	348	720	212	611	812	448					348	720			30	60					22	161				
Glenville State Teachers College, Glenville	14	12	264	237	158	261	450	247					264	237			18	14					32	60				
Marshall College, Huntington	59	43	745	1,203	325	1,173	1,672	732	559	264			186	939			63	130					2	104				
Shepherd State Teachers College, Shepherdstown	8	11	160	260	97	190	300	135					160	260			9	8					12	63				
West Liberty State Teachers College, West Liberty	12	10	175	275	126	352	309	150					175	275			28	4					6	82				
WISCONSIN																												
State Teachers College:																												
Eau Claire	15	27	302	329	109	266	572	287					302	329			35	17					2	86	1	12		
La Crosse	24	23	406	477	125	410	827	318	93	47			213	420			55	47			1	10	2	45	3	33		
Milwaukee	32	49	494	949	423	1,011	1,456	595					494	949			32	107			5	46	5	97				
Oshkosh	20	33	384	361	162	405	664	279					384	361			32	26			1	6	6	79	3	15		
Platteville	18	16	216	264	121	205	448	96					216	264			28	16					1	3	2	15		
River Falls	22	19	405	376	145	163	581	212					402	376			45	30			4	6			8	41		
Stevens Point	21	19	299	368	128	497	675	319					299	368			24	32			7	6	21	80	25	70		
Superior	21	30	333	431	96	461	752	302					333	431			40	45			2	17	9	98	3	23		
Whitewater	22	21	251	419	113	466	630	136					247	417			44	47			0	8	2	87	3	35		
Stout Institute, Menomonie	25	26	320	238	292	105	515	136	9	8			295	221			126	53										

PART 4.—TEACHERS COLLEGES, PRIVATELY CONTROLLED

ALABAMA																												
Tuskegee Normal and Industrial Institute,[2] Tuskegee	39	14	313	262	136	442		350	251	240			58	17			11	13					0	8				
CONNECTICUT																												
Arnold College for Hygiene and Physical Education, New Haven	14	8	58	72	8	14	130	31					58	72			21	33										
ILLINOIS																												
National College of Education, Evanston	3	37	0	502	0	190	450	98					0	502			0	83			0	52	0	15				
Pestalozzi Froebel Teachers College, Chicago	2	12	0	135	0	55	120	40					0	135			0	5			0	21	0	35				

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 4.—TEACHERS COLLEGES, PRIVATELY CONTROLLED—Continued

Name of institution and location	Faculty (reduced to full-time basis)		Enrollments												Degrees				Students completing without degrees, teacher-training courses of—					
			Regular session [16] 1931–32		Summer session 1931		Third week of fall term	Freshmen (first year of college work)	Arts and sciences, September to June				Professional schools, September to June				Bachelor's degree		Master's degree		3 years		2 years		1 year	
									Undergraduate		Graduate		Undergraduate		Graduate											
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
INDIANA																										
Central Normal College, Danville	10	7	260	240	380	370	365	187	----	----	----	----	260	240	----	----	63	54	----	----	----	----	68	80	----	----
Normal College of the American Gymnastic Union, Indianapolis	8	2	98	53	29	29	151	54	----	----	----	----	98	53	----	----	21	11	----	----	11	9	----	----	----	----
NEW JERSEY																										
Panzer College of Physical Education and Hygiene, East Orange	8	5	84	76	----	----	154	56	----	----	----	----	84	76	----	----	10	4	----	----	14	15	----	----	----	----
NEW YORK																										
Ithaca College, Ithaca	32	20	279	267	110	93	545	149	----	----	----	----	217	191	----	----	63	66	----	----	----	----	----	----	----	----
NORTH CAROLINA																										
Asheville Normal and Teachers College, Asheville	5	20	0	400	30	600	----	150	----	----	----	----	0	400	----	----	0	129	----	----	----	----	0	60	----	----
TENNESSEE																										
George Peabody College for Teachers, Nashville	110	79	311	911	773	1,882	773	100	----	----	----	----	93	572	196	271	30	202	[15]119	[15]184	----	----	----	----	----	----

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 5—STATE NORMAL SCHOOLS—PUBLICLY CONTROLLED

Name of institution and location	Faculty (reduced to full-time basis)		Enrollments										Number of students completing without degrees, teacher-training courses of—					
			Regular session 1931-32		Summer session 1931		Third week of full term	Freshmen (first year of college work)	Arts and sciences (September to June)		Professional schools (September to June)		3 years		2 years		1 year	
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
ALABAMA																		
State Teachers College, Daphne	2	8	4	43	2	84	.....	.....	.....	.....	4	43	.....	.....	3	11	.....	.....
CONNECTICUT																		
State Normal School:																		
Danbury	3	38	0	163	.....	.....	161	88	.....	.....	0	163	.....	.....	0	71	.....	.....
New Britain	5	61	0	255	.....	.....	255	114	.....	.....	0	255	.....	.....	0	139	.....	.....
New Haven	5	64	0	295	.....	.....	285	120	.....	.....	0	295	.....	.....	0	47	.....	.....
Willimantic	4	39	0	168	.....	.....	166	95	.....	.....	0	168	.....	.....	0	68	.....	.....
GEORGIA																		
Americus Normal College, Americus	3	7	54	124	31	260	149	106	53	55	1	39	.....	.....	0	27	.....	.....
Georgia Normal and Agricultural College,[1] Albany	15	14	64	118	16	237	159	59	52	99	12	19	.....	.....	5	11	.....	.....
IDAHO																		
Albion State Normal School, Albion	11	20	71	165	31	106	236	123	.....	.....	71	165	.....	.....	45	155	.....	.....
Lewiston State Normal School, Lewiston	14	23	119	269	23	121	266	213	38	27	53	242	.....	.....	24	123	.....	.....
MAINE																		
Aroostook State Normal School, Presque Isle	2	17	22	133	16	123	141	82	.....	.....	22	133	.....	.....	9	58	.....	.....
Eastern State Normal School, Castine	4	10	25	133	2	38	142	96	.....	.....	25	133	.....	.....	5	50	.....	.....
Madawaska Training School, Fort Kent	1	7	1	98	.....	.....	.....	.....	.....	.....	1	98	.....	.....	.....	.....	1	39
State Normal School, Gorham	7	26	85	325	15	175	402	214	.....	.....	85	325	15	19	0	121	.....	.....
Washington State Normal School, Machias	5	10	92	148	15	142	165	75	.....	.....	92	148	12	3	5	35	.....	.....

See footnotes on p. 174.

TABLE 18—FACULTY, STUDENTS AND DEGREES, 1931-32—Continued

PART 5—STATE NORMAL SCHOOLS—PUBLICLY CONTROLLED—Continued

Name of institution and location	Faculty (reduced to full-time basis)		Enrollments										Number of students completing without degrees, teacher-training courses of—					
			Regular session 1931-32		Summer session 1931		Third week of fall term	Freshmen (first year of college work)	Arts and sciences (September to June)		Professional schools (September to June)		3 years		2 years		1 year	
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
MARYLAND																		
Maryland Normal School,[1] Bowie	3	11	29	77	.....	.....	106	50	.....	.....	29	77	.....	.....	11	38	.....	.....
Maryland State Normal School[1]																		
Salisbury	2	12	0	123	.....	.....	123	47	.....	.....	0	123	.....	.....	0	76	.....	.....
Towson	3	47	72	523	.....	.....	624	363	.....	.....	72	523	.....	.....	15	198	.....	.....
State Normal School, Frostburg	3	11	16	94	.....	.....	110	43	.....	.....	16	94	.....	.....	9	34	.....	.....
MASSACHUSETTS																		
State Teachers College,																		
Hyannis	2	16	0	50	14	345	50	23	.....	.....	0	50	0	12	.....	.....	.....	.....
North Adams	5	26	0	83	6	107	78	36	.....	.....	0	83	0	8	.....	.....	.....	.....
Westfield	5	22	0	142	.....	.....	138	67	.....	.....	0	142	0	39	.....	.....	.....	.....
MONTANA																		
Eastern Montana Normal School, Billings	11	8	47	354	28	379	314	.....	.....	.....	47	354	.....	.....	13	127	.....	.....
NEW JERSEY																		
New Jersey State Normal School:																		
Glassboro	4	26	28	409	17	260	392	127	.....	.....	28	409	2	103	0	9	.....	.....
Jersey City	5	33	22	380	.....	.....	351	126	.....	.....	22	380	2	54	.....	.....	.....	.....
Newark	9	39	94	458	.....	.....	544	171	.....	.....	94	458	21	111	0	1	1	1
Paterson	5	19	35	337	.....	.....	310	145	.....	.....	35	337	2	68	0	1	.....	.....

NEW YORK																		
State Normal School:																		
Brockport	5	17	69	296			343	125			69	296	13	93				
Cortland	18	45	119	725	48	155					119	725	13	230				
Fredonia	12	40	152	532	74	343	649	279			152	532	36	183				
Geneseo [17]	8	40	37	649	13	516					37	649	12	199				
New Paltz	10	36	49	699	81	315	691	242			49	699	17	218				
Onsonta	8	35	22	613	58	608		207			22	613	6	255				
Oswego	17	19	230	308	542	483	538				230	308	49	94				
Plattsburg	7	7	25	163	21	207	181	84			25	163	4	51				
Potsdam	12	30	74	565							74	565	12	173				
NORTH CAROLINA																		
Cherokee Indian Normal School, Pembroke	6	7	31	39			70	70			31	39						
State Normal School:																		
Elizabeth City [2] [17]	8	11	17	164	16	260					17	164			4	94		
Fayetteville [2]	3	16	35	249	32	254	263	171			35	249			2	50		
OREGON																		
Eastern Oregon Normal School, La Grande	7	14	112	174	17	167	219	131	56	14	56	160			8	79		
Oregon Normal School, Monmouth	19	61	189	477	70	602	547	289			189	477			82	466		
Southern Oregon State Normal School, Ashland	7	13	164	266	37	239	359	216	60	32	104	234			32	111		
PENNSYLVANIA																		
Cheyney Training School for Teachers,[2] Cheyney	7	15	41	148			162	79			41	148	2	5	8	25		
SOUTH DAKOTA																		
Eastern State Normal School, Madison	9	26	70	238	35	187	288	177	31	35	39	203			18	78	10	102
Spearfish Normal School, Spearfish	11	24	60	165	41	370	220	139			60	165			7	47	4	60
Southern State Normal School, Springfield	14	15	59	142	30	126			15	0	44	131			9	33	19	91
TENNESSEE																		
Austin Peay Normal School, Clarksville	11	10	132	422	36	177	248				132	422			6	36		
VERMONT																		
State Normal School:																		
Castleton	0	14	9	172			181	93			9	172			3	80		
Johnson	1	6	0	102			95	50			0	102			0	42		
WASHINGTON																		
State Normal School:																		
Bellingham	21	53	345	590	139	908	784	364			345	590	36	40	29	180		
Cheney	29	25	237	438	159	710	536	229	45	15	187	413	54	97	34	166	0	2
Ellensburg	18	27	186	276	110	365	375	164			186	271	40	51	17	80	1	2

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 6.—CITY NORMAL SCHOOLS, PUBLICLY CONTROLLED

Name of institution and location	Faculty (reduced to full-time basis)		Students in teacher-training courses		Enrollment third week of fall term	Freshmen (first year of college work)	Graduates from teacher-training courses of—					
							3 years		2 years		1 year	
	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13
CONNECTICUT												
Bridgeport Normal School, Bridgeport	0	17	0	70	70	35	-------	-------	0	35	-------	-------
DISTRICT OF COLUMBIA												
J Ormond Wilson Teachers College, Washington	11	48	42	254	303	145	-------	-------	-------	-------	-------	-------
Myrtilla Miner Teachers College, Washington [2]	11	23	66	336	402	143	-------	-------	-------	-------	-------	-------
ILLINOIS												
Chicago Normal College, Chicago	26	31	223	1,242	1,378	313	24	262	-------	-------	49	188
Peoria Kindergarten Training School, Peoria	3	15	0	23	23	12	-------	-------	0	11	-------	-------
KENTUCKY												
Louisville Normal School, Louisville	0	39	0	117	95	15	-------	-------	0	66	-------	-------
Louisville Colored Normal School, Louisville	0	1	0	15	15	-------	-------	-------	0	15	-------	-------
LOUISIANA												
New Orleans Normal School, New Orleans	1	10	1	215	-------	-------	-------	-------	0	64	-------	-------
MAINE												
Dingley Normal Training School, Lewiston	0	9	0	12	-------	-------	-------	-------	0	5	-------	-------
MARYLAND												
Coppin Normal School, Baltimore [1]	2	25	16	84	122	48	-------	-------	4	39	-------	-------

MASSACHUSETTS																		
Teaching School for Teachers of Mechanic Arts, Boston	4	3	23	0	23	9									23		0	
NEW HAMPSHIRE																		
Concord Training School, Concord	0	1	0	14														
NEW YORK																		
Syracuse City Normal and Training School, Syracuse	1	12	0	275			0	88										
OHIO																		
Dayton Junior Teachers College, Dayton	0	17	0	184	165	40	0	10	0	72								
PENNSYLVANIA																		
Henry Clay Frick Training School for Teachers, Pittsburgh	12	16	0	219	191	64												
Philadelphia Normal School, Philadelphia	4	39	74	450	508	123	10	128										
Teachers Training School, McKeesport	1	6	0	47	47	47									0		47	
VIRGINIA																		
Armstrong Normal School, Richmond [2]	1	8	19	65	64	47												
Richmond Normal School, Richmond	1	8	19	155	146	68	3	35	2	16								
Total	78	328	483	3,786	3,552	1,103	87	523	6	330	72	235						

See footnotes on p. 174

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931–32—Continued

PART 7.—NORMAL SCHOOLS, PRIVATELY CONTROLLED

Name of institution and location	Faculty (reduced to full-time basis)		Enrollments										Number of students completing without degrees, teacher-training courses of—					
			Regular session 1931–32		Summer session 1931		Third week of fall term	Freshmen (first year of college work)	Arts and sciences September to June		Professional schools September to June		3 years		2 years		1 year	
	Men	Women	Men	Women	Men	Women			Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
CALIFORNIA																		
Miss Fulmer's School, Los Angeles	1	9	0	49							0	49						
CONNECTICUT																		
Culver-Smith Kindergarten Training School, Hartford	0	7	0	34			34				0	34			0	22		
Fannie A Smith Kindergarten Training School, Bridgeport	0	5	0	38			38	20			0	38	0	19				
DISTRICT OF COLUMBIA																		
Marjorie Webster Schools, Washington	0	10	0	52			52	35			0	52	0	26	0	6		
ILLINOIS																		
Chicago Teachers College, Chicago	1	16	0	78			78	26			0	78	0	21				
Concordia Teachers College, River Falls	18	0	107	0	156	46	107	54			107	0			53	0		
Kendall College of Physical Education, Chicago	5	16	0	113	0	36		59			0	113	0	9	0	32		
MASSACHUSETTS																		
Lesley School, Boston	1	15	0	355			355	152	0	58	0	297	0	44	0	66		
Nursery Training School of Boston	0	5	0	44			31		0	5	0	39			0	3	0	7
Posse-Nisson School of Physical Education, Boston	4	18	1	140	0	70	141	43			1	140	0	35				
Springfield Normal Kindergarten-Primary Training School, Springfield	0	3	0	12			12				0	12			0	12		
Wheelock School, Boston	1	13	0	415			415	160			0	415	0	115				

Dr. Martin Luther College, New Ulm	14	0	36	30	----	----	----	20	----	----	36	30	16	6	----	----	----	----
Miss Wood's Kindergarten-Primary Training School, Minneapolis	1	10	0	166	----	----	166	----	----	----	0	166	----	----	0	74	----	----
MISSOURI																		
Progressive Series Teachers College, St. Louis	4	5	0	23	4	123	23	10	----	----	0	23	----	----	0	7	----	----
NEBRASKA																		
Concordia Teachers College, Seward	14	1	65	20	----	----	85	49	----	----	65	20	----	----	----	----	----	----
Merici College, York	1	8	0	15	1	40	15	8	----	----	0	15	----	----	0	2	0	4
NEW YORK																		
Child Education Foundation Training School, New York	1	9	0	50	----	----	50	----	----	----	0	50	0	9	----	----	0	3
Ethical Culture School, New York	1	7	0	56	----	----	56	32	----	----	0	56	0	22	----	----	----	----
Froebel League School, New York	1	17	0	79	----	----	79	28	----	----	0	79	0	18	----	----	----	----
Harriet M. Mills Training School, New York	2	12	0	193	----	----	----	----	----	----	0	193	0	60	----	----	----	----
Jenny Hunter Kindergarten Training School, New York	0	8	0	60	----	----	----	30	----	----	0	60	----	----	0	30	----	----
Savage School for Physical Education, New York	22	7	152	176	----	----	328	131	----	----	152	176	24	52	----	----	----	----
OHIO																		
Oberlin Kindergarten-Primary Training School, Oberlin	2	20	0	120	----	----	----	----	----	----	0	120	0	3	0	47	----	----
OREGON																		
Marylhurst Normal School, Oswego	0	14	0	121	0	177	82	----	----	----	0	121	----	----	0	35	----	----
Mount Angel Normal School, Mount Angel	2	18	0	29	----	----	29	19	0	4	0	25	----	----	0	10	----	----
PENNSYLVANIA																		
Drexel Training School for Kindergarten and Primary Teachers, Philadelphia	1	11	0	221	----	----	221	113	----	----	0	221	----	----	0	108	----	----
WASHINGTON																		
Holy Names Normal School, Spokane	1	20	0	81	----	----	76	35	----	----	0	81	----	----	0	16	----	----

See footnotes on p. 174.

TABLE 18.—FACULTY, STUDENTS, AND DEGREES, 1931-32—Continued

PART 8—COUNTY NORMAL SCHOOLS, PUBLICLY CONTROLLED

State	Number of schools reporting	Number of—					
		Instructors		Teacher-training students		Graduates from 1-year teacher-training course	
		Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8
Michigan	20	4	56	72	416	56	317
Wisconsin	16	16	49	168	628	114	462

[1] Undergraduate, graduate, and special.
[2] Negro.
[3] Not reduced to full-time basis.
[4] Included in preceding column.
[5] Including some women
[6] Included in columns 13 and 14
[7] Duplicated under Catholic University.
[8] Men and women
[9] Included under Atlanta University
[10] Includes affiliated and corporate institutions.
[11] Duplicated under Columbia University
[12] Includes university class students, some of which are professional
[13] Does not include medical school faculty.
[14] Includes 18 degrees "Rabbi".
[15] Including 43 degrees "graduate of chiropody" (men, 39; women, 4).
[16] Includes special and unclassified students.
[17] 1929-30 statistics
[18] Includes 14 doctors' degrees.
[19] Includes 3 doctors' degrees

TABLE 18A.—FACULTY AND STUDENTS, 1931-32

PART 1—JUNIOR COLLEGES, PUBLICLY CONTROLLED

Name of institution and location	Staff											Student enrollments											
	General administration, men and women	Resident instruction, 1931-32				Summer session, 1931, men and women	Extension		Organized research, men and women	Total (reduced to full-time basis, excluding those employed for summer session only) [1]		Regular session, 1931-32		Summer session, 1931		Third week of fall term, 1931, men and women	Freshmen (first year of college work), men and women	Military drill, men	Nonresident extension, collegiate		Noncollegiate		Secondary (excluding training school)	
		Collegiate, men and women	Secondary, excluding training school, men and women	Total, excluding duplicates [1]			Correspondence, men and women	Extension, men and women															
				Men	Women					Men	Women	Men	Women	Men	Women				Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ALABAMA																								
State Agricultural and Mechanical Institute, Normal [2]	8	6	11	9	8	6	----	----	----	13	10	45	46	11	85	89	48	----	2	13	----	----	71	61
ARIZONA																								
Phoenix Junior College, Phoenix	8	22	----	13	9	----	----	1	2	17	11	314	262	----	----	553	425	16	----	----	----	----	----	----
ARKANSAS																								
Agricultural and Mechanical College:																								
Jonesboro	6	19	8	11	8	23	----	1	----	15	18	252	273	136	320	525	185	----	----	----	----	----	132	
Magnolia	7	17	4	10	11	16	----	----	----	15	13	232	185	49	189	381	251	----	----	----	----	----	63	168
Monticello	5	16	3	12	7	10	----	----	----	15	9	281	192	36	192	451	322	73	----	----	----	----	50	45
Arkansas Polytechnic College, Russellville	5	20	----	12	8	22	----	----	----	15	10	369	135	84	136	476	301	105	----	----	----	----	----	52
El Dorado Junior College, El Dorado	3	7	----	3	4	----	----	----	----	3	4	42	64	----	----	106	76	----	----	----	----	----	----	----
Junior College, Fort Smith	5	15	----	4	11	3	----	2	----	6	12	59	48	19	26	105	75	----	----	----	----	----	----	----
Little Rock Junior College, Little Rock	3	19	----	6	13	8	----	----	----	7	11	187	170	11	57	328	----	----	----	----	----	----	----	----

See footnotes on p. 193.

TABLE 18A—FACULTY AND STUDENTS, 1931–32—Continued

PART 1.—JUNIOR COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Staff											Student enrollments											
	General administration, men and women	Resident instruction, 1931–32				Summer session, 1931, men and women	Extension		Organized research, men and women	Total (reduced to full-time basis, excluding those employed for summer session only) [1]		Regular session, 1931–32		Summer session, 1931		Third week of fall term, 1931, men and women	Freshmen (first year of college work), men and women	Military drill, men	Nonresident extension, collegiate		Noncollegiate		Secondary (excluding training school)	
		Collegiate, men and women	Secondary, excluding training school, men and women	Total, excluding duplicates [1]			Correspondence, men and women	Extension, men and women		Men	Women	Men	Women	Men	Women				Men	Women	Men	Women	Men	Women
				Men	Women																				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
CALIFORNIA																								
Antelope Valley Junior College, Lancaster	1	7	----	3	4	----	----	----	----	4	4	16	23	----	----	30	31	----	------	------	------	------	------	----
California Polytechnic School, San Luis Obispo	4	31	(1)	25	6	4	----	----	----	27	8	158	------	----	----	158	99	80	------	------	------	------	179	----
Central Junior College, El Centro	4	25	----	12	13	----	----	----	----	7	6	102	62	----	----	150	86	----	------	------	------	------	------	----
Chaffey Junior College, Ontario	4	45	----	23	22	----	----	----	----	[2]26	[2]23	1,080	1,002	----	----	------	421	----	------	------	------	------	------	----
Citrus Junior College, Azusa	4	22	----	12	10	----	----	6	----	14	12	97	63	----	----	140	112	----	110	170	------	------	------	----
Compton District Junior College, Compton	7	53	----	24	29	----	----	----	1	[2]28	[2]31	657	290	----	----	668	477	----	------	------	------	------	------	----
Junior College																								
Bakersfield	3	38	----	20	18	----	----	----	----	9	9	326	282	----	----	481	427	----	------	------	------	------	------	----
Brawley	1	15	----	8	7	----	----	----	----	9	7	50	28	----	----	77	54	----	------	------	------	------	------	----
Fullerton	1	33	----	18	15	----	----	----	----	19	15	327	339	----	----	596	437	----	------	------	------	------	------	----
Glendale	5	36	----	23	13	----	----	----	2	23	12	537	379	----	----	728	602	----	------	------	------	------	------	----
Hollister	2	14	----	7	7	----	----	----	----	3	3	59	26	----	----	74	48	----	------	------	------	------	------	----
Long Beach	4	47	----	24	23	11	----	----	----	27	24	913	625	40	38	1,148	1,048	----	------	------	------	------	------	----
Los Angeles	4	153	----	109	44	----	----	----	----	109	44	2,099	1,860	----	----	------	2,633	----	------	------	------	------	------	----
Modesto	5	43	----	30	13	----	----	4	----	29	15	699	623	----	----	804	464	----	104	150	------	------	------	----

Pasadena	9	78	....	38	40	7	....	....	....	41	46	1,079	1,030	....	....	1,861	.....	....	.....	.....	.....	.....	....
Pomona	4	23	....	12	11	....	....	....	....	[4]13	[4]11	137	90	....	....	133	149	....	.....	.....	.....	.....	....
Porterville	1	16	....	9	7	....	....	....	....	5	4	92	67	....	....	146	94	....	.....	.....	.....	.....	....
Reedley	3	15	....	8	7	....	....	....	....	8	7	41	53	....	....	94	.....	....	.....	.....	.....	.....	....
Riverside	4	35	....	26	9	7	....	[4]6	....	22	10	336	193	13	5	472	286	....	.....	.....	[5]216	[5]175	....
Sacramento	12	67	....	50	17	....	....	11	....	51	23	1,172	840	....	....	1,719	1,063	....	99	493	.....	.....	....
Salinas	5	18	....	9	9	....	....	....	1	5	3	50	74	....	....	.....	.....	....	.....	.....	.....	.....	....
San Bernardino	7	34	....	22	12	....	....	18	....	21	11	381	367	....	....	640	371	....	36	53	.....	.....	....
San Jose	12	36	....	16	20	....	....	....	....	17	23	619	313	....	....	.....	639	....	.....	.....	.....	.....	....
San Mateo	6	44	....	27	17	....	....	4	1	24	18	694	433	....	....	785	742	....	.....	206	.....	.....	....
Santa Ana	1	29	....	18	11	....	....	....	....	18	11	371	413	....	....	.....	426	....	.....	.....	.....	.....	....
Santa Maria	2	18	....	11	7	....	....	....	....	21	22	74	79	....	....	139	78	....	.....	.....	.....	.....	....
Santa Monica	2	24	....	20	4	....	....	....	....	19	4	443	286	....	....	548	446	....	.....	.....	.....	.....	....
Santa Rosa	1	16	....	7	9	....	....	....	....	7	9	221	198	....	....	366	247	....	.....	.....	.....	.....	....
Taft	4	15	....	10	5	....	....	....	....	7	4	166	126	....	....	221	.....	....	.....	.....	.....	.....	....
Ventura	5	37	....	15	22	....	....	....	....	14	23	135	145	....	....	335	234	....	.....	.....	.....	.....	....
Visalia	3	22	....	12	10	....	....	....	....	12	10	121	113	....	....	198	.....	....	.....	.....	.....	.....	....
Lassen-Union Junior College, Susanville	1	8	....	5	3	....	....	....	....	6	3	15	31	....	....	44	36	....	.....	.....	.....	.....	....
Marin Union Junior College, Kentfield	6	21	....	14	7	4	....	9	....	15	10	398	299	19	3	.....	306	....	.....	.....	.....	.....	....
Yuba County Junior College, Marysville	4	29	....	16	13	....	....	....	1	[4]17	[4]13	125	101	....	....	226	100	....	.....	.....	.....	.....	....
COLORADO																							
Grand Junction State Junior College, Grand Junction	1	8	....	4	4	....	....	....	....	4	3	80	90	....	....	170	100	....	.....	.....	.....	.....	....
DELAWARE																							
State College for Colored Students, Dover	8	13	14	7	8	....	....	....	....	11	12	10	42	....	....	51	31	....	.....	.....	.....	.....	....
FLORIDA																							
Junior College, St Petersburg	2	13	....	6	7	9	....	....	....	6	6	70	90	20	80	160	76	....	.....	.....	.....	.....	....
GEORGIA																							
Junior College of Augusta, Augusta	4	10	....	8	2	1	....	....	....	10	4	106	115	8	15	204	152	15	.....	.....	.....	.....	....
South Georgia State College, Douglas	4	7	7	9	3	....	....	....	....	7	4	56	38	....	....	.....	72	....	.....	.....	.....	.....	....
ILLINOIS																							
Crane Junior College, Chicago	13	141	....	102	39	59	....	....	....	105	39	3,034	1,161	661	299	3,165	.....	103	.....	.....	.....	.....	....
Junior College, Joliet	4	32	....	23	9	....	....	....	....	9	4	215	162	....	....	377	261	....	.....	.....	.....	.....	....
La Salle-Peru-Oglesby Junior College, La Salle	7	19	....	7	12	....	....	....	....	7	12	125	89	....	....	196	128	....	.....	.....	.....	.....	....
Lyons Township Junior College, La Grange	4	14	....	10	4	3	....	....	....	10	5	139	85	8	7	208	.....	....	.....	.....	.....	.....	....
Morton Junior College, Cicero	8	42	....	29	13	....	....	[5]6	[5]1	26	15	478	222	....	....	607	496	....	[5]88	[5]37	[5]22	[5]18	....
Thornton Junior College, Harvey	4	17	....	11	6	....	....	....	....	7	4	153	71	....	....	197	151	....	.....	.....	.....	.....	....

See footnotes on p 193

TABLE 18A.—FACULTY AND STUDENTS, 1931-32—Continued

PART 1.—JUNIOR COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Staff										Student enrollments											
	General administration, men and women	Resident instruction, 1931-32				Summer session, 1931, men and women	Extension		Organized research, men and women	Total (reduced to full-time basis, excluding those employed for summer session only) [1]	Regular session, 1931-32		Summer session, 1931		Third week of fall term, 1931, men and women	Freshmen (first year of college work), men and women	Military drill, men	Nonresident extension, collegiate		Noncollegiate		Secondary (excluding training school)	
		Collegiate, men and women	Secondary, excluding training school, men and women	Total, excluding duplicates [1]			Correspondence, men and women	Extension, men and women														
				Men	Women					Men	Women	Men	Women	Men	Women							Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
IOWA																								
Ellsworth Junior College, Iowa Falls	5	14		7	7					4	3	57	40			94	55							
Junior College:																								
Albia	2	6		3	3					2	3	[6] 61					41							
Bloomfield	2	6		3	3					3	2	[6] 40					28							
Boone	3	7		3	4					1	1	39	24			63	45							
Burlington	3	11		9	3					10	4	71	41											
Charlton	1	5		2	3					1	2	20	17			37	25							
Clarinda	3	5		2	3					3	4	35	23			58	38							
Creston	4	11		4	7					4	7	54	43			91	66							
Eagle Grove	2	12		7	5					2	2	28	15			42	33							
Estherville	4	7		2	5					2	2	44	34				48							
Fort Dodge	5	11		4	7					7	9	95	40			135	84							
Maquoketa	1	4		2	2					2	1	30	28				38							
Marshalltown	4	6		2	4					4	6	59	48			107	75							
Mason City	4	12		7	5					6	4	129	75			201	125							

Muscatine	2	6	....	2	4	....	....	....	....	2	2	49	29	.....	74	.....	....	....	....	....	....	....	....	....
Red Oak	1	6	....	4	2	....	....	....	....	1	1	54	49	.....	99	83	....	....	....	....	....	....	....	....
Sheldon	1	7	....	7	....	....	....	....	....	[4]7	....	35	24	.....	59	38	....	....	....	....	....	....	....	....
Tipton	1	7	....	3	4	....	....	....	....	3	4	12	11	.....	23	13	....	....	....	....	....	....	....	....
Washington	2	6	....	2	4	....	....	....	....	1	3	[6]64	....	.....	.....	38	....	....	....	....	....	....	....	....
Waukon	6	5	....	2	3	....	....	....	....	5	6	26	37	.....	.....	37	....	....	....	....	....	....	....	....
Webster City	1	5	....	2	3	....	....	....	....	1	2	31	21	.....	.....	32	....	....	....	....	....	....	....	....
KANSAS																								
Junior College:																								
Arkansas City	3	16	....	8	8	....	....	....	....	5	5	125	141	.....	242	.....	....	....	....	....	....	....	....	....
Coffeyville	3	14	....	8	6	....	....	....	....	8	6	161	143	.....	289	219	....	....	....	....	....	....	....	....
El Dorado	2	11	....	5	6	....	....	....	....	4	4	146	116	.....	226	164	....	....	....	....	....	....	....	....
Fort Scott	2	16	....	9	8	....	....	....	....	9	9	146	108	.....	.....	152	....	....	....	....	....	....	....	....
Garden City	1	9	....	4	5	....	....	....	1	1	4	69	64	.....	124	69	....	....	....	....	....	....	....	....
Hutchinson	3	16	....	7	9	....	....	....	....	5	9	222	188	.....	361	275	....	....	....	....	....	....	....	....
Independence	4	20	....	11	9	....	....	....	....	8	8	156	123	.....	250	.....	....	....	....	....	....	....	....	....
Iola	1	10	....	5	5	....	....	....	....	4	3	70	80	.....	150	85	....	....	....	....	....	....	....	....
Kansas City	3	25	....	12	13	....	....	....	....	9	11	383	200	.....	.....	442	....	....	....	....	....	....	....	....
Parsons	1	20	....	10	10	....	....	....	....	5	5	192	208	.....	357	211	....	....	....	....	....	....	....	....
LOUISIANA																								
Southeastern Louisiana College, Hammond	3	12	....	6	6	....	....	....	....	7	6	70	112	.....	182	.....	....	....	....	....	....	....	....	....
MARYLAND																								
Princess Anne Academy,[1] Princess Anne	3	7	(1)	4	3	....	....	....	....	4	3	12	5	.....	16	10	....	....	....	....	....	....	16	9
MICHIGAN																								
Junior college:																								
Bay City	4	31	....	18	13	....	....	....	....	19	14	214	125	.....	337	237	....	....	....	....	....	....	....	....
Flint	3	22	....	11	11	....	....	....	....	9	8	193	140	.....	339	206	....	....	....	....	....	....	....	....
Grand Rapids	5	51	....	28	23	8	....	[5]13	....	27	19	556	514	[6]77	.....	576	....	[5]151	[5]187	....	....	....	....	....
Highland Park	3	13	....	5	8	....	....	....	....	5	7	156	115	.....	271	175	....	....	....	....	....	....	....	....
Jackson	4	16	....	11	5	2	....	....	....	7	3	157	117	2	17	274	152	....	....	....	....	....	....	....
Muskegon	3	13	....	8	5	....	....	....	....	9	5	157	95	.....	252	.....	....	....	....	....	....	....	....	....
Port Huron	4	14	....	7	7	....	....	....	....	9	8	124	123	.....	246	150	....	....	....	....	....	....	....	....
MINNESOTA																								
Itasca Junior College, Coleraine	3	21	....	12	9	....	....	....	....	5	4	108	49	.....	.....	115	....	....	....	....	....	....	....	....
Junior College.																								
Duluth	2	21	....	14	7	....	....	....	....	13	6	313	99	.....	339	266	....	....	....	....	....	....	....	....
Ely	1	9	....	5	4	....	....	....	....	4	3	59	46	.....	100	67	....	....	....	....	....	....	....	....
Eveleth	2	19	....	16	3	....	....	....	....	13	3	229	129	.....	348	242	....	....	....	....	....	....	....	....
Hibbing	1	32	....	17	15	....	....	....	....	18	15	315	250	.....	565	351	....	....	....	....	....	....	....	....
Rochester	1	13	....	6	7	....	....	....	....	5	6	75	88	.....	161	99	....	....	....	....	....	....	....	....
Virginia	5	30	....	20	10	....	....	....	....	14	9	250	138	.....	322	266	....	....	....	....	....	....	....	....

See footnotes on p. 193.

TABLE 18A.—FACULTY AND STUDENTS, 1931–32—Continued

PART 1.—JUNIOR COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Staff										Student enrollments											
	General administration, men and women	Resident instruction 1931–32				Summer session, 1931, men and women	Extension		Organized research, men and women	Total (reduced to full-time basis, excluding those employed for summer session only) [1]		Regular session, 1931–32		Summer session, 1931		Third week of fall term, 1931, men and women	Freshmen (first year of college work), men and women	Military drill, men	Nonresident extension, collegiate		Noncollegiate		Secondary (excluding training school)	
		Collegiate, men and women	Secondary, excluding training school, men and women	Total, excluding duplicates [1]			Correspondence, men and women	Extension, men and women															
				Men	Women					Men	Women	Men	Women	Men	Women				Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
MISSISSIPPI																								
Copiah-Lincoln Junior College, Wesson	3	19	----	6	13	----	----	----	----	5	10	214	137	----	----	----	246	----	----	----	----	----	----	----
Harrison-Stone-Jackson Junior College, Perkinston	4	10	----	5	5	9	----	----	----	7	6	109	81	16	19	171	112	----	----	----	----	----	----	----
Hinds Junior College, Raymond	3	18	----	8	10	----	----	----	----	9	8	101	101	----	----	----	125	----	----	----	----	----	----	----
Holmes Junior College, Goodman	1	13	----	5	9	----	----	----	----	4	7	122	77	----	----	175	132	----	----	----	----	----	----	----
Newton County Junior College, Decatur	1	14	----	6	8	----	----	----	----	7	8	123	99	----	----	----	137	----	----	----	----	----	----	----
Pearl River Junior College, Poplarville	10	19	----	9	10	----	----	----	----	14	15	152	105	----	----	----	159	----	----	----	----	----	----	----
Sunflower County Junior College, Moorhead	5	15	----	5	10	10	----	----	----	8	12	129	98	16	20	227	148	----	----	----	----	----	----	----
MISSOURI																								
Junior College:																								
Caruthersville	1	7	----	3	4	----	----	----	----	3	4	46	47	----	----	93	----	----	----	----	----	----	----	----
Flat River	4	11	----	5	6	5	----	----	----	4	4	64	118	12	58	182	117	----	----	----	----	----	----	----
Jefferson City	2	7	----	4	3	----	----	----	----	5	3	72	42	----	----	101	69	----	----	----	----	----	----	----
Kansas City	6	45	----	33	12	----	----	----	----	34	16	820	648	----	----	1,318	932	----	----	----	----	----	----	----
Moberly	4	12	----	2	10	----	----	----	----	4	12	85	68	----	----	147	105	----	----	----	----	----	----	----

	1	6		3	3					3	3	45	25			70	35							
	5	19		8	11					6	9	218	234			407	328							
	2	7		1	6					2	5	35	49			75	55							
MONTANA																								
Northern Montana College, Havre	3	10		5	5					7	6	99	143				173							
NEBRASKA																								
Junior College, McCook	3	12		7	5					[4]8	[4]5	54	53			92	67							
Norfolk Junior College, Norfolk	1	10		3	7					3	6	63	37			87	65							
NEW MEXICO																								
New Mexico Military Institute, Roswell	17	14	18	31	1					47	2	212				212	132						260	
NORTH CAROLINA																								
Biltmore Junior College, Asheville	5	8		6	2					6	2	64	39				42							
NORTH DAKOTA																								
North Dakota School of Forestry, Bottineau	4	11	3	10	2			1		10	2	41	41			64	55		6	13			16	29
North Dakota State School of Science, Wahpeton	5	26		21	5					[4]23	[4]8	277	95				201							
OKLAHOMA																								
Cameron State Agricultural College, Lawton	2	19	10	9	10					9	10	429	297			706	506						[6]100	
Conners State Agricultural College, Warner	3	13	11	8	6					9	8	103	82								2	5	56	61
Eastern Oklahoma College, Wilburton	3	12		7	5	20	1	1		9	6	140	144	150	192	244	162		1,543					
Junior College:																								
Altus	2	6		4	2					5	2	34	30			81	40							
Muskogee	2	7		3	5					3	3	74	103			166								
Okmulgee	1	7		5	2					4	1	69	49			118	68							
Murray State School of Agriculture, Tishomingo	4	18	4	14	8					[4]14	[4]8	183	167			375	251	30					60	40
Northeastern Oklahoma Junior College, Miami	3	11		6	5			4		8	6	135	181			274	163		8	15				
Oklahoma Military Academy, Claremore	6	6	5	11						17		134				134	84	134					136	
University Preparatory School and Junior College, Tonkawa	5	21	14	16	9					16	9	201	176			397	238						68	100
PHILIPPINE ISLANDS																								
Northern Luzon Junior College, Vigan, Ilocos Sur	4	14		12	2	14			6	9		110	97	42	66	207	106	101						

See footnotes on p. 198.

TABLE 18A.—FACULTY, AND STUDENTS, 1931-32—Continued

PART 1.—JUNIOR COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Staff										Student enrollments											
	General administration, men and women	Resident instruction—1931-32				Summer session, 1931, men and women	Extension work		Organized research, men and women	Total (reduced to full-time basis, excluding those employed for summer session only) [1]	Regular session, 1931-32		Summer session, 1931		Third week of fall term, 1931, men and women	Freshmen (first year of college work), men and women	Military drill, men	Nonresident extension, collegiate		Noncollegiate		Secondary (excluding training school)	
		Collegiate, men and women	Secondary, excluding training school, men and women	Total, excluding duplicates [1]			Correspondence, men and women	Extension, men and women														
				Men	Women					Men	Women	Men	Women									Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
TEXAS																								
Edinburg College, Edinburg	4	17	....	10	7	7	....	....	....	7	5	96	117	11	52	205	160	....	....	....	....	....	....	....
John Tarleton Agricultural College, Tarleton	15	62	21	49	34	43	....	....	....	37	26	488	342	229	381	.....	445	346	....	....	....	....	44	58
Junior College:																								
Amarillo	4	18	....	8	12	5	....	....	....	8	12	252	246	25	55	477	292	....	....	....	....	....	....	....
Brownsville	4	14	....	3	11	4	....	....	....	4	10	122	99	11	31	213	151	....	....	....	....	....	....	....
Clarendon	3	6	....	3	3	....	....	....	....	2	1	25	49	....	....	70	42	....	....	....	....	....	....	....
Gainesville	3	10	....	3	7	....	....	....	....	6	7	49	72	....	....	.....	64	....	....	....	....	....	....	....
Hillsboro	3	7	....	5	2	7	....	....	....	4	1	83	107	21	74	185	111	....	....	....	....	....	....	....
Houston:																								
Negro	3	11	....	8	3	11	....	....	....	7	3	72	264	25	260	275	160	....	....	....	....	....	....	....
White	7	21	....	13	8	13	....	....	....	17	8	363	380	59	172	.....	434	....	....	....	....	....	....	....
Paris	3	13	....	7	6	13	....	....	....	6	7	138	189	46	124	265	171	....	....	....	....	....	....	....
Ranger	6	7	....	3	4	4	....	....	....	2	4	21	41	2	3	62	37	....	....	....	....	....	....	....
San Antonio	4	14	....	7	7	8	....	....	....	7	9	162	116	50	101	.....	154	....	....	....	....	....	....	....
Temple	3	8	....	4	4	....	....	....	....	7	4	79	76	....	....	.....	46	....	....	....	....	....	....	....

Texarkana	3	11	----	8	3	5	----	----	----	6	2	87	94	20	55	----	93	----	----	----	----	----	----	----
Tyler	2	11	----	3	8	3	----	----	----	2	6	30	86	5	12	108	----	----	----	----	----	----	----	----
Wichita Falls	4	16	----	7	9	7	----	----	----	6	6	108	115	18	60	193	137	----	----	----	----	----	----	----
North Texas Agricultural College, Arlington	7	34	9	32	11	31	----	----	----	32	12	276	162	94	114	----	305	----	----	----	----	----	42	13
San Angelo College, San Angelo	4	13	----	8	5	4	----	----	----	8	6	83	122	8	29	182	123	----	----	----	----	----	----	----
South Park Junior College, Beaumont	4	14	----	6	8	9	----	----	----	9	9	153	150	24	80	270	----	----	----	----	----	----	----	----
Victoria Junior College, Victoria	1	10	----	2	8	2	----	----	----	1	4	92	56	14	8	139	91	----	----	----	----	----	----	----
WASHINGTON																								
Junior College:																								
Centralia	1	9	----	4	5	----	----	----	----	2	3	85	33	----	----	----	----	----	----	----	----	----	----	----
Mount Vernon	1	7	----	3	4	----	----	----	----	4	4	60	48	----	----	75	55	----	----	----	----	----	----	----
Yakima	4	10	----	6	4	----	----	3	----	4	6	92	63	----	----	131	103	----	----	10	----	----	----	----
WEST VIRGINIA																								
Potomac State School, Keyser	5	14	----	8	6	12	----	----	----	11	8	208	92	13	75	258	180	----	----	----	----	----	----	----

See footnotes on p. 193.

TABLE 18A.—FACULTY AND STUDENTS, 1931-32—Continued

PART 2.—JUNIOR COLLEGES, PRIVATELY CONTROLLED

Name of institution and location	Staff											Student enrollments													
	General administration	Resident instruction, 1931-32				Summer session, 1931	Extension		Organized research	Total (reduced to full-time basis, excluding those employed for summer session only) [1]		Regular session, 1931-32		Summer session, 1931		Third week of fall term, 1931		Military drill	Nonresidence (collegiate)				Nonresidence (noncollegiate)				Secondary (excluding training school)	
		Collegiate		Secondary excluding training school			Correspondence	Extension											Correspondence		Extension		Correspondence		Extension			
	Men and women	Men and women		Men and women		Men and women	Men and women	Men and women	Men and women	Men	Women	Men	Women	Men	Women	Men and women		Men and women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
ALABAMA																												
Marion Institute, Marion	4	13	(2)	13	....	5	....	....	....	14	....	170	....	38	....	170	119	170	....	....	....	....	....	....	....	....	25	....
ARIZONA																												
Gila College, Thatcher	4	13	(2)	9	4	....	....	....	....	9	4	55	40	....	....	95	67	....	....	....	38	60	....	....	....	....	34	39
ARKANSAS																												
Central College, Conway	3	14	2	2	14	....	....	....	....	2	13	.....	97	....	....	92	63	....	....	....	....	....	....	....	....	....	....	19
Galloway Woman's College, Searcy	4	19	....	3	16	....	....	....	....	4	19	.....	124	....	....	.....	42	....	....	....	....	....	....	....	....	....	....	....
Jonesboro Baptist College, Jonesboro	8	17	17	10	7	21	....	....	....	12	10	83	91	37	72	127	88	....	143	272	32	63	20	25	5	4	15	3
John E. Brown College, Siloam Springs	10	30	....	18	12	30	....	....	....	22	15	102	85	43	49	.....	138	....	....	....	....	....	....	....	....	....	[4]176	....

CALIFORNIA																																
Beulah College, Upland	6	9	9	5	4					3	4	7	21			23	17											19	29		
College of Notre Dame, Belmont	6	14	1	4	11	3	2			3	11		30	31															80		
Cumnock College, Los Angeles	6	17		10	7	4				6	7	43	30	10	8																
Helmby College, Los Angeles	5	17	(2)	9	8					9	8		72			72														105	
Los Angeles Pacific College, Los Angeles	3	9	12	8	7	3				9	6	25	31	2		52												44	45		
Menlo School and Junior College, Menlo Park	6	8	8	16					1	21		168				168	109											107			
Moran Junior College, Atascadero	4	9	10	9	2					9	2	49																40			
Southern California Junior College, Arlington	8	2	20	9	13					10	15	49	58			92	67											92	95		
Williams Institute, Berkeley	4	16	9	8	15	6				5	12	53	30	37	8	83	59											12	9		
COLORADO																																
Colorado Vocational College, Denver	5	6	4	8	2	13				8	2	48	39	30	43	43	46		5	17								25	29		
Colorado Woman's College, Denver	4	24	18	5	23					8	24		214			205	128												31		
Denver Junior College, Denver	1	14	3	17						6		144	35			160	119											88	11		
CONNECTICUT																																
Junior College of Connecticut, Bridgeport	6	12		11	1			[4] 9		13	4	86	52			71				[3] 32	[5] 26										
Marot Junior College, Thompson	3	15	(2)	1	14					1			51			50	33												14		
The Weylister, Milford	2	10		4	6					1	5		53																		
FLORIDA																																
Bethune-Cookman College,[1] Daytona Beach	7	13	13	10	12					10	12	30	32			49	47											60	51		
Palmer College and Academy, DeFuniak Springs	7	13	12	5	10					3	8	15	14				26											15	20		
GEORGIA																																
Andrew College, Cuthbert	3	13	1	3	11					3	11		93			92	45												17		
IDAHO																																
Ricks College, Rexburg	3	16		9	7					11	5	145	95																		
ILLINOIS																																
Blackburn College, Carlinville	6	15		8	7					10	5	136	123			254	144														
Broadview College and Theological Seminary, La Grange	10	18	5	14	11					16	10	67	74			141	63											49	57		
Central Y. M. C. A. College, Chicago	6	36		36		15			[4] 40			1,213		302		874	645														
Chicago Junior College, Chicago	4	12	17	24	5				20	5	30	42			68	45											121	160		
College of St. Francis, Joliet	5	18		1	17				1	20		130			126	60														
Ferry Hall, Lake Forest	5	3	[7] 18		21					[4] 21		45				12													90		
Frances Shimer Junior College and Preparatory School, Mount Carroll	5	24	(2)	2	22				2	20		93			93	53													63		
Mallinckrodt College, Wilmette	4	6	10		11					10		19			19	13													41		
Monticello Seminary, Godfrey	10	17	2		19					26		55			55	20													50		
North Park College, Chicago	9	29	16	15	19		1	3		14	9	132	75			191	122			6	11	37						45	76		
Springfield Junior College, Springfield	3	13		6	7	9		[4] 3		6	9	62	57	8	90	115	85			[4] 20	[4] 35										

See footnotes on p. 192.

TABLE 18A.—FACULTY AND STUDENTS, 1931–32—Continued

PART 2—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Name of institution and location	Staff											Student enrollments															
	General administration	Resident instruction, 1931–32				Summer session, 1931	Extension		Organized research	Total (reduced to full-time basis, excluding those employed for summer session only) [1]		Regular session, 1931–32		Summer session, 1931		Third week of fall term, 1931	Freshmen (first year of college work)	Military drill	Nonresidence (collegiate)				Nonresidence (noncollegiate)				Secondary (excluding training school)	
		Collegiate	Secondary excluding training school	Total excluding duplicates [1]			Correspondence	Extension											Correspondence		Extension		Correspondence		Extension			
	Men and women	Men and women	Men and women	Men	Women	Men and women	Men and women	Men and women	Men and women	Men	Women	Men	Women	Men	Women	Men and women	Men and women	Men	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
INDIANA																												
Concordia College, Fort Wayne	5	10	13	13	----	----	----	----	----	13	----	58	----	----	----	58	34	58	----	----	----	----	----	----	----	----	166	----
St Joseph's College, Collegeville	9	7	15	20	----	----	----	----	----	20	----	90	----	----	----	----	47	----	----	----	----	----	----	----	----	----	180	----
Vincennes University, Vincennes	4	10	10	6	4	10	----	----	----	6	4	57	58	28	44	107	67	----	----	----	----	----	----	----	----	----	24	42
IOWA																												
Briar Cliff Junior College, Sioux City	4	12	----	1	11	5	----	----	----	1	9	----	50	----	55	47	30	----	----	----	----	----	----	----	----	----	----	----
Graceland College, Lamoni	7	23	----	12	11	----	----	----	----	12	11	116	84	----	----	190	94	----	----	----	----	----	----	----	----	----	----	----
Grundy Junior College, Grundy Center	6	6	----	4	2	----	----	----	----	4	2	25	30	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Mount Mercy Junior College, Cedar Rapids	6	12	(3)	2	10	11	----	----	----	3	15	----	70	----	120	70	42	----	----	----	----	----	----	----	----	----	----	97
Mount St Clare Junior College, Clinton	7	13	9	4	15	8	----	----	----	----	11	----	76	----	84	76	58	----	----	----	----	----	----	----	----	----	----	61
Northwestern Junior College, Orange City	2	9	10	6	5	----	----	----	----	6	5	31	34	----	----	64	37	----	----	----	----	----	----	----	----	----	43	26
Ottumwa Heights College, Ottumwa	5	11	10	----	21	12	----	----	----	----	21	----	110	----	85	110	67	----	----	----	----	----	----	----	----	----	----	73
Waldorf College, Forest City	5	10	7	8	6	----	----	----	----	8	6	116	132	----	----	187	56	----	----	----	----	----	----	----	----	----	40	29
Wartburg Normal College, Waverly	2	9	7	12	3	----	----	----	----	13	4	30	46	----	----	65	----	----	----	----	----	----	----	----	----	----	44	40

KANSAS																														
Central Academy and College, McPherson	3	13	12	6	9					6	10	27	41			67	48										21	33		
College of Paola, Paola	5	10	6		16	10					15		39		35	39	24				8							60		
Hesston College, Hesston	3	4	9	8	4		1			8	2	8	12			20	10		1	9							28	26		
Highland College, Highland	2	7		4	3					4	3	30	41			71	43													
Mount St. Scholastica College, Atchison	6	23		4	19					4	22		164			159	60													
St. John's Lutheran College, Winfield	4	14	(3)	11	3					11	3	58	19			75	54										74	9		
Tabor College, Hillsboro	1	7	7	6	5	5				6	5	28	16	16	30		22										13	16		
KENTUCKY																														
Bethel Woman's College, Hopkinsville	6	13	4		17					1	17		109			109	66											27		
Campbellsville Junior College, Campbellsville	5	7	8	4	6	5				4	6	64	124	12	24	104	80										41	28		
Caney Junior College, Pippapass	4	9		5	4	8				4	5	37	39	33	35	58	53													
Cumberland College, Williamsburg	6	19	16	11	8					11	9	87	127				142										16	27		
Lees College, Jackson	4	9		6	3	7				8	5	138	142	28	48	280	224													
Mount St. Joseph Junior College, St. Joseph	3	7		1	6	(3)				1	7		83		120		51													
Nazareth Junior College, Nazareth	8	17	7		24	33					31		128		311		57											117		
Pikeville Junior College, Pikeville	3	14	13	7	9	9		1		7	9	169	197	34	71		288				10	14					47	39		
St. Mary's College, St. Mary	3	5		5						4		25				25	17										78			
Sacred Heart Junior College and Normal School, Louisville	6	10	10		20	16		10			16		66		175	66						148						120		
Sue Bennett College, London	3	8	7	5	10	10				6	12	6	20	8	24												64	73		
LOUISIANA																														
Dodd College, Shreveport	6	12		2	10					4	12		80			80	42													
MARYLAND																														
Blue Ridge College, New Windsor	4	10		6	4					6	4	39	30			87	40													
St. Charles College, Catonsville	5	7	23	30						30		164					105										221			
MASSACHUSETTS																														
Atlantic Union College, South Lancaster	8	22	4	13	13	5				16	13	94	77	5	20	160	65											23		
Bradford Academy, Bradford	6	19	9	6	17					7	23		119			118	71											70		
Lasell Junior College, Auburndale	7	41	17	7	35					6	34		216			216	133											33		
MICHIGAN																														
Ferris Institute, Big Rapids	3	20	15	17	5	19	17	2		17	5	349	244	40	272	575	356		32	99	6	17	8	12			124	64		
Spring Arbor Seminary and Junior College, Spring Arbor	6	7	13	9	6					9	7	28	23			51	29										45	46		
MINNESOTA																														
Concordia College, St. Paul	2	11	13	14						14		80				80	37										193			
St. Paul-Luther College, St Paul	5	15	13	14	2					13	2	44	16			60	30										22	11		

See footnotes on p. 193.

TABLE 18A.—FACULTY AND STUDENTS, 1931–32—Continued

PART 2.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Name of institution and location	Staff											Student enrollments															
	General administration	Resident instruction, 1931–32				Summer session, 1931	Extension		Organized research	Total (reduced to full-time basis, excluding those employed for summer session only) [1]		Regular session, 1931–32		Summer session, 1931		Third week of fall term, 1931	Freshmen (first year of college work)	Military drill	Nonresidence (collegiate)				Nonresidence (noncollegiate)				Secondary (excluding training school)	
		Collegiate	Secondary excluding training school	Total excluding duplicates [1]			Correspondence	Extension											Correspondence		Extension		Correspondence		Extension			
	Men and women	Men and women	Men and women	Men	Women	Men and women	Men and women	Men and women	Men and women	Men	Women	Men	Women	Men	Women	Men and women	Men and women	Men	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
MISSISSIPPI																												
All Saints Junior College, Vicksburg	3	7	8		9						9		41			41	26											39
Clarke Memorial College, Newton	4	8	(2)	5	3	6				5	5	64	58	15	27	92	62										4	
Grenada College, Grenada	4	14		2	12					3	15	6	114			121	40											54
Gulf Park College, Gulfport	6	9	2	2	9					4	13		127			127	84											
Hillman College, Clinton	3	12		5	7					2	8		78			70	53											40
Mississippi Synodical College, Holly Springs	8	9	1	1	9					1	13		45			45	27											
Whitworth College, Brookhaven	5	13		3	10	5				4	13	16	201	3	66	217												
MISSOURI																												
Central Wesleyan College, Warrenton	3	9		5	4	8				8	4	70	32	35	23		62											
Christian College, Columbia	6	24		8	16					9	18		215			211	130											24
Cottey College, Nevada	5	18	13		21						21		139			131	82											
Hannibal-La Grange College, Hannibal	3	14		6	8	8				6	8	91	120	22	56	200	89											

Kemper Military School, Boonville	6	14	(3)	14						23		151				151	108										159			
Kidder Institute, Kidder	2	6	2	5	4					5	4	62	56			115	78										32	40		
Ozark Wesleyan College, Carthage	4	10		6	4	4				7	4	37	44	11	28		53													
St. Louis Preparatory Seminary, Webster Groves	(3)	14	(3)	14						14		162				162											99			
St. Paul's College, Concordia	1	8	1	9						9		44				44	18										119			
St. Teresa Junior College, Kansas City	6	16		1	15	7				1	12		165		64		118													
Southwest Baptist College, Bolivar	5	13	1	8	6	14				9	8	78	97	50	137		101										28	7		
Stephens College, Columbia	15	55	(3)	13	42				3	20	45		585			575	390											25		
The Principia, St. Louis	8	18	24	15	9					14	8	66	94			160	98										110	182		
Wentworth Military Academy, Lexington	4	9	16	16	2					16	2	75				75	48	75									70			
Western College, [1] Kansas City	1	11	9	7	4					7	4	18	19			37	25										19	19		
William Woods College, Fulton	6	17		2	14					2	19		231																	
NEBRASKA																																
Hebron College and Academy, Hebron	2	11		7	4					9	4	42	20				44													
Luther College, Wahoo	5	6	7	8	5					9	8	52	40				70										29	19		
NEW HAMPSHIRE																																
Colby Junior College, New London	6	20	12	3	19					3	19		184			184	90											51		
NEW JERSEY																																
Centenary Collegiate Institute, Hackettstown	4	19	13	6	13					6	14		51			50	32											70		
NEW YORK																																
Collegiate School of the Packer Collegiate Institute, Brooklyn	6	27	43	1	46					2	50		128			125	67											407		
The Mason Collegiate School, Tarrytown	6	10	7	3	11					1	16		31			31	20											17		
Sarah Lawrence College, Bronxville	8	44		15	29					[4]15	[4]37		229			229	133													
NORTH CAROLINA																																
Belmont Abbey Junior College, Belmont	1	8	6	14		2				14		50		32		50	22										46			
J. K. Brick Junior College, [1] Bricks	5	14	16	7	9					[4]10	[4]11	37	58			49									5	67	31	19		
Campbell College, Buies Creek	6	12	10	13	9					16	12	112	90			176	137										105	97		
Lees-McRae College, Banner Elk	8	13	3	5	11					[4]6	[4]11	[4]84					50										33	73		
Louisburg College, Louisburg	6	12	7	3	9					4	11	56	38			144	116										5	7		
Mars Hill College, Mars Hill	8	22	4	12	12					14	13	250	170	52	48		249										27	11		
Mitchell College, Statesville	6	10	(3)	3	7					4	11		98			92	44											13		
Peace, A Junior College for Women, Raleigh	5	15	(3)	1	14					2	18		131			129	78											35		
Pineland Junior College, Salemburg	7	10	6	2	14	7				4	19	2	71	1	25		49										5	53		
Presbyterian Junior College for men, Maxton	3	8		7	1					8	2	80	7			73	51													
Rutherford College, Rutherford	1	6		7						7		121	15			136														
St. Genevieve of the Pines Junior College, Asheville	5	9		2	7	2					7		44		6	44	22													
St. Mary's School and Junior College, Raleigh	14	12	10	3	19					3	27		104			120												52		
Weaver College, Weaverville	7	9		5	4	9	1			5	4	92	58	22	21		68		2											
Wingate College, Wingate	5	16	2	6	12	9				[4]9	[4]14	115	160	25	30				140	190			13	17			10	12		

See footnotes on p. 193

TABLE 18A.—FACULTY AND STUDENTS, 1931–32—Continued

PART 2.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Name of institution and location	Staff											Student enrollments															
	General administration	Resident instruction, 1931–32				Summer session, 1931	Extension		Organized research	Total (reduced to full-time basis excluding those employed for summer session only) [1]		Regular session, 1931–32		Summer session, 1931		Third week of fall term, 1931	Freshmen (first year of college work)	Military drill	Nonresidence (collegiate)				Nonresidence (noncollegiate)				Secondary (excluding training school)	
		Collegiate	Secondary excluding training school	Total excluding duplicates [1]			Correspondence	Extension											Correspondence		Extension		Correspondence		Extension			
	Men and women	Men and women	Men and women	Men	Women	Men and Women	Men and women	Men and women	Men and Women	Men	Women	Men	Women	Men	Women	Men and women	Men and women	Men	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
	2	3	4	5	6	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
OHIO																												
Fenn College, Cleveland	10	72	----	71	1	----	----	----	----	52	4	1,480	35	----	----	1,219	435	----	----	----	----	----	----	----	----	----	----	----
Rio Grande College, Rio Grande	5	8	----	4	4	8	----	----	----	3	4	80	44	41	72	124	98	----	----	----	----	----	----	----	----	----	----	----
Urbana Junior College, Urbana	5	10	----	6	4	----	----	----	----	8	3	40	35	----	----	75	----	----	----	----	----	----	----	----	----	----	----	----
OKLAHOMA																												
Bacone College, Bacone	1	8	12	8	7	----	----	----	----	9	7	74	31	----	----	85	76	----	----	----	----	----	----	----	----	----	118	92
Oklahoma Presbyterian College, Durant	5	8	9	2	10	----	----	----	----	3	9	----	75	----	----	67	47	----	----	----	----	----	----	----	----	----	----	42
OREGON																												
Columbia University, Portland	6	15	10	25	----	----	----	----	----	24	----	173	----	----	----	182	85	----	----	----	----	----	----	----	----	----	138	----
Mount Angel College and Seminary, St Benedict	7	13	14	23	----	----	----	----	----	23	----	46	----	----	----	----	----	15	----	----	----	----	----	----	----	----	91	----

PENNSYLVANIA																														
Ogontz School, Ogontz School	8	27	14	----	41	----	----	----	----	1	42	------	58	----	----	58	28	[8] 55	----	----	----	----	----	----	----	----	----	----	56
Penn Hall School and Junior College, Chambersburg	10	21	27	3	28	----	----	----	----	5	33	------	83	----	----	83	65	----	----	----	----	----	----	----	----	----	----	----	88
Williamsport Dickinson Seminary, Williamsport	6	13	16	14	10	----	----	----	----	13	12	83	45	----	----	------	99	----	----	----	----	----	----	----	----	----	77	34
SOUTH CAROLINA																														
Anderson College, Anderson	5	18	8	3	15	----	----	----	----	2	14	10	110	----	----	118	----	----	----	----	----	----	----	----	----	----	----	----	12
SOUTH DAKOTA																														
Freeman Junior College, Freeman	3	----	9	7	2	----	----	----	----	7	2	19	16	----	----	35	17	----	----	----	----	----	----	----	----	----	11	19
Notre Dame Junior College, Mitchell	2	9	(3)	2	7	8	----	----	----	1	7	6	86	----	26	66	----	----	----	----	----	----	----	----	----	----	46	56
Wessington Springs College, Wessington Springs	7	9	6	7	8	3	----	----	----	7	8	21	57	2	20	65	44	----	----	----	----	----	----	----	----	----	28	26
TENNESSEE																														
David Lipscomb College, Nashville	7	15	7	11	5	----	----	----	----	11	7	106	85	----	----	174	113	----	----	----	----	----	----	----	----	----	57	49
Freed-Hardeman College, Henderson	2	11	4	10	5	6	----	----	----	10	4	130	157	----	----	290	200	----	----	----	----	----	----	----	----	----	20	9
Hiwassee College, Madisonville	5	12	3	6	6	5	----	----	----	6	6	81	83	35	76	------	96	----	----	----	----	----	----	----	----	----	18	16
Martin College, Pulaski	6	12	1	2	10	8	----	----	----	2	10	12	111	4	32	98	74	----	----	----	----	----	----	----	----	----	----	20
Nashville Agricultural Normal Institute, Madison	7	28	----	15	13	31	----	----	----	18	17	113	98	113	98	203	89	----	----	----	----	----	----	----	----	----	----	----
Southern Junior College, Collegedale	12	11	10	9	5	4	----	----	----	18	10	33	26	8	27	59	----	----	----	----	----	----	----	----	----	----	46	59
Tennessee Wesleyan College, Athens	6	15	2	7	10	8	----	----	----	8	11	93	171	9	89	209	----	----	----	----	----	----	----	----	----	----	3	3
Trevecca College, Nashville	7	8	9	9	8	----	1	----	----	8	8	28	32	----	----	51	----	----	----	----	----	----	----	----	----	----	29	24
Ward-Belmont School, Nashville	28	57	----	8	49	----	----	----	----	12	62	9	390	----	----	373	216	----	----	----	----	----	----	----	----	----	----	----
TEXAS																														
Blinn Memorial College, Brenham	4	10	7	10	4	12	----	----	----	10	4	84	55	42	42	138	101	----	----	----	----	----	----	----	----	----	24	10
Butler College,[2] Tyler	4	6	8	4	7	4	----	----	----	4	7	21	50	17	61	54	58	----	----	----	----	----	----	----	----	----	20	27
Clifton Junior College, Clifton	2	7	6	5	2	3	----	----	----	5	1	35	42	6	28	71	47	----	----	----	----	----	----	----	----	----	2	6
College of Marshall, Marshall	5	10	3	7	6	7	----	----	----	[4] 10	[4] 8	158	150	50	58	------	----	----	----	----	----	----	----	----	----	----	3	15
Guadalupe College,[2] Seguin	3	7	(3)	4	3	7	----	----	----	5	5	20	25	2	35	45	----	----	----	----	----	----	----	----	----	----	9	15
Jacksonville College, Jacksonville	3	10	7	4	6	8	----	----	----	5	6	27	43	27	40	65	42	----	----	----	----	----	----	----	----	----	7	6
Jarvis Christian College,[1] Hawkins	3	11	6	7	5	----	----	----	----	7	5	19	15	----	----	------	16	----	----	----	----	----	----	----	----	----	27	28
Kidd-Key College, Sherman	2	18	(3)	4	14	----	1	----	----	3	13	------	55	----	----	52	18	----	----	----	----	----	----	----	----	----	----	27
Lon Morris College, Jacksonville	4	11	5	8	3	7	----	----	----	8	3	95	94	34	42	166	109	----	----	----	----	----	----	----	----	----	19	23
Mary Allen Seminary,[2] Crockett	5	8	7	2	8	8	----	5	----	3	9	3	81	6	92	84	40	----	----	----	12	29	----	----	----	----	----	60
Paul Quinn College,[2] Waco	5	8	5	7	2	5	----	----	----	7	2	45	47	6	104	91	57	----	----	----	----	----	----	----	----	----	7	9
Randolph College, Cisco	3	8	----	5	3	4	----	----	----	5	4	53	56	15	14	109	44	----	----	----	----	----	----	----	----	----	----	----
St. Philip's College,[1] San Antonio	3	5	6	2	4	----	----	----	----	2	5	12	48	----	----	55	44	----	----	----	----	----	----	----	----	----	2	8
Schreiner Institute, Kerrville	5	12	(3)	12	----	10	----	----	----	16	1	168	----	20	13	157	110	168	----	----	----	----	----	----	----	----	90	----
Southwestern Junior College, Keene	5	14	16	8	8	----	----	----	----	10	8	39	52	----	----	------	----	----	----	----	----	----	----	----	----	----	81	100
Texas Lutheran College, Seguin	5	12	3	11	4	----	----	----	----	10	4	62	54	----	----	114	64	----	----	----	----	----	----	----	----	----	11	9
Texas Military College, Terrell	3	10	9	7	4	4	----	----	----	7	4	66	33	22	28	------	58	65	----	----	----	----	----	----	----	----	37	1
Wayland College, Plainview	3	6	3	4	5	9	----	----	----	4	5	53	47	15	20	94	63	----	----	----	----	----	----	----	----	----	21	6
Weatherford College, Weatherford	4	11	----	7	4	4	----	2	----	9	6	147	118	44	49	259	172	----	----	----	10	13	----	----	----	----	----	----
Wesley College, Greenville	4	10	6	8	8	9	----	----	----	6	7	67	62	23	46	------	----	----	----	----	----	----	----	----	----	----	7	6
Westminster College, Tehuacana	3	6	1	4	3	4	----	----	----	4	3	45	47	23	25	------	56	----	----	----	----	----	----	----	----	----	3	2
Westmoreland College, San Antonio	8	22	(3)	5	17	23	----	----	----	5	19	2	181	77	160	183	74	----	----	----	----	----	----	----	----	----	----	46

See footnotes on p. 193

TABLE 18A.—FACULTY AND STUDENTS, 1931–32—Continued

PART 2.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Name of institution and location	Staff											Student enrollments															
	General administration	Resident instruction, 1931–32				Summer session, 1931	Extension		Organized research	Total (reduced to full-time basis excluding those employed for summer session only) [1]		Regular session, 1931–32		Summer session, 1931		Third week of fall term, 1931	Freshmen (first year of college work)		Military drill	Nonresidence (collegiate)				Nonresidence (noncollegiate)				Secondary (excluding training school)	
		Collegiate	Secondary excluding training school	Total excluding duplicates [1]			Correspondence	Extension												Correspondence		Extension		Correspondence		Extension			
	Men and women	Men and women	Men and women	Men	Women	Men and women	Men and women	Men and women	Men and women	Men	Women	Men	Women	Men	Women	Men and women	Men and women	Men	Men	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
UTAH																												
College of St. Mary-of-the-Wasatch, Salt Lake City	7	17		3	14	13				2	12		44		67	47	17											
Dixie College, St. George	3	7	7	9	5					2	6	67	34			80	53										70	78
Snow College, Ephraim	3	17		10	7					10	7	112	120			208	134											
Weber College, Ogden	3	30		20	10					14	11	436	306			600	529											
Westminster College, Salt Lake City	6	15	14	10	13					12	16	64	61			97	86										53	47
VIRGINIA																												
Averett College, Danville	8	17	4	2	19	13				2	24	1	120	1	69		70											46
Blackstone College for Girls, Blackstone	2	15	4	2	17					2	17		101			94	53											34
Bluefield College, Bluefield (W.Va.)	5	11	6	11	2					12	3	121	37			150	123										21	12
Marion Junior College, Marion	3	8	13	1	12					1	[4]12		77			75	39											9
Shenandoah College, Dayton	2	13	2	7	8					7	7	72	60															
Sullins College, Bristol	4	20	4	5	22					[4]5	[4]22		196			194	122											62
Virginia Intermont College, Bristol	5	22	3	4	21					5	25	5	381			365	210											53

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TABLE 19.—STUDENTS AND DEGREES IN PROFESSIONAL SCHOOLS, 1931-32

PART 1—PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED

Institution	Education		Agriculture		Commerce and business		Dentistry		Engineering		Home economics		Law		Medicine		Nursing		Pharmacy		Other	
	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Alabama Polytechnic Institute	393	92	126	19	.....	.....	.....	.....	846	134	68	5	.....	.....	.....	.....	.....	.....	34	6	[1] 211	[1] 28
University of Alabama	612	148	.....	.....	798	75	.....	.....	719	70	80	2	220	30	107	.....	.....	.....	.....	.....	.....	.....
Alaska Agricultural College and School of Mines	.....	.....	.....	.....	.....	.....	.....	.....	52	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Arizona	533	109	93	16	.....	.....	.....	.....	280	44	59	10	89	15	.....	.....	.....	.....	.....	.....	[1] 63	[1] 8
Agricultural, Mechanical, and Normal College (Ark.)	24	.....	19	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Arkansas	282	56	94	17	106	34	.....	.....	292	30	118	21	65	11	198	46	.....	.....	.....	.....	.....	.....
University of California	2,906	466	653	115	1,269	232	163	39	1,104	175	.....	.....	491	97	288	55	24	7	288	64	[1] 563	[1] 85
Colorado Agricultural College	.....	.....	243	50	.....	.....	.....	.....	278	41	254	37	.....	.....	.....	.....	.....	.....	.....	.....	[4] 422	[4] 85
Colorado School of Mines	.....	.....	.....	.....	.....	.....	.....	.....	621	92	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
University of Colorado	.....	.....	.....	.....	116	33	.....	.....	747	127	.....	.....	111	32	214	55	106	.....	75	4	[1] 64	[1] 5
United States Coast Guard Academy (Conn.)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	[1] 139	.....
University of Delaware	70	6	33	8	.....	.....	.....	.....	194	35	54	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Florida State College for Women	804	107	.....	.....	.....	.....	.....	.....	.....	.....	208	27	.....	.....	.....	.....	.....	.....	.....	.....	[1] 54	[1] 7
University of Florida	331	69	236	39	529	49	.....	.....	370	48	.....	.....	209	62	.....	.....	.....	.....	58	6	[6] 138	[6] 15
Georgia School of Technology	.....	.....	.....	.....	461	45	.....	.....	1,654	256	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	[7] 183	[7] 55
Georgia State College for Women	708	84	.....	.....	.....	.....	.....	.....	.....	.....	168	21	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medical Dept., University of Georgia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	154	39	.....	.....	.....	.....	.....	.....
University of Georgia	668	78	237	51	301	49	.....	.....	64	9	139	42	61	14	.....	.....	.....	.....	16	3	[8] 288	[8] 36
University of Hawaii	491	80	114	14	.....	.....	.....	.....	67	8	90	12	.....	.....	.....	.....	.....	.....	.....	.....	[9] 25	[9] 1
University of Idaho	410	123	172	36	292	50	.....	.....	277	40	.....	.....	30	10	.....	.....	.....	.....	.....	.....	[10] 162	[10] 23
Southern Branch, University of Idaho	.....	.....	.....	.....	.....	.....	.....	.....	151	.....	.....	.....	.....	.....	.....	.....	.....	.....	74	.....	.....	.....
University of Illinois	1,141	455	568	100	2,094	396	139	63	1,677	327	238	55	233	40	751	247	.....	.....	746	129	[11] 816	[11] 222
Indiana University	545	139	.....	.....	240	78	168	35	.....	.....	.....	.....	163	37	453	100	202	.....	.....	.....	[1] 80	[1] 16
Purdue University	31	6	341	63	.....	.....	.....	.....	2,840	530	439	95	.....	.....	.....	.....	.....	.....	98	31	[12] 193	[12] 16
Iowa State College of Agriculture and Mechanic Arts	74	23	616	147	.....	.....	.....	.....	1,616	277	978	274	.....	.....	.....	.....	.....	.....	.....	.....	[13] 422	[13] 80
State University of Iowa	.....	.....	.....	.....	.....	.....	178	47	441	90	.....	.....	221	69	353	101	218	.....	107	26	.....	.....
Kansas State College of Agriculture and Applied Science	.....	.....	457	92	.....	.....	.....	.....	924	135	519	124	.....	.....	.....	.....	.....	.....	.....	.....	[14] 247	[14] 32
Municipal University of Wichita	407	81	.....	.....	364	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	[1] 102	[1] 7
University of Kansas	196	100	.....	.....	196	77	.....	.....	663	103	.....	.....	127	32	313	56	98	.....	59	15	[15] 274	[15] 60
University of Kentucky	628	156	165	43	408	31	.....	.....	575	71	117	23	104	23	.....	.....	.....	.....	.....	.....	.....	.....
University of Louisville	.....	.....	.....	.....	.....	.....	151	46	143	20	.....	.....	54	8	342	88	.....	.....	.....	.....	.....	.....

Louisiana Polytechnic Institute									181	10												
Louisiana State University and Agricultural and Mechanical College	315	75	322	63	276	19			614	68	101	16	94	19	109						[16] 335	[16] 50
Southern University and Agricultural and Mechanical College			41	12							60	3										
Southwestern Louisiana Institute	551	69																				
University of Maine	46	18	120	23					563	103	112	18									[17] 155	[17] 33
University of Maryland	197	52	262	64			424	73	389	42	95	10	165	33	426	101	121		361	112		
United States Naval Academy																					[5] 2,022	[5] 423
Lowell Textile Institute									152	26												
Colleges of the City of Detroit	2,756	387							333	10	66	8					14	1	128	30		
Detroit City Law School													171	42								
Detroit College of Medicine and Surgery															376	65						
Michigan College of Mining and Technology									613	115												
Michigan State College			467	65					614	91	497	104									[18] 130	[18] 28
University of Michigan	728	347			139	50	238	85	1,656	412			520	147	583	146	278		73	24	[19] 592	[19] 129
University of Minnesota	2,241	541	463	85	595	179	239	69	2,297	273	516	79	255	71	1,085	195	559		170	43	[20] 403	[20] 56
Mississippi State College									387	70												
University of Mississippi					168	13			42	5			73	19	53	26			28	13		
University of Missouri	499	339	449	80	209	84			1,008	164	112	18	143	29	105	32	24	5			[21] 526	[21] 171
Montana School of Mines									209	19											[22] 63	
State University of Montana	37	20			92	35							63	12					54	19	[23] 289	[23] 45
University of Nebraska	1,320	315	363	64	798	116	113	23	764	95	272	71	174	36	361	78	146	2	80	14	[24] 231	[24] 45
University of Nevada			51	10					231	34	47	6										
University of New Hampshire			86	13	103	29			408	56	85	10									[25] 35	[25] 4
Newark College of Engineering									543	87												
New Mexico College of Agriculture and Mechanic Arts			84	11	42	2			192	30	56	7									[2] 17	
New Mexico School of Mines									129	21												
University of New Mexico	391	54							154	15												
The City College	4,517	152			7,918	131			1,378	47												
New York State College of Forestry																					[25] 402	[25] 80
United States Military Academy																					[5] 1,260	[5] 262
Agricultural and Technical College of North Carolina			51	8					56	2											[26] 8	[26] 1
North Carolina State College of Agriculture and Engineering	275	64	192	31	347	42			756	93											[27] 310	[27] 66
University of North Carolina													117	27	75	16			81	18	[28] 36	
North Dakota Agricultural College	214	47	185	37					302	26	186	22							100	21	[29] 150	[29] 26
University of North Dakota	376	114			111	50			190	29			69	20	56	25					[30] 139	
Miami University	711	102			533	71					108	15									[31] 187	[31] 26
Ohio State University	3,069	596	882	173	2,353	402	203	55	1,658	266	482	81	278	76	400	92	124		157	33	[33] 1,004	[32] 102
Ohio University	1,314	234																				
University of Akron	279	85			144	17			201	29											[33] 76	[33] 5
University of Cincinnati	1,141	241			471	41			1,179	112	208	30	117	48	312	61	130				[34] 423	[34] 40
University of the City of Toledo	629	81			435	9			366													
Colored Agricultural and Normal University	392	61																				
Oklahoma Agricultural and Mechanical College	467	47	457	70	695	52			735	73	305	35									[35] 88	[35] 10
University of Oklahoma	591	154			775	94			958	114			256	76	233	96	141		110	22	[36] 309	[36] 55
Oregon State College	545	120	345	53	782	108			735	127	420	71							123	30	[37] 357	[37] 42
University of Oregon	172	1			577	17							118	31	252	55					[38] 762	[38] 15
Pennsylvania State College	682	136	508	122					1,419	282	213	40									[39] 180	[39] 41
University of Puerto Rico	483	58	167	22	126	15			179	21	183	1	76	15					56	7		
Rhode Island State College			26	10	144	17			327	48	111	23										
Clemson Agricultural College			401	72					494	71											[40] 235	[40] 31

See footnotes on p. 197.

TABLE 19.—STUDENTS AND DEGREES IN PROFESSIONAL SCHOOLS, 1931-32—Continued

PART 1.—PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued.

Institution	Education		Agriculture		Commerce and business		Dentistry		Engineering		Home economics		Law		Medicine		Nursing		Pharmacy		Other	
	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Medical College of the State of South Carolina															144	33	116		43	13		
University of South Carolina	232	31			223	24			199	16			100	27					55	4	[41] 92	[41] 10
South Dakota State College of Agriculture and Mechanic Arts			128	21					218	35	113	23							87	7		
South Dakota State School of Mines									336	63											[39] 44	
University of South Dakota	15	6			48	20			74	11			72	19	40						[42] 42	[42] 2
Tennessee Agricultural and Industrial State Teachers College	475	40	66	2	93	8					147	20									[43] 50	[43] 3
University of Tennessee	458	71	353	45			164	29	533	48	416	46	67	10	456	128	200		121	32	[44] 12	
Agricultural and Mechanical College of Texas			599	124					1,296	216											[45] 140	[45] 58
College of Mines and Metallurgy									180	10												
Medical Branch, the University of Texas															334	71	157					
Texas Technological College			220	32					378	25	206	25										
University of Texas	170	47			315	177			1,009	106			351	64					86	15		
University of Utah	961	129			564	84			370	46			95	21	78	20						
Utah State Agricultural College	286	28	360	48	260	32			152	12	132	27										
University of Vermont and State Agricultural College			37	11					132	23	80	13			154	36						
Medical College of Virginia							126	28							363	91	240	16	127	26		
University of Virginia	91	31							172	18			265	74	240	50						
Virginia Agricultural and Mechanical College and Polytechnic Institute	98	11	213	50	269	46			990	147	25	7										
Virginia Military Institute									135	58											[46] 82	[46] 28
Virginia State College for Negroes	177	16	55	5							70	9									[47] 24	[47] 5
State College of Washington	262	115	276	31					623	102	219	33							114	8	[47] 577	[47] 76
University of Washington	207	255							1,030	140			328	66					128	16	[48] 132	[48] 70
West Virginia University	167	37	148	30					425	56	164	39	149	42	144	52			38	6	[49] 216	[49] 31
University of Wisconsin	959	321	536	147					1,202	189	344	80	290	114	316	53	65				[50] 16	
University of Wyoming	315	36	113	26					176	32	64	12	33	6								

[1] Architecture, students 106, degrees 17; fine arts, students 37, degrees 3, veterinary medicine, students 66, degrees 8.
[2] Music.
[3] Architecture, students 186, degrees 35; chemistry, students 328, degrees 43, library science, students 69, degrees 7.
[4] Forestry, students 138, degrees 14; music, students 16, degrees 3, Veterinary medicine, students 146, degrees 28; vocational education, degrees 40; unclassified, students 122.
[5] Professional course of study offered at United States service schools.
[6] Architecture, students 72, degrees 9; journalism, students 66, degrees 6.
[7] Architecture, students 128, degrees 33; general science, students 47, degrees 21, unclassified, students 13, degrees 1.
[8] Landscape architecture, students 15, degrees 1; forestry, students 64, degrees 8; journalism, students 97, degrees 16; veterinary medicine, students 42, degrees 11; applied art, students 39; physical education, students 47.
[9] Sugar technology.
[10] Geology, students 26, degrees 4; metallurgy, students 15, degrees 2; forestry, students 121, degrees 17.
[11] Architecture, students 271, degrees 40; fine arts, students 126, degrees 9; journalism, students 115, degrees 46; library science, students 164, degrees 119, music, students 140, degrees 8.
[12] Forestry, students 78, degrees 8; physical education, students 120, degrees 7; botany, degrees 1.
[13] Landscape architecture, students 71, degrees 13; forestry, students 138, degrees 19; journalism, students 25, degrees 4; veterinary medicine, students 188, degrees 44.
[14] Architecture, students 70, degrees 13; veterinary medicine, students 177, degrees 19.
[15] Fine arts, students 97, degrees 16; music, students 177, degrees 44.
[16] Forestry, students 83, degrees 8; journalism, students 121, degrees 9; library science, students 33, degrees 22; music, students 91, degrees 5, coaching, students 42, home demonstration, students 16, degrees 6.
[17] Forestry, students 117, degrees 24; chemistry, students 38, degrees 9.
[18] Veterinary medicine, students 78, degrees 10; forestry, students 57, degrees 18.
[19] Architecture, students 202, degrees 48; forestry, students 69, degrees 32; music, students 216, degrees 49; oral hygiene, students 10; anaesthesia, students 5.
[20] Architecture, students 66, degrees 26; forestry, students 249, degrees 30; dental hygiene, students 69; unclassified, students 19.
[21] Architecture, students 26; journalism, students 389, degrees 154; music, students 55, degrees 9; general science, students 19, degrees 4; fine arts, students 38, degrees 4.
[22] 1-year general course.
[23] Forestry, students 136, degrees 20; journalism, students 124, degrees 20; music, students 30, degrees 5.
[24] Architecture, students 5; fine arts, students 117, degrees 11; music, students 100, degrees 29; industry and survey, students 9, degrees 5.
[25] Forestry.
[26] Architecture, students 7, degrees 1; fine arts, students 1.
[27] Forestry, students 91, degrees 10; landscape architecture, students 19, degrees 3; sciences, students 63, degrees 13; textiles, students 137, degrees 40.
[28] Library science.
[29] Architecture, students 40, degrees 9; chemistry, students 110, degrees 17.
[30] Unclassified.
[31] Architecture, students 26, degrees 2; fine arts, students 77, degrees 10; music, students 84, degrees 14.
[32] Architecture, students 74, degrees 15; fine arts, students 30, degrees 30; music, students 26, degrees 3; veterinary medicine, students 184, degrees 40; applied optics, students 70, degrees 14; arts-education, students 30; unclassified graduate students 361.
[33] Secretarial science.
[34] Architecture.
[35] Architecture, students 79, degrees 10; unclassified graduate students, 9.
[36] Fine arts, students 173, degrees 29; music, students 126, degrees 32.
[37] Forestry, students 199, degrees 35; science, degrees 7; unclassified graduate students 158.
[38] Architecture and arts, students 210, degrees 6; journalism, students 209, degrees 8; music, students 134, degrees 3; applied social science, students 65; physical education, students 144.
[39] Architecture, students 68, degrees 18; forestry, students 117, degrees 23.
[40] Chemistry, students 66, degrees 5; textiles, students 157, degrees 26.
[41] Journalism.
[42] Fine arts, students 8, degrees 1; music, students 34, degrees 1.
[43] Industrial education.
[44] Dental hygiene.
[45] Veterinary medicine, students 34, degrees 6; vocational teaching, students 106, degrees 52.
[46] Chemistry.
[47] Fine arts, students 181, degrees 19; music, students 128, degrees 20; veterinary medicine, students 78, degrees 16; physical education, students 209, degrees 21, military, students 1.
[48] Forestry, students 136, degrees 26; library science, students 46, degrees 42.
[49] Music, students 47, degrees 14; physical education, students 169, degrees 17.

TABLE 19.—STUDENTS AND DEGREES IN PROFESSIONAL SCHOOLS, 1931–32—Continued

PART 2—PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED

Institution	Education		Agriculture		Commerce and business		Dentistry		Engineering		Home economics		Law		Medicine		Nursing		Pharmacy		Theology		Other	
	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ARKANSAS																								
Arkansas Law School													55	22										
St. John's Seminary																					30			
CALIFORNIA																								
Berkeley Baptist Divinity School																					74	11		
California Institute of Technology									317	107													[1] 418	[1] 63
Church Divinity School of the Pacific																					15			
College of Medical Evangelists															474	82	105						[2] 15	[2] 9
College of Physicians and Surgeons							144	30																
Golden Gate College													205	24										
Lincoln College of Law													12											
Los Angeles Baptist Theological Seminary																					119	14		
Loyola University of Los Angeles													210	29										
McGeorge College of Law													55	6										
Pacific School of Religion																					67	20		
Pacific Unitarian School for the Ministry																					12	1		
St. Patrick's Seminary																					154			
San Francisco Law School					75	2							235	21										
San Francisco Theological Seminary																					107	15		
Southwestern University					210								530	70										
Stanford University	367	[3] 77			78	24			373	[3] 31			248	56	188	43								
University of San Francisco													284	29										
University of Santa Clara					84	10			114	22			62	8										
University of Southern California	1,353	467			791	163	350	76	316	61			396	78	128				202	13	30	12	[4] 443	[4] 47

COLORADO																								
Colorado College									34	10												[5] 9	[5] 3	
Iliff School of Theology																					73	15		
St. Thomas Seminary																					65			
University of Denver					731	52	12	12	170	20			97	16									[6] 103	[6] 24
Westminster Law School													84	12										
CONNECTICUT																							9	9
Berkeley Divinity School																					26	5		
Connecticut College of Pharmacy																			157	52				
Hartford Seminary Foundation																					68	16	[7] 174	[7] 42
Yale University									63	[8] 36			316	117	192	44	100	29			218	38	[8] 504	[8] 98
DISTRICT OF COLUMBIA																								
Catholic University of America									126	25			40	11							195	73	[9] 28	[9] 4
Columbus University					117	11							362	61										
Georgetown University							261	33					512	123	598	134							[10] 389	[10] 67
George Washington University	480	123							463	49			825	163	290	57	51		42	12				
Howard University							49	17					61	17	220	55			31	9	36	8		
National University													1,099	351										
Washington College of Law													369	70										
FLORIDA																								
John B. Stetson University													39	14										
University of Miami	51	14											45	7									[9] 28	[9] 5
GEORGIA																								
Atlanta Law School													158	74										
Atlanta-Southern Dental College							302	82													46	11		
Columbia Theological Seminary																					82	10	[11] 51	[11] 47
Emory University					121	22							61	16	211	53	98				39	9		
Gammon Theological Seminary																								
Mercer University													42	7										
ILLINOIS																								
Armour Institute of Technology									743	132													[9] 129	[9] 16
Augustana College and Theological Seminary																					130	31		
Bethany Biblical Seminary																					[12] 68	5	[13] 21	
Chicago College of Osteopathy																							105	27
Chicago-Kent College of Law													612	93										
Chicago Law School													199	67										
Chicago Lutheran Theological Seminary																					45	11		
Chicago Theological Seminary																					206	16		
Concordia Theological Seminary																					96			
De Paul University					738	28							728	69			300						[13] 57	[13] 14
Evangelical Theological Seminary																					61	18		

See footnotes on p. 207.

TABLE 19—STUDENTS AND DEGREES IN PROFESSIONAL SCHOOLS, 1931–32—Continued

PART 2.—PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Education		Agriculture		Commerce and business		Dentistry		Engineering		Home economics		Law		Medicine		Nursing		Pharmacy		Theology		Other	
	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ILLINOIS—continued																								
Garrett Biblical Institute																					341	75		
Illinois Wesleyan University																							[12] 121	[12] 32
John Marshall Law School													434	40										
Knox College																							[13] 40	[13] 13
Lewis Institute									300	23														
Loyola University							442	114					324	58	490	111	492							
Meadville Theological School																					25	13		
Northwestern University	546	146			5,050	208	470	93	317	50			372	73	658	118							[14] 1,011	[14] 193
Norwegian-Danish Theological Seminary																					9			
Presbyterian Theological Seminary																					184	40		
St. Procopius College																					13			
University of Chicago					320	90							355	120	570	173					329	57	[15] 276	[15] 44
INDIANA																								
Benjamin Harrison Law School													260	72										
Butler University	292	68																			169	11		
De Pauw University																							[13] 143	[13] 37
Indiana Law School													158	36										
Indianapolis College of Pharmacy																			160	66				
Oakland City College																					11			
Rose Polytechnic Institute									339	72														
Taylor University																							[13] 46	[13] 2
University of Notre Dame					927	165			489	61			156	25					(16)	(16)			[17] 271	[17] 38
Valparaiso University									107	5			28	4					46	21				
IOWA																								
Des Moines Still College of Osteopathy																							212	41
Des Moines College of Pharmacy																			110					
Drake University	323	35			324	32							91	22							20	13	[13] 172	[13] 32
University of Dubuque																					24	3		
Wartburg Theological Seminary																					69	9		

KANSAS																												
Bethany College																									[19] 100	30		
Kansas City Baptist Theological Seminary																							[12] 109	[12] 25				
St. Benedict's College																							69					
St. Mary's College (St. Mary's P.O.)																							160					
Southwestern College																									[13] 328	[13] 15		
Washburn College													153	34											[20] 61	[20] 13		
KENTUCKY																												
College of the Bible																							100	13				
Jefferson School of Law													111	32														
Louisville College of Pharmacy																					93	30						
Louisville Presbyterian Theological Seminary																							73	32				
Simmons University													11	5									70	4				
Southern Baptist Theological Seminary																							391	91				
LOUISIANA																												
Loyola University							142	31					86	14							64	20						
Tulane University of Louisiana	306	41			559	24			305	30			151	42	477	111					12				[9] 50	[9] 14		
MAINE																												
Bangor Theological Seminary																							51					
MARYLAND																												
Johns Hopkins University	2,754	66			105	20			395	56					282	67									[21] 137	[21] 18		
Westminster Theological Seminary																							50	7				
MASSACHUSETTS																												
Andover Newton Theological School																							116	23	[22] 39	[22] 7		
Boston College													202	28									102					
Boston University	1,978	332			3,906	80							522	120	239	52							299	89	[23] 1,357	[23] 140		
Episcopal Theological School																							63	8				
Gordon College of Theology and Missions																							[24] 268	[24] 55				
Harvard University	429	127			1,095	414	129	24	293	81			1,595	466	518	136							47	8	[25] 156	[25] 25		
International Y.M.C.A. College																									[26] 614	[26] 143		
Massachusetts College of Osteopathy																									79	7		
Massachusetts College of Pharmacy																					406	73						
Massachusetts Institute of Technology									2,515	633															[27] 673	[27] 157		
New Church Theological School																							10					
Northeastern University					1,436	124			1,555	347			1,137	202														
Portia Law School													361	75														
St. John's Boston Ecclesiastical Seminary																							177					
Suffolk Law School													1,407	188														
Tufts College							292	58	377	66					465	115							38	2				
Worcester Polytechnic Institute									725	118																		

See footnotes on p 207.

TABLE 19—STUDENTS AND DEGREES IN PROFESSIONAL SCHOOLS, 1931-32—Continued

PART 2—PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Education		Agriculture		Commerce and business		Dentistry		Engineering		Home economics		Law		Medicine		Nursing		Pharmacy		Theology		Other	
	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
MICHIGAN																								
Calvin College																					40			
Detroit Institute of Technology					355	49			305	12			647	150					150	48				
Emmanuel Missionary College	11																				33	7	[11] 9	
University of Detroit					389	54			906	146			202	56									[28] 35	[28] 8
Western Theological Seminary																					39			
MINNESOTA																								
Bethel Institute																					36			
College of St. Thomas					160	12							34	7									[29] 43	[29] 5
Luther Theological Seminary																					140	30		
Minneapolis College of Law													117	17										
St. John's University																					69	3		
St. Paul College of Law													141	38										
St. Paul Seminary																					225			
Seabury Divinity School																					19	3		
MISSOURI																								
Benton College of Law													145	29										
Central College																							[13] 58	[13] 6
City College of Law and Finance													433	16										
Concordia Theological Seminary																					530	2		
Eden Theological Seminary																					68	23		
Kansas City College of Osteopathy and Surgery																							151	27
Kansas City College of Pharmacy and Natural Sciences																			69	29				
Kansas City School of Law													667	110										
Kansas City Western Dental College							202	45																
Kenrick Seminary																					156			
Kirksville College of Osteopathy and Surgery																							687	123
Lindenwood College																							[13] 38	[13] 4
St. Louis College of Pharmacy																			236	51				
St. Louis University							231	53					68	26	523	100	228	1			178		[30] 3	
Washington University					218	98	210	35	473	[3] 4			120	31	332	92	249	7					[31] 144	[31] 46

NEBRASKA																									
Creighton University					369	22	105	28					127	28	289	51	213	1	111	5					
Midland College																					19	6			
Nebraska Wesleyan University	137	23																					[37] 83	[37] 14	
Presbyterian Theological Seminary																					66	8			
NEW HAMPSHIRE																									
Dartmouth College					88	20			19	5					40										
NEW JERSEY																									
Bloomfield College and Seminary																					16				
Drew University																					107	32			
New Brunswick Theological Seminary																					33	9			
New Jersey Law School													618	173											
Princeton Theological Seminary																					206	71			
Princeton University									252	58															
Rutgers University	101	337	216	47					233	36									382	80			[33] 89	[33] 16	
Stevens Institute of Technology									52[illegible]	93															
NEW YORK																									
Alfred University									10[illegible]	16													[34] 63	[34] 14	
Auburn Theological Seminary																					87	10	[21] 43	[21] 12	
Biblical Seminary in New York																					73	21	[35] 61	[35] 13	
Clarkson College of Technology					39	5			237	69															
Colgate-Rochester Divinity School																					94	27			
Columbia University	3,767	2,714			515	126	262	55	268	130			566	145	424	100			564	38			[28] 3,077	[30] 320	
Cooper Union									1,151	132													[3] 1,903		
Cornell University	(*)	10	1,412	259					1,059	241	640	105	128	46	275	70							[3] 407	[35] 74	
De Lancey Divinity School																					7				
Fordham University	226	148			97								1,047	283					335	147					
General Theological Seminary																					172	24			
Holy Redeemer and St Alphonsus Seminary																					116				
Jewish Theological Seminary	96	1																			85	16	[39] 112		
Long Island College of Medicine															432	111									
Long Island University																			523	182					
Manhattan College					233	16			190	54													[9] 50	[9] 11	
New York Homeopathic Medical Coll and Flower Hospital															335	80									
New York Law School													315	129											
New York University	8,269	1,210			9,02[illegible]	629	495	119	967	172			1,268	381	504	113							[40] 2,089	[40] 75	
Polytechnic Institute of Brooklyn									566	126													[41] 37	[41] 25	
Rabbi Isaac Elchanan Theological Seminary																					412				
Rensselaer Polytechnic Institute									1,462	253													[9] 69		
St. Bernard's Seminary																					156				
St. Bonaventure College																					98				
St. John's College					1,618	113							1,668	642					320	42	29				
St. Joseph's Seminary																					175				

See footnotes on p. 207.

TABLE 19.—STUDENTS AND DEGREES IN PROFESSIONAL SCHOOLS, 1931–32—Continued

PART 2.—PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Education		Agriculture		Commerce and business		Dentistry		Engineering		Home economics		Law		Medicine		Nursing		Pharmacy		Theology		Other	
	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
NEW YORK—continued																								
St Lawrence University													1,481	868							29			
Syracuse University	248	72	83	17	885	180			372	63	174	29	109	24	241	47	190						[12] 1,100	[12] 191
Union University									271	66			187	39	120	27			161	57				
Union Theological Seminary																					262	82	[13] 27	[13] 10
University of Buffalo	58	31			216	35	164	49					219	65	287	59			173	42				
University of Rochester															190	35	8	5					[13] 439	[13] 108
NORTH CAROLINA																								
Duke University													76	14	158	18	77				150	28	[2] 6	
Johnson C. Smith University																					20	6		
Wake Forest College													63	8	59									
OHIO																								
Bonebrake Theological Seminary																					70	15		
Capital University																					50	8	[13] 70	[13] 11
Case School of Applied Science									802	187														
Central Theological Seminary of the Reformed Church																					22	8		
Cincinnati College of Pharmacy																			158	64				
Cleveland Law School													188	39										
Hebrew Union College																					99	[43] 34		
Heidelburg College																							[13] 19	[13] 4
Kenyon College																					19	7		
Mount St. Mary Seminary of the West																					106			
Oberlin College																					85	22	[13] 377	[13] 68
Ohio Northern University									185	44			55	15					117	38				
St. Charles Seminary																					59			
St. Johns University	312	14																						
University of Dayton	24	8							158	22			83	24										
Western Reserve University	1,574	106					145	46					224	62	259	57	514	8	108	26			[44] 678	[44] 121

Wilberforce University	305	86	8	1	94	10					47	5											37	6	[13] 4	[13] 2
Wilmington College	224	46																								
Wittenberg College																							84	11	[13] 59	[13] 1
Y.M.C.A. Night Law School													120	25												
Youngstown College					87								45	13												
OKLAHOMA																										
Oklahoma Baptist University																									[13] 56	[13] 5
Phillips University	162	25																					146	53	[45] 31	[45] 6
University of Tulsa									125	1															[46] 33	[46] 4
OREGON																										
North Pacific College of Oregon							226	50																		
Northwestern College of Law													254	29												
Willamette University													34	10												
PENNSYLVANIA																										
Beaver College	222	29			39	2					55	8													[47] 46	[47] 8
Bucknell University	68	23			148	28			184	25																
Carnegie Institute of Technology					234	80			2,281	184	103	26							5						[48] 839	[48] 163
College of the Academy of the New Church																							3	2		
Crozer Theological Seminary																							73	19		
Dickinson College													136	35												
Divinity School of the P. E. Church in Philadelphia																							73	13		
Drexel Institute					356	63			869	96	278	42													[11] 47	[11] 45
Duquesne University of the Holy Ghost	139	36											118	14							91	21				
Hahnemann Medical College and Hospital															482	112										
Jefferson Medical College of Philadelphia															580	141										
Lafayette College									287	58																
Lehigh University					379	67			921	149																
Lincoln University																							20			
Lutheran Theological Seminary (Gettysburg)																							92	22		
Lutheran Theological Seminary (Philadelphia)																							191	22		
Philadelphia College of Pharmacy and Science																					500	162			[49] 50	[49] 14
Pittsburgh-Xenia Theological Seminary																							110	18		
Reformed Presbyterian Theological Seminary																							10			
St. Francis College																							82			
St. Vincent Seminary																							60			
Susquehanna University																							9	6		
Temple University	3,955	424			1,323	242	528	129					544	124	448	107	165				295	84	65	12	[50] 268	[50] 45
Theological Seminary of the Reformed Church in the United States																							67	17		
University of Pennsylvania	1,641	259			2,060	520	354	89	452	76			443	129	709	180	307								[51] 537	[51] 106
University of Pittsburgh	1,564	408			768	125	286	102	1,011	144			378	98	265	66					228	128			[51] 13	[51] 7
Villanova College					363	52			228	33													82	21		
Western Theological Seminary																							123	18		
Woman's Medical College of Philadelphia															128	22										

See footnotes on p. 207.

TABLE 19.—STUDENTS AND DEGREES IN PROFESSIONAL SCHOOLS, 1931-32—Continued

PART 1.—PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Institution	Education		Agriculture		Commerce and business		Dentistry		Engineering		Home economics		Law		Medicine		Nursing		Pharmacy		Theology		Other	
	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees	Students	Degrees
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
RHODE ISLAND																								
Rhode Island College of Pharmacy and Science																			113	26				
SOUTH CAROLINA																								
Converse College																							[13] 64	[13] 15
Furman University													17	4										
Lutheran Theological Southern Seminary																					31			
TENNESSEE																								
Chattanooga College of Law													98	23										
Cumberland University													367	184										
Meharry Medical College							53	18							191	50	58		28	10			[13] 3	
University of the South																					19	4		
Vanderbilt University									142	18			74	29	196	55	85				75	17		
TEXAS																								
Austin Presbyterian Theological Seminary																					42	6		
Baylor University	105						98	18					71	16	355	67	177						[13] 211	
Evangelical Theological College																					77	21		
Houston Law School													255	73										
Rice Institute									362	53													[14] 177	[14] 21
Southern Methodist University									220	19			72	15							96	18	[13] 125	[13] 25
South Texas School of Law													206	13										
Southwestern Baptist Theological Seminary																					[15] 223	[15] 46		
Texas Dental College							59	22																
UTAH																								

VERMONT																														
Norwich University											152	34																		
VIRGINIA																														
Bishop Payne Divinity School																										10				
Protestant Episcopal Theological Seminary																										75	20			
Union Theological Seminary																										101	36			
University of Richmond													74	16																
Virginia Union University																										34	3			
Washington and Lee University					189	52							81	27														[57] 95	[57] 6	
WASHINGTON																														
Gonzaga University													60	7																
Pacific Theological Seminary																										13	4			
Spokane University																										14	6	[58] 47	[58] 4	
Walla Walla College																										26				
WISCONSIN																														
Evangelical Lutheran Theological Seminary																										72				
Immaculate Conception Seminary																										63				
Lawrence College																												[59] 128	[59] 41	
Marquette University					285	42	202	64	501	76			255	63	320	61												[17] 138	[17] 22	
Mission House College																										25	7			
Nashotah House																										46	3			
Seminary of St. Francis de Sales																										115				

[1] Science, students 253, degrees 63; unclassified freshmen, students 165.
[2] Dietetics.
[3] Baccalaureate degrees not included.
[4] Architecture, students 175, degrees 21; music, students 208, degrees 26.
[5] Forestry.
[6] Fine arts, students 70, degrees 1; library science, students 33, degrees 23.
[7] Religious education, students 87, degrees 40; missions, students 87, degrees 2.
[8] Architecture, students 96, degrees 26; fine arts, students 256, degrees 37; forestry, students 39, degrees 26; music, students 113, degrees 9
[9] Architecture.
[10] Foreign service.
[11] Library science.
[12] Includes training school.
[13] Music.
[14] Journalism, students 434, degrees 44; music, students 278, degrees 70; speech, students 299, degrees 70.
[15] Library science, students 19, degrees 2; social service administration, students 257, degrees, 42.
[16] 26 students and 6 degrees included under college of science.
[17] College of science.
[18] Music and drama.
[19] Fine arts.
[20] Fine arts, students, 27; degrees, 3; music, students, 34; degrees, 10.
[21] Hygiene and public health

Footnotes continued on page 208.

[27] Religious education
[28] Music, students 194, degrees 17; religious education, students 158, degrees 52; practical arts and letters, students 728, degrees 71; physical education, students 279.
[29] Includes religious education.
[30] Architecture, students 132, degrees 16; public health, students 24, degrees 9
[31] Physical education, students, 461, degrees 106; boys work and other, students 97, degrees 24; executives, students 56, degrees 13.
[32] Architecture, students 190, degrees 19, science, students 493, degrees 138.
[33] Journalism.
[34] Physical education.
[35] Social work.
[36] Architecture, students, 108; degrees, 15, social work, students, 36, degrees, 31
[37] Fine arts, students, 15; degrees, 3; music, students, 68; degrees, 11.
[38] Chemistry, students, 69, degrees, 11; ceramics, students, 20, degrees, 5.
[39] Applied art.
[40] Religious education, students, 49; degrees, 13, missions, students, 12.
[41] Architecture, students, 132; degrees, 37, journalism, students, 157; degrees, 79; library science, students, 268; degrees, 184; optometry, students, 48; degrees, 20, practical arts, students, 2,452.
[42] The graduate school of education is an integral part of the graduate school of the university.
[43] Architecture, including fine arts and landscape architecture, students, 182, degrees, 28; veterinary medicine, students, 225, degrees, 46.
[44] Seminary College of Jewish studies.
[45] Architecture, students, 436; degrees, 9; fine arts, students, 733, degrees, 12; music, students, 90, degrees, 5; retailing, students, 830, degrees, 49
[46] Chemistry
[47] Architecture, students, 89, degrees, 10; fine arts, students, 289, degrees, 50; journalism, students, 113, degrees, 19; library science, students, 105, degrees, 47, music, students, 444, degrees, 48, speech, students, 90, degrees, 19.
[48] Including 18 degrees, Rabbi.
[49] Architecture, students, 71, degrees, 6; library science, students 107, degrees, 82, applied social sciences, students, 500, degrees 33.
[50] Fine arts, students 14; music, students 17, degrees 6.
[51] Fine arts, students 12; music, students 21, degrees 4.
[52] Music, students 20, degrees 6; health education, students 26, degrees 2.
[53] Architecture, students 162, degrees 27, fine arts, students 177, degrees 38; library science, students 74, degrees 36; music, students 142, degrees 35; special work, students 29; drama, students 91, degrees 11; unclassified, students 164, degrees 14.
[54] Chemistry, students 38, degrees 10; bacteriology, students 11, degrees 3; pharmacognosy, students 1, degrees 1.
[55] Music, students 116, degrees 2; oral hygiene, students 42; chiropody, students 110, degrees 43.
[56] Fine arts including architecture and music, students 354, degrees 81; veterinary medicine, students 131, degrees 25; oral hygiene, students 52.
[57] Retail training.
[58] Dental hygiene.
[59] Architecture, students 80, degrees 17; physical education, students 97, degrees 4.
[60] Including schools of religious education, of sacred music, and of missionary training.
[61] Fine arts, students 84, degrees 9, applied science, students 144, degrees 37.
[62] Applied science.
[63] Fine arts, students 42, degrees 3; music, students 5, degrees 1.
[64] Music, students 99, degrees 27; paper chemistry, students 20, degrees 14.

TABLE 20.—RECEIPTS, 1931–32

PART 1.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alabama College, Montevallo	$66,340	.....	$186,803	.....	.....	$2,255	$255,398	$172,014	.....	$36,183	$208,197	.....	.....	.....
Alabama Polytechnic Institute, Auburn	145,148	.....	877,609	$4,502	$43,085	76,522	1,146,866	43,678	$67,776	72,559	184,013	.....	$2,908	$1,505
University of Alabama, University	501,700	.....	292,207	2,068	.....	32,149	828,224	107,647	23,223	49,123	179,993	$19,107	.....	2,250
Alaska Agricultural College and School of Mines, College	1,719	.....	140,281	5,250	.....	1,306	148,556	10,652	.....	6,547	17,199	150	30,000	.....
University of Arizona, Tucson	137,379	$7,845	1,270,556	.....	31,854	.....	1,447,634	93,192	58,721	59,353	211,266	.....	10	.....
Agricultural, Mechanical and Normal College,[1] Pine Bluff	6,112	.....	59,717	1,755	88	17	67,689	23,767	4,275	1,456	29,498	16,347	.....	.....
University of Arkansas, Fayetteville	178,740	.....	1,086,032	7,248	16,148	20,958	1,309,126	.....	.....	.....	.....	.....	.....	.....
University of California, Berkeley	1,647,663	465,223	8,168,701	371,721	732,912	76,381	11,462,601	129,315	410,435	13,506	553,256	159,577	1,722,614	1,270,010
Colorado Agricultural College, Fort Collins	56,135	.....	893,129	.....	99,067	38,923	1,087,255	.....	32,332	.....	32,332	.....	.....	.....
Fort Lewis School of the Colorado Agricultural College, Hesperus	4,060	.....	68,170	.....	5,972	1,650	79,872	7,323	477	4,026	11,826	.....	.....	500
Colorado School of Mines, Golden	63,562	.....	253,374	.....	.....	10,822	327,758	.....	13,692	5,414	19,106	.....	.....	2,621
University of Colorado, Boulder	440,863	.....	1,180,863	150,000	272,692	10,860	2,055,278	5,100	.....	4,535	9,635	35,640	.....	60,592
Connecticut Agricultural College, Storrs	69,491	.....	632,271	.....	.....	134,887	836,649	156,980	15,182	44,333	216,495	3,024	148,067	7,669
University of Delaware, Newark	106,507	24,319	444,418	8,270	15,113	6,514	605,141	81,442	10,117	11,660	103,219	4,905	94,246	2,341
Gallaudet College, Washington, D.C.	6,890	800	154,500	.....	.....	8,284	170,474	.....	.....	.....	.....	.....	.....	.....
Florida Agricultural and Mechanical College,[1] Tallahassee	7,359	.....	168,918	921	15,467	.....	192,665	110,610	3,493	10,990	125,093	.....	50,000	.....
Florida State College for Women, Tallahassee	90,033	7,000	472,481	16,695	435	3,814	590,458	359,922	1,700	245,509	607,131	6,974	106,551	8,883
University of Florida	150,734	2,200	1,365,315	.....	42,038	800	1,570,087	133,450	115,868	145,867	395,185	.....	201,361	.....
Georgia School of Technology, Atlanta	322,248	7,552	380,670	.....	.....	7,133	696,601	90,505	.....	12,330	102,835	.....	48,000	.....
Georgia State College for Men, Tifton	18,030	.....	59,457	.....	18,500	.....	95,987	12,315	.....	.....	12,315	.....	.....	.....
Georgia State College for Women, Milledgeville	57,453	.....	189,282	.....	.....	.....	246,735	255,880	.....	8,985	264,865	.....	47,256	17,945
Georgia State Industrial College,[1] Industrial College	2,017	.....	74,020	1,692	415	1,356	79,500	12,033	1,306	2,032	15,371	.....	.....	.....
Medical Department, University of Georgia	14,564	1,665	121,678	8,708	109	20,500	167,224	.....	.....	.....	.....	.....	.....	.....

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 1—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
North Georgia College, Dahlonega	$5,000		$44,000				$49,000	$25,000	$2,000		$27,000			
University of Georgia, Athens	251,067	$12,284	1,324,698	$34,295	$39,149	$11,514	1,673,007	123,121	18,758	$41,281	183,160	$148,785	$240,406	
Georgia State College of Agriculture and the Mechanic Arts,[3] Athens	90,045		1,017,647	13,535	37,410	7,781	1,166,418	53,627		22,217	75,844	57,089	107,000	
University of Hawaii, Honolulu	126,019		528,429	30,375	25,229	10,795	720,847	35,622	11,103	35,598	82,323	3,697	3,532	$12,944
University of Idaho														
Moscow	42,359	5,336	1,158,269		48,376	11,244	1,265,634	94,928	21,976	60,461	177,365		92,112	285
Southern Branch, Pocatello	16,993	15,807	166,500			5,341	204,641	54,550	18,600		73,150		48,000	1,000
University of Illinois, Urbana	1,074,340	8,968	4,879,979	258,235	319,357	14,333	[6] 6,555,212	122,977	201,591	42,148	366,716	16,457	[4] 34,862	37,190
Indiana University, Bloomington	561,020	61,880	1,800,000	12,400	374,552	6,921	2,816,803	201,394		127,093	328,487		426,154	456,450
Purdue University, Lafayette	368,055	15,287	2,593,091	118,070	224,208	39,488	3,358,200	121,055	98,208	347,112	566,375	109,226	350,025	72,881
Iowa State College of Agriculture and Mechanic Arts, Ames	429,582		2,837,878		298,317	5,280	3,571,057	88,837		128,330	215,167	38,749		
State University of Iowa, Iowa City	709,913	325	2,380,000	166,006	1,418,968	67,567	4,742,779	272,670	113,354	53,724	439,748	8,782	85,570	31,866
Kansas State College of Agriculture and Applied Science, Manhattan	249,065		1,691,659		153,768	992	2,095,484	72,753	77,863	25,420	176,036	187,088	82,250	1,036
Municipal University of Wichita	143,530	706	185,705			2,351	332,292	1,438	14,876	18,144	34,458	355	142,087	904
University of Kansas, Lawrence	416,096	12,331	1,287,000		253,603	1,125	1,970,155	73,535	85,906	57,944	217,385	24,737	295,300	270,631
Kentucky State Industrial College,[1] Frankfort	5,857		87,066	250	8,607	17	101,797	17,262	1,487	4,577	23,316	5,520	25,000	
Louisville Municipal College for Negroes, Louisville	7,731		23,221		161	14	31,127		792	2,088	2,880	34,007	5,000	
University of Kentucky, Lexington	291,062	1,700	1,639,222		121,610	41,778	2,095,392	130,277			130,277		66,570	
University of Louisville	327,669	34,031	216,534		24,843	15,194	618,271		5,417	4,258	9,675		66,590	
Louisiana Polytechnic Institute, Ruston	26,345		212,355			162	238,862	55,104	10,006	14,280	79,390			
Louisiana State University and Agricultural and Mechanical College, Baton Rouge	135,486		1,154,414	15,000		523,837	1,828,737	187,237	93,890	88,986	370,113		1,852,525	
Southern University and Agricultural and Mechanical College,[1] Scotlandville	11,850		105,460	2,486	3,559	3,848	127,203	36,590	5,206	1,322	43,118			
Southwestern Louisiana Institute, Lafayette	30,100		214,880		8,700	1,700	255,380	50,800	11,250	16,100	78,150			3,000
University of Maine, Orono	282,625	38,165	1,007,443		20,552	41,309	1,389,494	177,437	48,480	29,200	255,117	1,320	1,000	7,653

United States Naval Academy, Annapolis			2,009,154				2,009,154							
University of Maryland, College Park	741,743	16,652	1,113,887	1,200	362,533	17,009	2,253,024	164,174	22,730	236,991	423,895		904,259	
Lowell Textile Institute, Lowell	33,458		175,727		357	666	210,208		8,650		8,650	1,500		
Massachusetts State College, Amherst	82,521	4,460	1,221,338		164,209	5,588	1,478,116	118,595	27,949	198,044	342,588	9,011	45,977	
Colleges of the City of Detroit [1]	535,189		230,696				765,885	30,398	15,555	99,141	145,094	306		5,512
Detroit City Law School	17,766						17,766							
Detroit College of Medicine and Surgery	87,477		113,612				201,089							
Michigan College of Mining and Technology, Houghton	20,143		363,050				383,193		883	26,553	27,436		130,000	2,567
Michigan State College of Agriculture and Applies Science, East Lansing	340,493		2,131,178		206,102	5,708	2,683,489	128,281	114,278		242,559	3,264	200,000	
University of Michigan, Ann Arbor	1,048,481	90,220	4,747,853	294,160	2,154,502	63,194	8,398,860		358,725	249,830	608,555	146,994	109,014	70,402
University of Minnesota, Minneapolis	1,177,803	209,438	4,868,992	285,366	553,079	14,412	7,109,090	412,152	258,302	1,036,951	1,707,405	187,681	458,660	418,722
Alcorn Agricultural and Mechanical College, [1] Alcorn	3,598		78,500		1,751		84,849	17,606	2,411	2,335	22,352			
Mississippi State College, State College	37,768		744,824	516	152,339	8,500	944,637	115,093	33,697	34,529	183,319			
Mississippi State College for Women, Columbus	56,843		[6] 282,691			1,774	341,108	103,371		9,314	112,685			
University of Mississippi, University	66,850		172,273		20,717	3,163	263,003	22,553	10,520		33,078			
Lincoln University, [1] Jefferson City	8,695		140,289		263		149,247	29,252	1,947	1,526	32,725	228	98,718	
University of Missouri, Columbia	481,231	32,935	2,306,577	36,556	112,241	9,826	2,979,366	14,947	71,733	11,052	97,732	64,645	2,425	14,756
Montana School of Mines, Butte	13,959		104,081	2,500	34		120,574		11,735		11,735		8,879	
Montana State College of Agriculture and Mechanic Arts, Bozeman	44,856	273	693,143		66,614	1,674	806,560	14,602	11,469	25,976	52,047			
State University of Montana, Missoula	98,396	5,434	399,472	750	19,964	302	514,318	95,818	35,313	98,995	230,126	4,430		709
Municipal University of Omaha	75,561	939	221,358		50	2,512	300,419			934	934		208,093	
University of Nebraska, Lincoln	521,227	193	2,396,173		290,971	9,993	3,224,537	50,595		360,180	410,775	53,554	209,856	10,749
University of Nevada, Reno	32,525	7,457	437,656	13,000	1,426	7,959	505,023	34,629	33,011	14,507	82,147	3,897	39,825	
University of New Hampshire, Durham	217,596	34,903	697,441		75,292	3,761	1,028,993	189,901	24,450	53,250	267,607	80,556	300,950	101,740
Newark College of Engineering (including Newark Technical School), N J	213,194		165,110		4,100	3,961	386,365			32,800	30,800	525		
New Mexico College of Agriculture and Mechanic Arts, State College	18,661		454,514		45,462	14,047	532,684	22,786		11,066	33,852			
New Mexico School of Mines, Socorro	7,690	16,157	43,600			1,316	68,703	23,922	1,547	5,043	30,512			
University of New Mexico, Albuquerque	69,613	33,976	238,000			1,401	342,990	31,909	17,560	6,725	56,194	32,882		
Brooklyn College	80,300		1,347,041				1,427,341	12,922	2,400	189	15,511			
The City College, New York	346,041		2,847,511				3,193,552							
Hunter College of the City of New York			2,195,805				2,195,805							
New York State College of Forestry, Syracuse	41,439		352,900		4,290		398,629						188,300	
United States Military Academy, West Point			[3] 258,874				[3] 258,874							
Agricultural and Technical College of North Carolina, [1] Greensboro	15,121		56,492		1,698		73,310	25,040	1,906	1,659	28,605		7,243	
North Carolina College for Negroes, Durham	16,837		41,500	5,000			63,337	15,773	1,271	491	17,525			
North Carolina College for Women, Greensboro	173,851		261,005			9,802	444,658	384,118		30,292	414,410			
North Carolina State College of Agriculture and Engineering, Raleigh	232,890		1,026,157		55,316		1,314,363	178,029	53,774	93,401	325,204		3,477	3,305
University of North Carolina, Chapel Hill	396,726	87,962	523,357	84,997	2,784		1,097,856	201,268	90,424	614,332	906,024	12,569	256,243	65,717
North Dakota Agricultural College, State College	59,652		908,022	6,990	52,350	7,491	1,034,495	26,413	18,605	27,818	72,836	9,500	88,363	9,056

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931–32—Continued

PART 1.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
University of North Dakota, University	$68,830	$32,026	$674,872			$22,020	$797,742	$49,239	$43,531	$26,862	$119,632			$1,981
Miami University, Oxford	228,376		557,022	$15,000	$415		800,813	359,641	27,507	52,901	440,049	$5,651	$3,750	2,014
Ohio State University, Columbus	845,787	22,866	4,440,752	65,491	294,473		5,669,369	200,548	468,868	652,160	1,321,576	111,905	717,217	10,626
Ohio University,[9] Athens	312,008	14,622	723,795			2,499	1,052,924	112,962	39,747	4,678	157,387		336,347	351
University of Akron	161,946	5,929	245,269		310	3,880	417,334		7,855	24,451	32,306	7,635	102,953	50,292
University of Cincinnati	905,071	436,735	570,515	151,287	29,841	14,157	2,107,606	29,143	67,379	106,056	202,578	29,247	380,341	6,472
University of the City of Toledo	127,534		199,112	821	274	2,235	329,976		7,120	46,492	53,612	643		1,100
Colored Agricultural and Normal University, Langston	16,208		136,147		625		152,980	34,384	5,689		40,073		10,000	
Oklahoma Agricultural and Mechanical College, Stillwater	99,919		1,747,325		63,936	15,346	1,926,526	54,701	57,099	209,357	321,157	13,228	45,000	567
Oklahoma College for Women, Chickasha	8,000		189,940				197,940	85,496		19,512	105,008			
Panhandle Agricultural and Mechanical College, Goodwell	5,722		105,511		2,351		113,584	9,483	2,376	4,654	16,513			
University of Oklahoma,[9] Norman	220,088		1,431,562				1,651,650	42,523	76,446	135,827	254,796			4,392
Oregon State College, Corvallis	269,441		1,313,111		102,770	25,085	1,710,407	172,443	144,004	25,656	342,103	76,868	67	966
University of Oregon, Eugene	378,393	2,225	524,190	34,834		12,603	952,245	127,743	182,093	117,836	427,672			
Pennsylvania State College, State College	923,347		2,930,432	56,442	400,934	13,769	4,324,924	278,048	149,606	53,572	481,226	8,820	850,369	12,221
University of Puerto Rico, Rio Piedras	85,329	14,075	602,586		8,576	16,184	726,750	20,796	9,431	17,554	47,781	12,073		55,410
Rhode Island State College, Kingston	21,351		416,606		14,836	1,769	454,562	68,522		59,262	127,784			
The Citadel, the Military College of South Carolina, Charleston	37,551		169,538	462		298	207,849	180,938	(10)		180,938	2,250	41,998	
Clemson Agricultural College, Clemson College	36,677	3,512	985,165			55,704	1,081,058	189,962	29,661	49,187	268,810		10,000	
College of Charleston	2,114	14,193	60,141	150			76,598		2,954	5,168	8,122	5,553	7,033	1,828
Colored Normal, Industrial, Agricultural and Mechanical College of South Carolina, Orangeburg	12,875			1,298	872	3,472	18,517		2,422	5,766	8,188			
Medical College of the State of South Carolina, Charleston	28,980		120,000				148,980			1,100	1,100	212		
University of South Carolina, Columbia	101,000		375,000				476,000	57,680	16,000	29,000	102,680	2,700	143,000	

Winthrop College, Rock Hill	65,504		369,264	3,500		3,782	442,050	219,422		21,883	241,305	12,400	19,968	
South Dakota State College of Agriculture and Mechanic Arts, Brookings	91,170		780,159		63,880	333	935,542	13,212		11,261	24,473		104,995	
South Dakota State School of Mines, Rapid City	32,632	6,735	107,950		3,623	1,243	152,183		7,955		7,955		11,187	
University of South Dakota, Vermillion	100,463	14,990	336,841		1,393	315	454,002	3,418			3,418		33,125	
Tennessee Agricultural and Industrial State Teachers College,[1] Nashville	17,138		183,752	2,330	4,167	13,920	221,307	54,239	7,420	11,574	73,233	94	478,387	
Tennessee Polytechnic Institute, Cookeville	14,166		157,790			578	172,534	30,963	4,975	11,480	47,418			
University of Tennessee, Knoxville	440,795	1,390	1,329,338	12,995	65,033	16,129	1,864,780	120,299	103,564	83,539	307,402	1,068		17,877
Agricultural and Mechanical College of Texas, College Station	61,488		2,054,558	8,001	224,933	76,992	3,025,972	457,422	69,714	650,389	1,177,525	2,793	2,080,250	38
College of Industrial Arts, Denton	86,587		407,910		2,480	1,870	498,847	321,630		84,860	406,490		23,400	
College of Mines and Metallurgy, El Paso	23,299		134,390	750	492		158,931	8,023	7,209	6,548	21,780		2,000	300
Medical Branch, The University of Texas, Galveston	16,108		238,580	250	843	80	255,861	7,011		2,536	9,547	444		
Prairie View State Normal and Industrial College,[1] Prairie View	21,595		229,241		19,771	4,439	275,046	108,463	10,005	45,179	163,647		30,612	
Texas College of Arts and Industries, Kingsville	26,253		166,445	75	450	2,095	195,318		3,415	16,421	19,836			
Texas Technological College, Lubbock	90,806		462,300		28,459	237	581,802		16,770	82,688	99,458	2,081	24,520	
University of Texas, Austin	280,107	6,164	1,509,291	64,075	15,562	40,277	1,915,476	148,774	123,080	25,246	297,100	10,519	2,416,774	1,195,537
University of Utah, Salt Lake City	295,212	1,725	524,730	1,395	1,674	42,093	866,829	20,326	45,058	127,954	193,338	28,517	283,325	7,182
Utah State Agricultural College:														
Logan	67,523	1,553	494,717	1,303	6,114	5,276	576,486	10,908	24,154	71,008	106,070	570	10,000	4,252
Branch Agricultural College, Cedar City	8,962		74,063		3,187		86,212	295	3,067	7,481	10,843	24,433	22,842	
University of Vermont and State Agricultural College, Burlington	416,324	29,377	429,384	123,349	36,174	24,007	1,058,615	75,587	38,919	26,476	140,982	70,404	1,500	44,159
College of William and Mary, Williamsburg	258,473	103,398	211,558	10,300	2,983	100,444	687,156	319,857	69,031		388,888	6,361		44,572
Medical College of Virginia, Richmond	543,464		146,260				689,724							
University of Virginia, Charlottesville	540,819	289,056	471,963	132,260	29,518	17,509	1,481,125	138,243	35,026	297,061	470,330	157,634	360,739	43,871
Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg	134,102		1,225,660	700	42,730	13,986	1,417,178	293,624	44,296	157,096	495,016	300		1,500
Virginia Military Institute, Lexington	96,419		96,700		5,063	10,325	208,507	175,296	7,200	202,590	385,086	6,021	4,500	500
Virginia State College for Negroes, Petersburg	32,966		124,265	680	350	14,708	172,969	156,971	5,899	33,028	195,898		6,000	
State College of Washington, Pullman	172,026		1,359,680	12,244	59,825	4,972	1,608,747	224,276	99,041	55,239	378,556	47,965	24,146	102,289
University of Washington, Seattle	745,321		1,338,046	17,147	1,874	5,963	2,108,351	92,954		118,909	211,863	33,141	378,879	5,000
New River State School, Montgomery, W.Va.	20,000		25,000		10	1,800	46,810	34,000	4,000		38,000			
West Virginia State College,[1] Institute	22,194		181,050		180		203,424	77,006	9,177	1,128	87,311		18,760	
West Virginia University, Morgantown	241,724		1,667,096	5,000	45,877		1,959,697	90,049	18,175	92,661	200,885		80,271	
University of Wisconsin, Madison	1,187,854	39,564	4,513,417	179,839	1,339,917	28,540	7,289,131	645,394	242,107	273,021	1,160,522		472,062	60,667
University of Wyoming, Laramie	81,915		789,948		35,547	45,839	953,249	66,529	41,008	111,410	218,947	184	73,213	50,983

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ALABAMA														
Athens College for Young Women, Athens	[11] $47,047	$4,512		$220	$2,876	$1,233	$55,888			$1,514	$1,514			
Birmingham Southern College, Birmingham	169,203	28,467		18,738			216,408	$21,821	$21,671	27,140	70,632		$25,000	
Howard College, Birmingham	91,614	33,790		1,155	1,135	780	128,474	11,460			11,460	$6,594		$1,440
Judson College, Marion	40,173	33,271		2,394		7,451	83,289	51,863	2,587	8,827	63,277	1,675	3,195	2,507
Spring Hill College, Spring Hill	66,948			30,500		300	97,748	27,850	3,500	7,965	39,315	700	126,000	1,538
Talladega College,[1] Talladega	25,898	24,000		113,398	5,525		168,821	30,500	3,756	9,347	43,603	3,464		
Woman's College of Alabama, Montgomery	83,220	7,386		11,188		6,096	107,890	96,347		10,064	106,411	2,302		
ARKANSAS														
Arkansas Baptist College,[7] Little Rock	506			5,456		47	6,009	2,479	329	73	2,881	156		
Arkansas College,[1] Batesville	28,482	10,531		40,151	925		80,089	26,961			26,961			51,000
College of the Ozarks, Clarksville	28,677	8,594		72,988	225	1,337	111,821	36,726	6,747	18,239	61,712	488	65,394	1,346
Hendrix-Henderson College, Conway	44,979	25,283		4,175		255	74,692	53,076	8,893	8,290	70,259		13,729	275
Ouachita College, Arkadelphia	32,517	27,768		1,529			61,814	33,896	5,270		39,166			
St. John's Seminary, Little Rock	[11] 13,553	1,212					14,765							15,000
CALIFORNIA														
Berkeley Baptist Divinity School, Berkeley	600	55,422		3,645		139	59,806	4,566			4,566			
California Christian College, Los Angeles	25,572	11,003		39,792			76,367	22,247	2,600	3,200	28,047	600		10,850
California Institute of Technology, Pasadena	171,691	328,356		180,934			680,981	113,524	9,841	23,863	147,228	73,734	263,268	85,676
Church Divinity School of the Pacific, San Francisco		4,807		1,050		2,430	8,287							
College of Medical Evangelists, Loma Linda	119,822			30,620	748,120	2,999	901,561	91,656	412	6,880	98,948		35,628	2,494
College of Osteopathic Physicians and Surgeons,[7] Los Angeles	78,540						78,540							
College of Physicians and Surgeons,[12] San Francisco	39,294			16,000	[12] 52,910	8,220	116,424			13,964	13,964			

College of the Pacific, Stockton	168,295	13,302		10,445		1,253	193,295	56,615		20,474	77,089		2,100	175,332
Golden Gate College, San Francisco	22,007			5,257			27,264			5,752	5,752			
Immaculate Heart College, Hollywood	19,806			79,086	80		98,972	4,099			4,099			
La Verne College, La Verne	40,966	1,488		2,842		1,632	46,928	3,159			3,159	5,798		
Lincoln College of Law, Bakersfield	850						850							
McGeorge College of Law, Sacramento	5,701					1,598	7,299							
Mills College, Mills College	189,357	89,068		48,725			327,150	298,520		32,849	331,369		23,949	18,690
Oakland College of Law,[7] Oakland	7,000						7,000							
Occidental College, Los Angeles	178,146	53,777		14,263	313	1,171	247,670	76,149	23,612	21,400	121,161	23,929	500	43,925
Pacific School of Religion, Berkeley	660	27,850		65		22,595	51,170	1,429			1,429	3,411		
Pacific Union College,[7] Angwin	65,432			9,163			74,595	75,701			75,701	2,406		
Pacific Unitarian School for the Ministry, Berkeley	81	5,900		9,000		122	15,103	872			872	454		
Pasadena College, Pasadena	21,781					2,549	24,330	6,164		168	6,332			14,275
Pomona College, Claremont	261,439	124,699		12,141		19,530	417,809	242,013	11,138		253,151	74,044	64,176	15,598
St. Mary's College, St. Mary's	110,993	45,614		220,540			377,147	170,471	109,973	14,758	295,202	725		
San Francisco Theological Seminary		28,782		5,502		416	34,700					6,221		23,263
Scripps College, Claremont	87,564	27,639		9,020	247	4,643	129,113	114,662			114,662	17,168	4,843	20,000
Stanford University, Stanford University	1,193,055	1,285,653		309,748	738,176	59,535	3,616,167	289,445	494,177	382,113	1,165,735	32,723	4,001	905,716
University of Redlands, Redlands	152,139	171,178		65	532		323,914	90,940	7,709	26,367	125,016	18,783		13,279
University of San Francisco	185,339			86,595		3,725	275,659			25,614	25,614			
University of Santa Clara [7]	56,588	999		1,110		87,852	146,549	119,463			119,463	31,610	13,571	3,376
University of Southern California, Los Angeles	1,775,968	34,797		53,543	9,670	10,962	1,884,840	95,272	781,630	107,296	984,198	15,849	834,436	71,910
Whittier College, Whittier	105,666	42,891		19,041		772	168,370	3,864	4,070		7,934	17,431		
COLORADO														
Colorado College, Colorado Springs	122,039	88,263		4,194		3,126	217,622	50,100	29,503	13,065	92,668	805	348,415	113,111
Iliff Graduate School of Theology, Denver	503	17,800		1,700			20,003					540		
Loretto Heights College, Loretto	9,478	46,600		69,360			125,438	12,742		46,522	59,264	750		750,000
Regis College, Denver	14,404	1,755		39,976		3,320	59,455	17,600	1,550	5,755	24,905			
University of Denver, Denver	380,751	74,554		52,464	7,254	4,087	519,110	8,270	37,869	16,743	62,882	48,079	243,673	21,956
Westminster Law School, Denver	7,809						7,809							
CONNECTICUT														
Albertus Magnus College, New Haven	[11] 43,703	330		28,096	1,223		73,354					1,000		
Connecticut College for Women, New London	[11] 501,409	56,224		4,753		2,118	564,504					7,402	5,027	2,450
Connecticut College of Pharmacy, New Haven	42,663					395	43,058			2,392	2,392			
Trinity College, Hartford	130,000	167,000					297,000							
Wesleyan University, Middletown	231,352	266,306		77,826	305	10,960	586,751	40,986	20,301	808	62,095	54,722	26,805	141,961
Yale University, New Haven	2,117,359	2,689,184		1,088,814	21,554	78,138	5,995,049	876,338	647,715	17,304	1,541,357	991,356	8,178,863	3,500,906
DISTRICT OF COLUMBIA														
American University	116,779	33,857		33,967		24,076	208,699	57,614		10,466	68,080	8,297		2,476
Catholic University of America	322,409	75,905		408,972		10,069	817,355	222,082	27,566	32,028	281,676	6,648		
George Washington University	969,436	72,806		15,869	19,075	17,474	1,094,660		15,432	145,378	160,810	2,370	86,500	368,111
Howard University [1]	263,905	38,223	[12]$675,000	45,883	7,482	3,677	1,034,170	70,102	5,871	6,677	82,650		602,381	11,515
Trinity College [7]	115,482	2,360				2,265	120,107	209,195			209,195		7,000	
Washington College of Law [7]	27,489					3,628	31,117							
Washington Missionary College	48,814			10,000			58,814	59,426		186,379	245,805			

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
FLORIDA														
Bob Jones College,[1] Lynn Haven	$32,640			$9,249			$41,889	$39,380			$39,380			
John B. Stetson University, De Land	73,490	$38,717		6,747			118,950	43,260			43,260			
Rollins College, Winter Park	171,551	56,003		24,496		$2,155	254,205	142,038	$2,400	$13,977	158,415	$5,695	$165,121	$8,471
Southern College, Lakeland	78,533	1,185		2,172		848	82,738	55,605		1,006	56,611			
University of Miami, Miami	164,498		[12] $35,000	9,600		614	209,712	14,570		14,988	29,558	4,300		
GEORGIA														
Agnes Scott College, Decatur	155,439	52,226				7,869	215,534	120,620		1,021	121,641	4,755	21,000	81,000
Atlanta Law School	14,800						14,800							
Atlanta-Southern Dental College	88,225				$50,443	4,562	143,230			2,918	2,918		50,000	
Atlanta University [11]	13,931	16,827		138,906	218	152	170,034	7,900		5,085	12,985		626,076	5,642
Berry College,[1] Mount Berry	106,887	102,531		137,693		3,787	352,898						318,099	210,004
Bessie Tift College, Forsyth	21,265						21,265	31,596		2,145	33,741			
Brenau College, Gainesville	68,122	27,278				324	95,724			5,422	5,422			
Clark University,[1] Atlanta	25,358			57,693		9,635	92,681	600	2,530		3,130			
Columbia Theological Seminary, Decatur		4,471		18,490		6,284	29,245	7,441			7,441			
Emory University, Emory University	286,325	232,761		79,776		27,785	626,637	85,184		12,672	97,856		24,981	22,520
Gammon Theological Seminary,[1] Atlanta	1,808	28,424		7,804	708	271	39,013	3,723		398	4,121	1,606		970
La Grange College, La Grange	20,603	8,822		1,778			31,203	23,611		1,066	24,697			
Mercer University, Macon	84,418	59,420		5,916	254	10,244	160,252	32,378	4,184	34,818	71,380	4,990		
Morehouse College,[1] Atlanta	19,732	16,402		43,561	7,021	86,716	173,432	30,073	3,826	6,863	40,762	3,871	5,767	7,226
Morris Brown University,[1] Atlanta	16,283			46,962	664	49	63,958	19,606	3,031		22,637			
Oglethorpe University, Oglethorpe University	86,279			118,090		3,099	207,468	47,077	7,855	6,589	61,521			
Paine College,[1] Augusta	6,815	1,318		44,472		1,752	54,358	12,148	2,165	3,120	17,433	1,047		
Piedmont College, Demorest	20,193	4,615		43,269	2	493	79,557	33,009	2,338	4,727	40,074	1,534		10,000
Shorter College, Rome	28,822	22,240												

IDAHO														
College of Idaho, Caldwell	32,492	24,021		15,776	217	230	72,736	5,075	3,355		8,430	6,062		3,760
Gooding College, Wesleyan	18,950			12,280			26,239	15,730	898		16,628			100
Northwest Nazarene College, Nampa	30,533			6,122			38,655	20,817		1,083	21,900	452	31,417	
ILLINOIS														
Armour Institute of Technology, Chicago	255,010			15,877	811	7,680	279,378			4,681	4,681			
Augustana College and Theological Seminary, Rock Island	80,911	56,341		50,802		1,787	189,841	27,135	7,684	6,137	40,956	3,656		62,173
Aurora College, Aurora	18,181	7,699		15,407	33	22	36,332	16,641	1,680	2,547	20,868	867	2,757	1,645
Bethany Biblical Seminary, Chicago	3,629	1,192		29,959		58	34,832	18,877		107	18,984	5,704		1,050
Bradley Polytechnic Institute, Peoria	178,996	121,948				291	296,235	12,689	14,526		27,215	2,653		
Carthage College, Carthage	44,914	27,564		4,183		2,782	79,443	28,494	5,061	1,788	35,343			
Chicago College of Osteopathy, Chicago	23,120			6,267			28,396							
Chicago-Kent College of Law, Chicago	66,389	5,205					71,594			250	250			187
Chicago Law School, Chicago	27,910			500			28,410							
Chicago Lutheran Theological Seminary, Maywood		14,564		9,748			24,312					8,505		5,200
Chicago Theological Seminary, Chicago	23,600	187,192		500		6,750	218,042							
De Paul University, Chicago	484,770			100,480	76	2,105	587,431		16,338	17,587	33,925			
Elmhurst College, Elmhurst	26,313	5,174		79,722		10,751	121,960	37,330	3,831	9,846	51,007	50,058		50
Eureka College, Eureka	31,588	6,597		16,036	579	1,201	56,001	15,156	3,764	1,838	20,758	18,220		6,298
Evangelical Theological Seminary, Naperville	825	25,828					26,653							15,000
Garrett Biblical Institute,[1] Evanston	14,966	321,915		63,423		364	400,658							
Greenville College, Greenville	31,653	7,283		3,727	70	1,490	44,223	28,620		8,241	36,861	60		1,000
Illinois College, Jacksonville	67,827	60,090			205	2,872	130,984	10,807	9,795	13,930	34,532	60,380	14,004	16,431
Illinois Wesleyan University, Bloomington	144,968	7,748		3,219			155,935		12,331	1,140	13,471	18,048		2,500
James Millikin University, Decatur	100,031	41,474		25,000			166,505	6,250	11,898	150	18,298			
John Marshall Law School, Chicago	38,000						38,000							
Knox College, Galesburg	160,741	66,896		2,600		1,803	232,040	84,189	13,884		98,073	10,198	23,577	21,852
Lake Forest College, Lake Forest	103,838	69,837		5,513			179,188	86,052	4,533	13,735	104,320	33,474		535
Lewis Institute, Chicago	246,632	100,416				11,729	358,777	26,278			26,278			2,117
Loyola University, Chicago	859,559	5,596		74,188	94	12,519	951,956	9,713	17,339	28,999	56,051			23,600
McKendree College, Lebanon	40,345	5,851		7,107	103	10,542	63,948	30,358			30,358	2,219		
Meadville Theological School, Chicago		70,616		1,581		56	72,253	7,778			7,778	5,861	6,667	982
Monmouth College, Monmouth	66,631	88,225		4,978			159,834	28,241	7,000		35,241	13,531		21,500
North Central College, Naperville	91,352	48,442		11,130		2,314	153,238	29,408	6,571	19,167	55,146	2,425	15,485	51,586
Northwestern University, Evanston	2,319,220	1,040,281		181,682	201,969	195,550	3,938,702	216,906	536,847	92,874	846,627	502,350	282,454	698,287
Presbyterian Theological Seminary, Chicago	[11] 6,676	192,809		2,570		2,500	204,555						56,935	5,150
Rockford College, Rockford	98,896	21,325				8,671	128,892	101,287		117	101,404	15,758	2,000	1,900
Rosary College, River Forest	39,252			66,100			105,352	57,962		14,842	72,804	730	234,194	
St. Francis Xavier College for Women, Chicago	10,377	5,246		25,000	6,990		47,613			1,978	1,978			
St. Procopius College, Lisle	1,785			62,558			64,343	40,748	2,985	1,459	45,192	8,609		
St. Viator College, Bourbonnais	19,400	3,000					22,400	58,100		3,000	61,100			
Shurtleff College, Alton	45,437	25,000		3,109		5,261	78,807	7,935	600		8,535	1,952		
University of Chicago, Chicago	2,324,297	3,018,497		992,071	912,032	331,725	7,578,622	493,721	108,263	1,325,457	1,927,441		416,114	3,101,935
Wheaton College, Wheaton	92,591	29,702		47,357		7,586	177,236	19,590	5,597	19,535	44,722	4,669	27,404	43,543

See footnotes on p 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
INDIANA														
Benjamin Harrison Law School, Indianapolis	$12,487						$12,487							
Butler University, Indianapolis	339,801	$108,103		$107,852			555,756	$7,011	$35,674	$30,943	$73,628			
De Pauw University, Greencastle	255,317	163,538		4,902			423,757	146,014	29,120	3,039	178,173	$166,961	$80,415	$25,522
Earlham College, Earlham	106,348	53,596		12,870	$442	$578	173,834	80,263	1,890	8,142	90,295	13,592	2,480	974
Evansville College, Evansville	83,716	11,048		45,986		1,530	142,280		5,877	6,492	12,369	4,027		41,747
Franklin College, Franklin	42,110	30,576		7,966			80,652	17,127	1,924	1,000	20,051	804		23,502
Goshen College, Goshen	28,307	3,220		7,644		282	39,453	18,860	1,355	3,938	24,173			
Hanover College, Hanover	39,474	23,314		6,119		3,632	72,539	23,272	6,882	8,208	38,362	3,353	8,000	13,175
Huntington College, Huntington	7,696	3,600		10,768			22,064	457	693	1,223	2,373			
Indiana Central College, Indianapolis	63,155	783		25,246		752	89,936	47,096	6,782	7,245	61,123			14,063
Indiana Law School, Indianapolis	21,332						21,332			1,796	1,796	106		
Indianapolis College of Pharmacy	37,056						37,056			450	450			
Manchester College, North Manchester	143,485	25,598		10,160		2,118	191,361	67,714	5,431	3,435	76,578			14,181
Marion College, Marion	22,891	2,650		10,653			36,194	9,909	625	2,881	13,415			450
Oakland City College, Oakland City	26,338	14,403		6,000		4,314	51,055	6,286	3,713	2,166	12,145			
Rose Polytechnic Institute, Terre Haute	50,047	82,802					132,849	19,774	4,431		24,205			
St. Mary's College,[1] Notre Dame	[1] 360,708						360,708							
St. Mary-of-the-Woods College, St Mary-of-the-Woods	46,437	27,103		70,500			144,040	86,874	3,598	1,862	92,334	1,417		
St. Meinrad Seminary,[2] St. Meinrad	24,850					2,000	26,850	79,832			79,832	3,700		
Taylor University, Upland	43,348	1,874		36,875		3,928	86,025	50,182		39,094	89,276			
University of Notre Dame, Notre Dame	709,805	54,000		268,300			1,032,105	1,303,953	392,576	312,544	1,993,107	47,032	25,000	
Valparaiso University, Valparaiso	123,668	22,395		57,433	169		203,670	53,766	8,963	6,944	69,673	31,109	645	22,197
Wabash College, Crawfordsville	74,277	100,192		3,850			178,319		7,310	1,403	8,713			1,354

IOWA													
Buena Vista College, Storm Lake	29,351	4,000		5,100		547	38,998						
Central College, Pella	14,325	8,504		21,804			44,633	11,918	4,979	1,041	17,938	4,849	5,625
Clarke College, Dubuque	30,225			34,156			64,381	42,634			42,634		
Coe College, Cedar Rapids	119,721	66,898		19,347		3,125	209,082	43,674	11,250	9,302	64,226	9,716	1,500
Cornell College, Mount Vernon	110,078	50,865		70,300			231,243	40,995	10,307	21,390	72,692	56,090	36,731
Des Moines Still College of Osteopathy, Des Moines	47,231					4,240	51,471					2,770	
Des Moines College of Pharmacy, Des Moines	20,256			1,200		133	21,589			1,848	1,848	490	
Drake University, Des Moines	284,630	39,674		3,356	38	939	328,946	21,321	29,996		51,317	6,691	18,500	7,178
Grinnell College, Grinnell	190,406	40,896		14,390			235,782	222,068	16,298		238,366	22,896	
Iowa Wesleyan College, Mount Pleasant	52,179	22,646				36,097	112,922	19,892			19,892		12,727
John Fletcher College, University Park	23,000	7,534					40,534	21,800			21,800	300	200,000
Luther College, Decorah	39,706	7,058		82,258	300	352	129,744	43,091	11,672	1,151	55,914	397	
Morningside College, Sioux City	111,901	8,169		11,576			133,946	27,674	12,130	24,625	64,429	2,040	
Parsons College, Fairfield	49,733	10,723		39,829		629	100,914	17,294	3,821	4,955	26,770	4,547	227	17,440
Penn College, Oskaloosa	38,900	1,263		13,832		3,440	59,495	27,121	3,944	600	31,665			8,323
St. Ambrose College, Davenport	34,505	20,000		630		1,859	56,994	47,656	8,724	1,688	58,068	1,814		43,000
Simpson College, Indianola	59,967	37,549		7,865		3,058	108,449	17,560	10,097	2,646	30,293			3,453
Trinity College, Sioux City	16,457			24,973	3,521		44,951	7,900	1,815	1,971	11,669			
University of Dubuque, Dubuque	28,728	29,779		91,159		9,972	162,638	28,234	4,200	32,431	64,865			
Upper Iowa University, Fayette	29,415	7,215		173		400	37,203	3,500	3,805	307	7,612	2,900		
Wartburg College, Clinton	16,740	1,566		36,739			55,045	9,961	1,276	2,676	13,913			
Wartburg Theological Seminary, Dubuque		800		23,000			23,800	9,000			9,000	350	1,000	
Western Union College, Le Mars	22,344	5,365		11,966		65	39,740	15,007	3,000	4,570	22,577	13,563		5,005
KANSAS													
Baker University, Baldwin	54,408	35,796		6,294	852	1,113	98,463	3,234	6,526	3,291	13,051	3,511	716	27,301
Bethany College, Lindsborg	58,190	14,704		23,250	84	90	96,318	21,992		6,631	28,623	974		1,325
Bethel College, Newton	32,264	17,161		9,898		2,414	61,737	14,075	2,594	3,592	20,261	679	683	1,281
College of Emporia, Emporia	38,903	20,641		37,499		586	97,629	35,586	4,990	1,217	41,783	1,257		82,242
Friends University, Wichita	50,119	28,117		3,500	105	1,018	82,859	6,514	3,404	4,723	14,641	717		5,604
Kansas City Baptist Theological Seminary		3,972		39,401			43,373							
Kansas Wesleyan University, Salina	48,235	4,729		54,722	981	685	109,352	8,184	7,650		15,834	226		
Marymount College, Salina	8,130	18,000		67,966	27	1,140	95,263	18,820	400	3,087	22,307	2,420		127,231
McPherson College, McPherson	46,650	11,839		6,871		600	65,960	15,330	4,020	4,544	23,894			
Ottawa University, Ottawa	34,647	23,716		34,915		395	93,673	7,169	7,352	4,849	19,370	11,009	24,316	743
St. Benedict's College, Atchison	44,003	2,883				34,960	81,936	67,088			67,088			
St. Mary's College, St. Mary's				109,000			169,000							
Southwestern College, Winfield	94,364	26,893		23,796	50	21,755	166,858	24,824	7,850		32,674	2,552		16,612
Sterling College, Sterling	19,733	24,924		2,850		1,449	48,956	12,725			12,725			
Washburn College, Topeka	156,767	44,072		18,611		9,448	228,898	7,554	18,191		25,745	250		9,200
KENTUCKY													
Asbury College, Wilmore	103,425	3,735		36,413		743	144,316	117,731		21,855	139,586	5,155	2,123	113,274
Berea College, Berea	44,613	422,247		82,281	89,120	20,085	658,346	211,758		158,707	370,465	48,691	77,690	37,387
Centre College, Danville	54,833	55,660		11,662		2,231	124,386	8,798	20,450	5,699	34,947			
College of the Bible, Lexington	2,706	30,176		600		842	34,324	23,862			23,862	8,000		25,000

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
KENTUCKY—continued														
Georgetown College, Georgetown	$48,588	$22,900	.....	$35,457	.....	$571	$105,616	$37,879	$3,371	$1,093	$47,093	.....	.....	$1,000
Jefferson School of Law, Louisville	13,500	.....	.....	.....	.....	.....	13,500	.....	.....	.....	.....	.....	.....	.....
Kentucky Wesleyan College, Winchester	21,919	2,645	.....	21,689	.....	905	47,158	20,874	812	2,861	24,547	$500	.....	5,000
Louisville College of Pharmacy	16,590	.....	.....	.....	.....	3,257	19,847	.....	.....	.....	.....	.....	.....	.....
Louisville Presbyterian Theological Seminary	.....	51,882	.....	7,786	.....	9,797	69,465	.....	.....	.....	.....	.....	.....	.....
Nazareth College, Louisville	25,050	.....	.....	37,739	.....	.....	62,789	.....	.....	.....	.....	.....	.....	.....
Simmons University,[1] Louisville	1,124	210	.....	2,900	.....	1,009	5,143	752	.....	.....	752	.....	.....	.....
Southern Baptist Theological Seminary, Louisville	.....	76,000	.....	31,687	.....	38,042	145,729	38,059	13	.....	38,072	.....	.....	.....
Transylvania College, Lexington	30,433	45,183	.....	10,035	.....	.....	85,651	7,879	1,827	1,870	11,576	.....	.....	4,500
Union College, Barbourville	33,277	19,471	.....	.....	.....	.....	52,748	22,872	3,816	5,349	32,037	11,839	.....	.....
Villa Madonna College, Covington	4,490	.....	.....	6,250	.....	.....	10,730	.....	.....	.....	.....	.....	.....	.....
LOUISIANA														
Centenary College of Louisiana, Shreveport	92,302	41,885	.....	1,104	.....	5,546	140,927	15,931	37,059	7,113	60,103	.....	.....	.....
Louisiana College, Pineville	36,926	14,982	.....	4,452	.....	2,934	59,294	18,150	.....	207	18,363	.....	.....	.....
Loyola University, New Orleans	138,794	43,299	.....	32,475	$13,539	248	228,355	.....	14,055	25,060	39,115	3,023	.....	940,000
New Orleans University,[1] New Orleans	21,688	3,962	.....	15,423	.....	10,284	51,357	6,698	.....	.....	6,698	.....	.....	.....
Straight College,[1] New Orleans	10,365	.....	.....	48,165	1,114	.....	59,644	8,564	1,180	1,849	11,593	1,764	.....	.....
Tulane University of Louisiana, New Orleans	458,135	525,670	.....	81,574	.....	163,680	1,224,058	23,044	.....	65,397	88,441	14,712	.....	20,739
MAINE														
Bangor Theological Seminary, Bangor	.....	35,490	.....	9,398	.....	1,000	45,878	6,499	.....	.....	6,499	2,490	.....	.....
Bates College, Lewiston	122,642	146,701	.....	.....	.....	21,057	290,500	53,763	21,403	20,574	95,740	9,382	.....	77,178
Bowdoin College, Brunswick	133,266	220,570	.....	14,631	1,722	3,432	443,621	64,798	8,648	5,344	78,790	54,884	.....	153,581
Colby College, Waterville	132,906	88,418	.....	387	77	1,906	223,694	56,816	.....	2,348	59,164	.....	.....	6,000

MARYLAND														
College of Notre Dame of Maryland,[1] Baltimore						123,915	123,915							
Goucher College, Baltimore	249,113	92,660		4,125			345,907	153,540		33,939	217,479	35,719		
Hood College, Frederick	131,036	13,106		1,127		1,415	146,684	180,046	677	60,677	241,700	2,237	$7,734	568
Johns Hopkins University, Baltimore	700,374	1,429,692	$75,000	460,405	90,639	2,400	2,847,732	82,556	50,164	122,840	255,560	99,067	610,678	1,574,123
Loyola College,[1] Baltimore	26,000					20,000	46,000						100,000	
Maryland College for Women, Lutherville	77,276					100	77,376	91,025	4,300	4,451	99,306			
Morgan College,[1] Baltimore	36,480	3,256	26,600	11,092	515	510	78,435	18,686	2,640	1,240	22,566			
Mount St. Mary's College, Emmitsburg	74,416	9,042					83,458	104,932	10,099	4,554	119,585	14,852		8,023
St. John's College, Annapolis	92,006	13,194	70,000	1,840	85	5,104	182,229	110,519	12,003	11,014	133,536			
St. Joseph's College, Emmitsburg	26,430			52,000			80,430	75,550			75,550	4,500		
Washington College, Chestertown	44,700	2,100	65,000			1,175	112,975	35,220	9,500		44,720		150	340
Western Maryland College, Westminster	21,126	40,264	50,000			2,650	114,043	144,102	24,650	20,240	188,992			
Westminster Theological Seminary, Westminster	8,911	1,914		4,687			15,512					4,339		8,700
MASSACHUSETTS														
Amherst College, Amherst	283,479	347,356		87,150	169	1,851	700,035	48,019	32,643	8,603	89,265	126,145	10,300	292,533
Andover-Newton Theological School, Newton Centre		65,323		23,899		5,105	94,327	17,364	280		17,644	21,015		4,514
Boston University, Boston	1,629,878	75,215		36,509	984	2,707	1,745,393	147,606	48,336	143,294	339,236	53,002	14,005	54,219
Clark University, Worcester	63,146	246,527				436	310,109	22,097			22,097			
Emmanuel College,[1] Boston	75,000						75,000							
Episcopal Theological School, Cambridge	9,150	78,504		412		253	88,319	5,521			5,521			
Gordon School of Theology and Missions, Boston		4,322		31,058			35,380	14,181			14,181	4,671		
Harvard University, Cambridge	3,506,123	4,294,823		157,181	159,351	148,334	10,355,812	2,120,636	923,644	495,296	3,539,576	816,997	3,662,874	8,354,935
Holy Cross College, Worcester	255,672			178,500	78	10,913	445,163	316,815	44,805	41,411	403,031	9,496	21,739	
International Y.M.C.A. College, Springfield	166,935	53,286		43,649		13,079	276,952	85,126	28,956	43,053	157,135	3,792		35,893
Massachusetts College of Osteopathy, Boston	17,000						17,000							
Massachusetts College of Pharmacy, Boston	82,488	30,000				998	113,486					650		
Massachusetts Institute of Technology, Cambridge	1,537,787	1,667,569	20,317	148,177		284,050	3,657,900	261,972			261,972	82,191		1,632,323
Mount Holyoke College, South Hadley	378,923	226,925		35,637		20,171	661,656	563,833		20,508	584,341	59,758	3,005	486,144
New Church Theological School, Cambridge		25,203			17	5,057	30,277					746		1,240
Northeastern University, Boston	671,100	11,172			111	11,018	693,401			145,460	145,460			
Portia Law School, Boston	45,246			2,341	4,626	1,904	54,117							
Radcliffe College, Cambridge	362,478	190,857		8,108	643	2,124	564,210	202,510			202,510	78,092	456,476	185,848
Simmons College, Boston	373,613	168,312		13,973		11,937	567,835	267,574			267,574	4,065		12,269
Smith College, Northampton	918,776	292,001		49,221	425	92,682	1,353,105	909,656		41,385	951,041	59,185		223,321
Suffolk Law School, Boston	147,342					351	147,693			5,546	5,546			
Tufts College, Medford	655,133	178,189		18,181	43,016	879	895,398	128,180	27,066	47,223	202,449	44,216	86,870	66,378
Wellesley College, Wellesley	623,918	298,378		8,753	375	42,841	974,265	893,816		46,844	940,660	65,196	175,248	619,579
Wheaton College, Norton	161,427	52,614		4,165		17,715	235,921	243,216		8,893	252,109	4,743		
Williams College, Williamstown	324,016	269,843		31,859			625,718	111,172	4,488		115,660	95,761	108	81,856
Worcester Polytechnic Institute, Worcester	175,130	162,126		11,249		1,018	349,523	57,012	7,775		64,787	31,538	15,063	63,438

See footnotes on p 261.

TABLE 20.—RECEIPTS, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MICHIGAN														
Adrian College, Adrian	$29,902	$5,647		$6,261	$35	$792	$42,637	$18,800	$5,670	$1,937	$26,407	$978	$2,906	$14,509
Albion College, Albion	132,919	63,026		12,755	190	17,643	226,533	86,891	2,533	3,311	92,735	11,137		13,810
Alma College, Alma	43,776	34,508		13,090			91,373	33,289	4,129		37,418	175		
Battle Creek College, Battle Creek	75,016	18,323		9,000	170	1,428	103,937	70,904	1,198		72,102	5,000	301,400	868,345
Bible Holiness Seminary, Owosso	[1] 7,402						7,402							
Calvin College and Seminary, Grand Rapids	35,405	4,909		67,460		6,828	114,602	10,929	1,428		12,357		17,245	6,363
Detroit Institute of Technology and Detroit College of Law, Detroit	157,998						157,998			21,785	21,785			
Emmanuel Missionary College, Berrien Springs	55,877					10,000	65,877	69,054		722	69,776		18,245	
Hillsdale College, Hillsdale	70,482	45,503		44,675	50	3,500	164,210	42,715	2,197	3,510	48,422	7,209		20,059
Hope College, Holland	40,334	38,327		28,215		1,103	117,479		5,385	2,466	7,851	5,507		300
Kalamazoo College, Kalamazoo	60,167	59,544		1,500	48		121,259	48,010	8,545	6,551	63,107	20,970	19,199	35
Marygrove College,[1] Detroit	77,000						77,000	62,500			62,500			
Olivet College, Olivet	48,770	6,009		7,977		2,797	65,562	66,995	7,640	3,920	78,555	1,995		7,275
University of Detroit, Detroit	480,366			152,967		5,208	647,541		66,660	61,543	128,203			
Western Theological Seminary, Holland	1,500	13,814		11,634			26,948					1,144		
MINNESOTA														
Augsburg Seminary, Minneapolis	18,288	2,927		30,120		1,552	61,837	11,979	2,089	2,289	16,357			
Bethel Institute, St. Paul	15,632	5,569		18,442		9,465	49,128	2,085	350	11,725	14,160			2,305
Carleton College, Northfield	312,855	80,627		27,037			420,519	384,044	14,999	60,042	459,085	64,977	6,935	3,657
College of St. Benedict, St. Joseph	15,243			9,965		2,208	27,516	29,332	52	4,085	33,469	800		
College of St. Catherine, St. Paul	85,407	28,875		2,865		1,427	118,574	114,267		899	115,166		5,313	
College of St. Scholastica, Duluth	16,817	13,780		51,742			82,319	14,276		2,657	16,933	1,275		
College of St. Teresa, Winona	91,602	68,022		42,430			202,054	98,927		7,866	106,793			
College of St. Thomas, St. Paul	161,000	8,829					169,829	137,864	10,000	16,184	164,048			
Concordia College, Moorhead	63,678	10,017				25,802	99,497	49,858	6,886	1,930	58,674	100		5,701

Gustavus Adolphus College, St. Peter	65,889	19,729		35,000		593	121,211	17,399		10,432	27,831	136		9
Hamline University, St. Paul	67,384	36,958		3,426	78	375	108,221	24,566	4,233	14,123	42,922	4,040		10,05
Luther Theological Seminary, St. Paul		2,533		34,807		5,400	42,740	2,155			2,155			
Macalester College, St. Paul	85,852	53,645		7,466	11,649	2,288	160,894	66,075	4,688	58	70,821	1,503		1,520,643
Minnesota College of Law, Minneapolis	8,034						8,034							
St. John's University, Collegeville	36,000	4,000		2,000		60,000	102,000	90,000	3,500	15,460	108,960			
St Olaf College, Northfield	182,057	17,067		56,666			255,790	112,435	10,150	46,119	168,710	5,459	7,491	7,789
St. Paul College of Law, St. Paul	16,582	1,116			32	445	18,175							
St. Paul Seminary, St. Paul	73,805	24,170				322	98,297			4,534	4,534		2,500	445
Seabury Divinity School, Faribault	115	16,558		67		100	16,860	4,302			4,302	7,770		11,510
MISSISSIPPI														
Belhaven College, Jackson	31,604	4,910		4,437		105	41,057	34,329		2,991	37,320			
Blue Mountain College, Blue Mountain	33,150	12,219		10,427			55,796	46,013		5,774	51,787			
Grenada College, Grenada	10,923	11,592				495	23,010	17,084	150	550	17,784			
Jackson College,[1] Jackson	5,470	99		14,662		146	20,377	5,895	970	1,161	8,026			
Millsaps College, Jackson	58,717	45,002		2,946			106,755	7,844			7,844	430		
Mississippi College, Clinton	43,181	35,171		17,044	2,024		97,420	54,859	3,048		57,444			
Mississippi Woman's College, Hattiesburg	32,737	15,248		15,962		903	64,850	40,228		13,016	53,244			
Rust College, Holly Springs	9,418	1,001		13,998			24,417	12,027	756		12,783	40		8,300
Tougaloo College,[1] Tougaloo	6,534	1,145		53,722	10	506	61,917	31,551	872	9,972	42,395	2,122	14,732	
MISSOURI														
Benton College of Law, St. Louis	33,571						33,571							
Central College, Fayette	75,935	55,892		11,044	772	24,464	168,107	112,252	7,589	12,591	132,432	4,578	82,628	5,000
City College of Law and Finance, St Louis	35,360						35,360							
Conception College, Conception	15,000	8,000		76,000	150	5,500	104,650	5,400	500		5,900			
Concordia Seminary, St. Louis	2,215			89,100			91,315	58,942			58,942	1,518		
Culver-Stockton College, Canton	32,396	50,964		425	4,315		88,100							
Drury College, Springfield	56,680	31,674		6,820		785	95,959	21,372	4,603	5,617	31,592	10,819		6,069
Eden Theological Seminary, Webster Groves	1,941	14,002		50,425	25	785	67,178	6,802	360	1,231	8,393			226
Kansas City College of Osteopathy and Surgery, Kansas City	32,723			10,439			43,162			5,362	5,362			
Kansas City College of Pharmacy, Kansas City	17,830						17,830			140	140			
Kansas City School of Law, Kansas City	56,375	72				2,532	58,979							
Kansas City Western Dental College,[7] Kansas City	52,607					52,709	105,316							
Kenrick Seminary,[7] Webster Groves						75,000	75,000							
Kirksville College of Osteopathy and Surgery, Kirksville						152,477	152,477							
Lindenwood College, St. Charles	103,202	87,678				175	191,055	197,257		11,778	209,035	4,442		
Missouri Valley College, Marshall	49,867	36,886		8,774			95,527	47,774	6,018	4,976	58,768			683
Park College, Parkville	38,718	43,904		13,761	7,946	31,826	136,155	63,494		3,404	66,898	10,976	15,679	30,377
Rockhurst College, Kansas City	23,000			22,000			45,000	9,908	19,828	3,414	33,150	2,200		
St. Louis College of Pharmacy, St. Louis	43,685				1,770		45,455							
St. Louis University, St. Louis [9]	760,279	129,788		451,061	100	606,180	1,947,408	30,690	41,000	64,821	136,511	273,028	558,300	2,000
Tarkio College, Tarkio	24,366	20,220		18,833			63,419	24,432	4,095		28,527	86,082		

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TABLE 20.—RECEIPTS, 1931-32—Continued

PART 2—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Washington University, St. Louis	$1,134,614	$1,346,450	.....	$256,678	$113,515	.....	$2,850,257	$143,021	$61,438	$222,919	$427,378	$103,407	.....	$288,583
Webster College, Webster Groves	19,503	.....	.....	52,550	35	.....	72,088	27,325	1,592	9,086	38,003	.....	.....	.....
Westminster College, Fulton	57,917	27,028	.....	14,857	.....	$455	100,257	15,014	3,749	.....	18,763	7,272	$1,821	3,765
William Jewel College, Liberty	51,177	41,763	.....	23,873	142	344	117,289	35,417	6,167	11,934	53,518	7,455	6,245	1,750
MONTANA														
Carroll College, Helena	44,450	16,807	.....	23,500	19	.....	84,776	30,680	1,760	2,286	34,726	.....	.....	5,000
Intermountain Union College, Helena	18,115	8,808	.....	18,727	.....	464	46,114	17,127	2,502	2,253	21,882	.....	5,107	760
NEBRASKA														
Cotner College, Lincoln	24,141	203	.....	15,559	247	3,151	43,301	21,139	1,794	1,447	24,380	.....	.....	.....
Creighton University, Omaha	224,150	108,918	.....	86,641	2,574	947	423,230	20,060	57,572	56,689	134,321	330	.....	1,093
Dana College, Blair	15,000	6,700	.....	16,000	.....	.....	37,700	24,800	600	.....	25,400	100	.....	200
Doane College, Crete	39,848	22,099	.....	41,755	.....	6,049	109,751	49,333	1,563	4,897	55,823	3,286	.....	3,533
Hastings College, Hastings	57,099	36,851	.....	24,099	.....	.....	118,049	7,342	.....	1,676	9,018	1,000	.....	1,623
Midland College, Fremont	57,035	6,921	.....	51,750	142	7,060	122,908	20,070	3,935	9,239	33,244	585	.....	3,514
Nebraska Central College, Central City	6,490	350	.....	8,200	.....	160	15,190	2,225	254	1,975	4,454	250	150	200
Nebraska Wesleyan University, Lincoln	91,111	22,275	.....	25,826	.....	3,982	143,194	.....	1,728	.....	1,728	.....	.....	.....
Presbyterian Theological Seminary, Omaha	1,392	5,676	.....	21,234	.....	3,455	31,757	[1] 2,182	.....	.....	2,182	4,072	.....	2,105
Union College, Lincoln	55,280	.....	.....	.....	.....	10,000	65,280	51,908	.....	50,892	102,800	.....	.....	.....
York College, York	29,453	3,434	.....	43,735	.....	.....	76,622	3,457	5,721	3,825	13,003	.....	.....	.....
NEW HAMPSHIRE														
Dartmouth College, Hanover	960,987	729,399	.....	205,661	.....	82,535	1,978,582	.....	.....	.....	.....	.....	.....	.....
St. Anselm's College, Manchester	24,542	.....	.....	50,391	.....	3,496	78,429	45,000	.....	.....	45,000	.....	.....	.....

NEW JERSEY														
Bloomfield College and Seminary, Bloomfield	627	28,475		15,188			44,290							3,350
College of St. Elizabeth, Convent Station	71,338			55,000			126,338	115,169	676	22,746	138,591	8,000		10,000
Dana College, Newark	93,580					140	93,720							
Drew University, Madison	40,235	144,924		26,250	151	12,000	223,560	47,595		18,300	65,895	10,775	31,034	90,408
Georgian Court College, Lakewood	54,300			48,000	22		102,322	98,000		8,300	106,300	5,800		25,000
New Brunswick Theological Seminary, New Brunswick		43,414		5,022		1,317	49,753	5,528			5,528	627		1,000
New Jersey Law School, Newark	197,607					11,468	209,075							
Princeton Theological Seminary, Princeton		213,354		2,050	1,015	30,536	246,955					34,031		3,133
Princeton University, Princeton	1,143,727	900,244		128,215	7,516	338,832	2,518,534	878,332	239,677	59,358	1,177,367	202,116	54,235	1,233,719
Rutgers University, New Brunswick	943,275	173,404	$1,868,905		131,118	17,082	3,133,784	490,456	16,927	24,451	531,834	128,296	487,934	36,135
St Joseph's College,[1] Princeton	16,000			18,000		28,000	62,000							3,000
Seton Hall College, South Orange	69,468			37,149			106,617	26,226	4,215	10,749	41,190	12,575		12,700
Stevens Institute of Technology, Hoboken	241,176	151,192		46,752	932	21,989	462,041	20,553	3,040	46,833	70,426	10,417	47,871	1,738
Upsala College,[1] East Orange	65,436			30,628		347	96,411	36,150			36,150			
NEW YORK														
Adelphi College, Garden City	179,742	47,120				3,320	230,182	11,342		12,450	23,792	2,105		
Alfred University, Alfred	133,291	25,673	98,846	739	12,244	52,706	323,499	53,307	19,989	7,745	81,041	53,396	161,967	48,456
Auburn Theological Seminary, Auburn	1,100	46,380		12,546			60,026	15,379			15,379	16,023		135,963
Barnard College, New York	397,604	188,157		6,710		2,512	594,983	241,167			241,167	37,755		7,450
Biblical Seminary in New York, New York	22,237	10,589		76,509		1,888	111,223	55,488		748	56,236	4,593		6,000
Canisius College, Buffalo	138,360	3,200		151,396	5	9,257	302,218	11,849	29,435	9,003	50,287	3,200		
Clarkson College of Technology, Potsdam	93,418	43,904					137,322		18,440	3,330	21,770	200		73,104
Colgate-Rochester Divinity School, Rochester	14,488	231,207		4,000		1,547	251,242					11,938	25,200	
Colgate University, Hamilton	293,342	190,912		7,000	9,872		501,126	73,802			73,802	79,659		
College of Mount St Vincent, New York	162,402			107,166			269,568	48,725	3,000	17,000	68,725	10,000		
College of New Rochelle, New Rochelle	[11] 444,360	2,019		34,387	152,723		633,489							
College of the Sacred Heart, New York	115,567			172,567			288,134	69,558	2,500	7,882	79,940			
College of St Rose, Albany	40,000			2,242		314,399	350,641	25,855		3,200	29,055			
Columbia University, New York	6,069,573	2,287,609		2,867,546	223,441	3,417,901	14,866,070	1,614,898	60,444	269,368	1,944,710	12,217	100,202	1,460,510
Cooper Union, New York	8,470	314,267		400		3,056	326,193							
Cornell University, Ithaca	1,774,044	1,058,435	3,664,617	148,344	751,553	247,769	7,644,762	815,924		549,217	1,365,141	174,306	1,377,496	180,244
De Lancey Divinity School, Buffalo		3,737		1,250			4,987							
D'Youville College, Buffalo	52,832		2,500	4,974			60,306	7,250		7,147	14,397	2,200		
Elmira College, Elmira	178,714	48,625					227,339	173,635		10,220	183,855			
Fordham University, New York	990,629	10,651		23,710			1,024,990	160,491		186,079	346,570			
General Theological Seminary of the Protestant Episcopal Church, New York	45,851	246,285		1,042		11,320	304,498	1,955			1,955	29,000		5,117
Good Counsel College, White Plains	[11] 55,957			66,165		128	122,250			2,961	2,961			
Hamilton College, Clinton	119,536	181,645		16,790		3,962	321,933	25,752	15,000	4,450	45,202	32,597	7,730	12,592
Hartwick College, Oneonta	60,996	4,265		28,400	50		93,711		1,726	4,274	6,000	1,150	40,465	10,000
Hobart College, Geneva	135,095	66,521		8,000	85	6,395	216,096	50,329	6,310	14,021	70,660			35,271
Houghton College, Houghton	49,698	1,685		9,379		11,485	72,247	29,513	344	7,398	37,255		2,338	3,550
Jewish Theological Seminary of America, New York	2,766	85,681		157,031		5,326	250,804	27,553		927	28,480	27,487		49,000

See footnotes on p. 261

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 2—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
NEW YORK—continued														
Keuka College, Keuka Park	$52,611	$8,507	.....	$16,473	.....	$28	$77,617	$82,660	.....	$8,316	$90,976	$53,259	$4,527	$28,000
Long Island College of Medicine, Brooklyn	228,264	1,132	.....	87,651	.....	800	317,847	.....	.....	.....	.....	400	.....	.....
Long Island University, Brooklyn College of Pharmacy, Brooklyn	474,749	.....	.....	.....	.....	5,648	480,397	.....	.....	26,178	26,178	.....	.....	.....
Manhattan College, New York	319,207	.....	.....	80,000	.....	400	399,607	15,000	$31,928	14,000	60,928	.....	100	.....
Marymount College, Tarrytown	[11] 118,614	23,000	.....	.....	$25,000	6,175	172,789	.....	.....	.....	.....	.....	.....	.....
Nazareth College, Rochester	25,173	.....	.....	31,800	.....	40	57,013	9,930	300	200	10,430	700	.....	.....
New York Homeopathic Medical College and Flower Hospital, New York	174,902	25,649	.....	55,972	12,749	2,109	271,381	1,230	.....	.....	1,230	550	.....	.....
New York Law School, New York	49,171	76	.....	.....	.....	36,397	85,644	.....	.....	.....	.....	.....	.....	76
New York University, New York	6,607,340	275,232	.....	154,523	387,663	.....	7,424,758	191,417	712,767	513,372	1,417,556	128,047	359,521	1,027,694
Niagara University, Niagara University	75,891	.....	.....	20,400	.....	7,296	103,587	116,361	4,200	71,304	191,865	.....	.....	.....
Polytechnic Institute of Brooklyn, Brooklyn	388,265	86,453	.....	.....	.....	9,224	483,942	.....	.....	40,478	40,478	2,422	623	5,100
Rabbi Isaac Elchanan Theological Seminary, New York	3,955	5,347	.....	126,321	.....	94,773	230,396	.....	.....	.....	.....	.....	.....	.....
Rensselaer Polytechnic Institute, Troy	595,863	156,729	.....	.....	.....	23,410	776,002	100,721	.....	.....	106,721	11,896	439,841	9,000
Russell Sage College, Troy	129,270	40,668	.....	391	.....	3,799	174,125	145,221	.....	24,150	169,371	.....	4,454	.....
St. Bernard's Seminary, Rochester	72,720	20,490	.....	.....	.....	52,959	146,159	.....	.....	.....	.....	.....	.....	2,125
St Bonaventure's College, St. Bonaventure	42,765	2,392	.....	138,096	.....	845	184,101	128,904	.....	12,796	141,700	1,547	.....	.....
St. Francis College, Brooklyn	42,578	.....	.....	10,633	.....	990	54,201	.....	2,280	517	2,797	.....	.....	.....
St. John's College, Brooklyn	1,079,909	21,113	.....	88,117	.....	3,988	1,193,127	.....	13,064	8,380	21,444	.....	30,000	500,000
St Joseph's College for Women, Brooklyn	52,225	.....	.....	13,928	.....	.....	66,153	.....	.....	9,819	9,819	5,116	.....	.....
St Lawrence University, Canton	157,856	85,848	$3,000	.....	.....	4,835	251,539	118,606	24,535	.....	143,141	.....	.....	9,633
St. Stephen's College, Annandale	29,747	16,221	.....	41,464	152	65,575	153,159	57,720	1,641	2,375	61,736	17,647	.....	6,907
Skidmore College, Saratoga Springs	263,003	37,668	.....	150	357	6,246	327,424	307,380	.....	63,217	370,597	5,716	1,192	10,543
Syracuse University, Syracuse	1,653,649	178,717	.....	195,434	.....	360,925	2,388,727	289,287	.....	.....	289,287	.....	.....	76,306
Union College, Schenectady	417,876	220,286	.....	88,701	.....	2,323	738,186	12,700	36,812	32,876	82,388	33,266	1,000	15,472
Union Theological Seminary, New York	53,994	390,717	.....	29,142	.....	16,932	490,785	63,922	.....	31,190	95,112	45,695	304,547	101,389
University of Buffalo, Buffalo	739,635	205,600	.....	814,474	.....	570,576	2,330,285	.....	.....	.....	.....	.....	.....	.....

University of Rochester, Rochester	823,116	1,078,403		152,100	776,840		2,830,459	94,811	29,362	82,155	206,328	39,050	857,892	17,060
Vassar College, Poughkeepsie	855,425	352,873		45,084		70,106	1,323,488	616,868		132,261	749,129	115,275	382,079	30,000
Wagner Memorial Lutheran College, Staten Island	25,167	14,146		26,262		184	65,759	13,964		807	14,771			
Wells College, Aurora	[11] 261,760	77,993		7,763		8,749	356,265			2,309	2,309	13,385	206,271	1,183
NORTH CAROLINA														
Atlantic Christian College, Wilson	15,939	14,517		4,248			34,704	15,645	496	915	17,056		10,000	214
Bennett College for Women, Greensboro	12,961		315	44,560			57,836	21,131	1,270	2,585	24,986	854	1,217	
Catawba College, Salisbury	68,699	21,412		11,575	837		102,523	44,689	5,935	8,962	59,586			7,055
Chowan College, Murfreesboro	13,200	3,000		2,600			18,800	12,500		200	12,700	400		
Davidson College, Davidson	112,251	107,959		3,682		2,754	226,646	51,160		19,583	70,743	7,480	27,574	1,970
Duke University, Durham	627,646	1,316,492		9,285	154,150	114,307	2,221,880	612,256		229,506	841,762			
Elon College, Elon College	32,112	21,881		5,464		239	59,696	29,608	1,990	4,934	36,532			
Flora Macdonald College, Red Springs	42,002	8,210		6,549		11,309	68,070	38,357		1,353	39,740	1,428		1,100
Greensboro College, Greensboro	48,450	16,097		7,096	12	41	71,696	66,736		2,734	69,470	2,956	10,000	30,092
Guilford College, Guilford College	44,854	22,354		14,392	51		81,651	50,695	6,198	11,447	68,340	2,409		500
High Point College,[1] High Point	59,520			17,109		3,970	80,599	28,878			28,878			
Johnson C. Smith University,[1] Charlotte	18,073	74,914	700		14	25,100	118,801	16,130	3,879	6,030	26,039	731		
Lenoir Rhyne College, Hickory	49,613	12,442		8,917			70,972	30,958	5,274	8,242	44,474			3,265
Livingstone College,[1] Salisbury	[11] 31,171	12,985	700	7,524	3,870		56,250							
Meredith College, Raleigh	80,491	17,739					98,230	93,798	594		94,392			
Queens Chicora College, Charlotte	56,350	15,000		10,000			81,350	59,624		3,672	63,296			
St. Augustine College,[1] Raleigh	10,760	7,991		46,922	4,522	177	70,372	38,926			38,926			
Salem College, Winston-Salem	60,716	26,423					87,139	67,401			67,401			3,271
Shaw University,[1] Raleigh	19,819	18,962		11,542	1,841		52,164	22,735	2,461	2,257	27,453	1,565		
Wake Forest College, Wake Forest	63,015	129,789					192,804	10,337	19,728	10,134	40,199	6,299	30,792	100
NORTH DAKOTA														
Jamestown College, Jamestown	36,822	39,269		13,582	1,635	4,000	95,308	31,584			31,584		32,782	1,148
OHIO														
Antioch College, Yellow Springs	197,729	10,750		201,039	2,320	6,644	418,482	105,488		29,250	134,738		11,000	1,200
Ashland College, Ashland	63,288	17,883		10,055			91,226	8,791		776	9,567	165		16,921
Baldwin-Wallace College, Berea	107,508	69,048		3,609			180,165	49,749	7,677	20,801	78,227	14,092	8,648	77
Bluffton College, Bluffton	44,830	4,509		35,372		567	85,278	28,579	4,093	6,100	38,762	2,510		6,500
Bonebrake Theological Seminary, Dayton	2,177	10,099		1,100		23,265	36,641	16,911			16,911	77		
Capital University, Columbus	63,160	26,659		48,912		22,737	161,498	29,266	7,360		36,626	305		800
Case School of Applied Science, Cleveland	276,117	174,757				125	450,999			9,852	9,852	20,350		5,198
Cedarville College, Cedarville	10,656	8,171		4,633		766	24,226			1,895	1,895	470		735
Central Theological Seminary, Dayton		15,284		9,627			24,911	860			860			20,000
Cincinnati College of Pharmacy, Cincinnati	33,000					6,000	39,000	2,520		1,117	3,637			
Cleveland Law School, Cleveland	15,837						15,837			656	656			
College of Mount St. Joseph-on-the-Ohio, Mount St. Joseph	40,000	29,654		24,000			93,654	75,000			75,000	1,000		1,300
College of the Sacred Heart,[7] Cincinnati	20,000					10,000	30,000							
College of Wooster, Wooster	165,457	164,928		34,518	150		365,053	159,475	14,034	8,982	182,491	36,505	101,818	122,337

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
OHIO—continued														
Defiance College, Defiance	$27,549	$19,459	.....	$4,941	.....	$1,142	$53,091	$19,935	$3,267	$2,234	$25,436	.....	.....	.....
Denison University, Granville	185,918	116,628	.....	6,046	$421	15,781	324,794	139,210	.....	25,302	164,512	$40,862	.....	$146,300
Findlay College, Findlay	14,782	22,457	.....	17,552	.....	1,469	56,260	5,970	1,066	4,922	11,978	.....	.....	10,849
Hebrew Union College, Cincinnati	.....	130,267	.....	17,810	.....	97,871	245,948	37,775	.....	.....	37,775	30,300	.....	29,100
Heidelberg College, Tiffin	72,929	38,100	.....	7,742	48	8,294	127,113	45,169	11,525	6,334	63,028	8,609	$549	999
Hiram College, Hiram	77,004	47,071	.....	9,066	.....	15,583	148,814	65,522	8,422	.....	73,945	14,165	.....	.....
John Carroll University, Cleveland	66,783	.....	.....	15,220	.....	2,184	84,187	.....	.....	.....	.....	.....	.....	.....
Kenyon College, Gambier	56,956	91,154	.....	2,625	1,489	10,166	162,090	106,818	3,510	6,115	116,443	6,176	.....	.....
Lake Erie College, Painesville	58,362	41,720	.....	.....	625	48	100,755	82,527	.....	2,890	85,417	12,274	.....	.....
Lane Theological Seminary, Cincinnati	112	21,011	.....	15,165	.....	21	36,309	140	.....	.....	140	3,754	.....	.....
Marietta College, Marietta	52,223	57,218	.....	5,426	.....	1,360	116,227	26,867	9,704	.....	36,571	3,000	.....	.....
Mount St. Mary Seminary, Cincinnati	20,000	20,000	.....	.....	.....	.....	40,000	80,000	.....	5,000	85,000	.....	.....	.....
Mount Union College, Alliance	114,227	42,828	.....	11,554	76	891	169,576	40,307	11,151	18,306	69,764	20,736	7,995	25,492
Muskingum College, New Concord	108,304	47,785	.....	24,867	.....	1,006	191,962	93,393	12,580	27,655	133,628	2,369	16,006	5,803
Notre Dame College, South Euclid	21,941	.....	.....	7,000	.....	.....	28,941	18,358	813	7,204	26,375	.....	708	.....
Oberlin College, Oberlin	533,651	861,306	$2,100	7,174	.....	20,562	1,424,853	276,637	13,686	73,076	363,399	77,023	439,412	213,511
Ohio Northern University, Ada	131,609	16,725	.....	5,595	.....	432	154,361	10,045	11,770	11,293	33,108	9,213	76	5,836
Ohio Wesleyan University, Delaware	425,548	80,926	.....	28,324	353	6,424	541,575	288,902	42,244	31,972	363,118	91,639	16,828	208,919
Otterbein College, Westerville	64,879	65,180	.....	8,296	.....	8,393	144,748	39,938	6,527	1,006	47,471	10,750	3,963	2,889
St. Charles Seminary, Carthagena	.....	.....	.....	50,000	.....	.....	50,000	.....	.....	.....	.....	.....	.....	.....
St. John's University, Toledo [16]	17,397	1,522	.....	29,403	11	5,895	54,228	.....	1,595	2,335	3,930	.....	.....	.....
St. Xavier College, Cincinnati	57,801	7,705	.....	14,173	19	15,052	94,750	48,835	.....	8,161	56,996	85,923	.....	.....
University of Dayton, Dayton	89,852	.....	.....	.....	.....	.....	89,852	64,006	.....	.....	64,006	.....	.....	.....
Ursuline College, Cleveland	25,187	15,000	.....	27,643	.....	2,550	70,380	8,550	.....	2,640	1,190	4,000	.....	.....
Western College for Women, Oxford	86,229	26,733	.....	5,125	774	34,107	152,968	148,368	.....	1,750	150,118	.....	.....	7,143
Western Reserve University, Cleveland	1,311,567	677,842	.....	359,401	.....	45,689	2,394,499	143,091	26,330	99,282	268,703	55,767	.....	481,480
Wilberforce University,[1] Wilberforce	23,824	.....	198,069	18,278	2,375	1,069	243,613	50,455	8,700	.....	59,155	360	2,500	.....
Wilmington College, Wilmington	72,522	5,364	.....	10,882	.....	1,248	90,016	26,145	8,672	9,872	44,689	.....	.....	1,000

Wittenberg College, Springfield	254,348	107,344		19,653		15,095	396,440	45,581	22,652	14,848	83,081	2,907	11,265	936
Y.M.C.A. Night Law School, Cincinnati	12,499						12,499			844	844			
Youngstown College, Youngstown	86,384			2,000			88,384		2,975	5,603	8,578		253,158	
OKLAHOMA														
Bethany-Peniel College, Bethany	12,712	2,642		9,959		501	25,814	5,236	125	975	6,336			2,259
Catholic College of Oklahoma for Women, Guthrie	4,100			47,000		28,900	80,000	9,989			9,989			
Oklahoma Baptist University, Shawnee	84,877	829		15,244		25,384	126,334	12,683			12,683	39,140	14,000	
Oklahoma City University, Oklahoma City	78,600	4,268		39,985	273	1,424	124,550	9,000	18,055	16,888	43,943			
Phillips University, Enid	53,733	24,347		7,406		8,230	93,718	3,130	6,353	2,351	11,834	4,173		
University of Tulsa, Tulsa	157,904	26,100		42,507		2,384	228,895	14,476	39,608	14,610	66,694			468
OREGON														
Albany College, Albany	18,309	11,025		19,154		2,207	50,695	8,417	4,004	1,675	14,096	240	166	2,836
Linfield College, McMinnville	46,061	45,541		1,765		929	94,296	6,628	1,190	6,414	14,232		5,201	
Marylhurst College, Oswego	7,966			50,000	10		57,976	15,127			15,127	1,150		
North Pacific College of Oregon, Portland	86,183				46,420	735	133,338		1,675	3,853	5,528			
Northwestern College of Law, Portland	9,890						9,890							
Pacific College, Newberg	5,876	12,995		7,997	8	73	26,949	3,446	225	776	4,447	500		15,344
Pacific University, Forest Grove	31,523	15,981		9,601		900	58,005	17,926	4,875	4,357	27,158			119
Reed College, Portland	75,304	73,638			6,346	1,959	157,247	31,270			31,270			
Willamette University, Salem	78,353	60,000		573	649	425	140,000	15,669		10,652	26,321	12,889		956
PENNSYLVANIA														
Albright College, Reading	99,447	33,871		10,510		423	144,251	73,617	16,706	11,012	101,335	5,453	33,250	8,189
Allegheny College, Meadville	162,281	57,253		20,285		1,244	241,063	126,431	13,880	28,503	168,814	16,910		2,136
Beaver College, Jenkintown	116,539			5,000		3,267	124,806	317,656		25,377	343,033			
Bryn Mawr College, Bryn Mawr	213,560	296,461		80,000	9,700	30,000	629,721	281,655		34,000	315,655	47,700		49,000
Bucknell University, Lewisburg	325,205	60,815					386,020	173,917			173,917			
Carnegie Institute of Technology, Pittsburgh	851,582	842,300				143,730	1,837,612	269,455		110,367	379,822	12,888		40,304
Cedar Crest College, Allantown	89,044	1,264		8,454		1,297	100,079	68,956		1,908	70,864		3,522	11,194
College Misericordia, Dallas	29,194	60,104		60,463			149,761	17,029	940	1,100	19,069	21,496		
Crozer Theological Seminary, Chester	486	88,267				1,786	90,559	6,838		809	7,647	8,631		695
Dickinson College, Carlisle	170,589	50,197		5,948		3,584	239,318	52,604	10,408	5,530	68,542	5,439	500	1,725
Drexel Institute, Philadelphia	549,945	150,596			305	7,505	708,351	115,608	24,046	87,097	226,751			
Dropsie College, Philadelphia		47,687		1,050			48,737							
Duquesne University of the Holy Ghost, Pittsburgh	300,801				206,874	10,818	527,493	33,945		21,621	55,566			
Elizabethtown College, Elizabethtown	29,833	5,369		1,097	6,524	642	43,465	26,973	864	9,611	37,448	1,298		
Franklin and Marshall College, Lancaster	234,185	41,293		1,000			276,478	12,061	21,228		33,289	9,051		900
Geneva College, Beaver Falls	115,756	28,392		39,539		30,219	213,906	30,579	28,741	13,663	72,983	2,500		2,000
Gettysburg College, Gettysburg	150,400	28,443		2,995			181,838	10,821	29,038	5,645	45,504	8,257	21,483	1,858
Grove City College, Grove City	113,862	37,982		5,000		586	157,430	100,571	39,828		140,399	5,917	556,600	9,439
Hahnemann Medical College, Philadelphia	177,240	15,249	55,000			109	247,607							
Haverford College, Haverford	99,724	194,729		25,403		11,032	330,888	102,700	14,275	205	117,180	22,100	1,314	18,871
Immaculata College, Immaculata	40,000			67,500			107,500	58,000			56,000			

See footnote on p. 261.

TABLE 20.—RECEIPTS, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PENNSYLVANIA—continued														
Jefferson Medical College, Philadelphia	$248,875	$81,567	$188,900		$801,653	$621	$1,381,616							
Juniata College, Huntington	123,500	29,531		$693		992	154,716	$115,893	$12,093	$11,421	$139,407			$3,420
Lafayette College, Easton	412,824	194,013		8,677		22,442	637,956	46,560	51,088		97,648	$21,555	$3,293	234,395
La Salle College, Philadelphia	48,700			53,000			101,700		9,700	1,460	11,160	860		
Lebanon Valley College, Annville	92,474	34,089		8,920	289	1,007	136,679	62,318	5,907	2,522	70,747	595		
Lehigh University, Bethlehem	607,793	271,493		43,357		19,167	941,810	17,626	80,148	130,302	228,076	37,987	74,339	116,700
Lincoln University,[1] Lincoln University	44,634	42,286		28,216		503	115,639	128,207	14,523	12,648	155,378	19,196	109,388	31,307
Lutheran Theological Seminary, Gettysburg		34,710		11,566			46,276	1,829			1,829	8,340	175	13,494
Lutheran Theological Seminary, Philadelphia	2,507	31,500		27,835		196	62,038							
Marywood College, Scranton	77,257	50,000					127,257	35,000		3,000	38,000			
Moravian College for Women, Bethlehem	75,267	5,045		1,220		1,217	82,749	25,218		580	25,798	1,375		147,522
Mount St. Joseph College, Chestnut Hill	[11] 73,901	25,000		109,150			208,051			2,323	2,323	1,000		
Muhlenberg College, Allentown	125,705	50,751		24,497	3,541	95	204,589	8,277			8,277		13,881	20,649
Pennsylvania College for Women, Pittsburgh	90,323	27,082		10,419		690	128,514	67,735		16,026	83,761	4,550		
Pennsylvania Military College, Chester	181,451					8,000	189,451							
Philadelphia College of Pharmacy and Science, Philadelphia	163,699	9,900				2,376	175,975		3,487	2,770	6,257			
Pittsburgh Theological Seminary, Pittsburgh		45,399		7,462		2,869	55,730					2,508		3,372
Reformed Presbyterian Theological Seminary, Pittsburgh		4,000					4,000							
Rosemont College, Rosemont	51,563			51,127			102,690	73,002		4,919	77,921		8,789	
St. Francis College, Loretto	61,365			76,650			138,015		8,248	1,807	10,055			
St. Joseph's College, Philadelphia	72,060			1,227		525	73,812	8,727	4,224	8,619	21,570	773		
St Thomas College, Scranton	138,691						138,691		22,500		22,500			
St. Vincent College, Latrobe	72,133			200,000	208		272,341	64,150	8,560	6,186	78,896	625		
St. Vincent Seminary, Philadelphia	2,000			33,000		4,000	39,000							
Seton Hill College, Greensburg	63,324			105,833	14	16,486	185,657	87,688		50,573	138,261			
Susquehanna University, Selinsgrove	107,356	22,280		11,160		72	140,868	57,162	4,485	13,547	75,194			10,091
Swarthmore College, Swarthmore	195,650	287,458		19,050	395	10,321	512,874	237,848		135	237,983	34,700	24,330	123,819

Temple University, Philadelphia	1,263,249	3,332	330,000	109,577	.....	55,541	1,761,698	120,350	.....	76,304	196,654	21,105	.....	.....
Theological Seminary of the Reformed Church, Lancaster	.....	30,132	.....	6,711	.....	230	37,073	1,500	.....	.....	1,500	.....	.....	33,482
Thiel College, Greenville	50,659	10,371	.....	14,881	.....	691	76,502	12,780	10,474	6,500	29,754	.....	.....	.....
University of Pennsylvania, Philadelphia	2,722,824	1,059,053	1,029,536	701,191	925,350	239,543	6,677,497	415,135	.....	307,670	722,805	239,120	226,874	539,084
University of Pittsburgh, Pittsburgh	1,918,753	43,931	615,416	51,246	108,772	70,811	2,808,929	40,263	231,418	204,591	476,292	16,785	293,325	128,545
Ursinus College,[1] Collegeville	146,553	27,421	.....	2,609	.....	38,582	215,162	131,312	.....	.....	131,312	1,075	240,200	50,000
Villa Maria College, Erie	[11] 29,750	.....	.....	43,500	.....	.....	73,250	.....	.....	.....	.....	.....	.....	.....
Villanova College, Villanova	320,157	5,799	.....	5,000	77	2,150	333,183	242,248	86,248	26,777	355,273	44,306	.....	243,019
Washington and Jefferson College, Washington	132,639	47,427	.....	.....	454	6,321	186,841	11,206	.....	13,920	25,126	.....	.....	.....
Waynesburg College, Waynesburg	39,875	7,787	.....	5,728	.....	5,217	58,607	.....	12,025	6,573	18,601	590	.....	368
Western Theological Seminary, Pittsburgh	2,295	47,425	.....	9,023	75	12,119	70,937	.....	.....	.....	.....	.....	.....	3,088
Westminster College, New Wilmington	137,113	50,352	.....	.....	332	827	188,624	62,170	16,729	.....	78,899	1,277	.....	38,543
Wilson College, Chambersburg	159,559	28,836	.....	5,000	.....	1,872	195,567	182,715	.....	41,834	227,549	7,739	.....	17,000
Woman's Medical College of Pennsylvania, Philadelphia	47,787	33,239	45,000	5,860	167,899	184	299,969	.....	.....	610	610	.....	.....	39,033
RHODE ISLAND														
Brown University, Providence	779,424	442,710	.....	52,019	.....	24,555	1,298,708	227,836	78,523	70,939	377,298	67,491	95,000	406,717
Providence College, Providence	103,887	.....	.....	86,700	.....	855	191,443	.....	23,783	6,757	30,540	2,100	.....	.....
SOUTH CAROLINA														
Benedict College,[1] Columbia	15,204	6,773	.....	16,872	.....	.....	38,849	22,585	1,416	1,023	25,024	.....	.....	.....
Coker College, Hartsville	25,896	27,995	.....	28,691	.....	2,712	85,294	42,212	.....	5,212	47,424	.....	.....	.....
Columbia College, Columbia	41,360	13,740	.....	.....	.....	.....	55,100	66,445	.....	.....	66,445	.....	.....	.....
Converse College, Spartanburg	101,561	39,146	.....	.....	.....	30,009	170,716	100,511	.....	.....	100,511	.....	.....	.....
Erskine College, Due West	34,907	13,397	.....	10,446	.....	509	59,259	38,737	8,634	167	47,538	.....	.....	9,645
Furman University, Greenville	59,828	90,800	.....	.....	.....	.....	150,628	41,157	23,702	18,208	83,067	.....	.....	.....
Greenville Woman's College,[1] Greenville	54,361	15,370	.....	.....	.....	.....	69,731	47,520	.....	.....	47,520	7,121	.....	.....
Lander College, Greenwood	29,435	5,165	.....	4,761	.....	208	39,569	26,003	.....	1,218	27,221	.....	.....	.....
Limestone College, Gaffney	28,029	16,640	.....	778	.....	2,051	47,498	49,635	.....	3,885	53,520	800	.....	897
Lutheran Theological Southern Seminary, Columbia	775	2,319	.....	5,353	.....	.....	8,447	.....	.....	.....	.....	.....	.....	.....
Newberry College, Newberry	29,921	11,068	.....	8,936	.....	.....	49,855	4,161	3,300	.....	7,461	.....	.....	53,000
Presbyterian College, Clinton	49,425	12,307	.....	17,667	.....	3,406	82,805	38,026	12,071	11,413	61,510	10,156	.....	175
Wofford College, Spartanburg	25,556	29,401	.....	10,251	.....	.....	65,208	33,921	10,467	.....	44,388	.....	.....	.....
SOUTH DAKOTA														
Augustana College, Sioux Falls	49,215	20,000	.....	25,238	.....	2,923	88,376	.....	6,075	8,088	14,163	.....	.....	.....
Dakota Wesleyan University, Mitchell	54,441	12,236	.....	17,161	90	455	84,383	18,350	500	5,225	24,075	3,087	.....	.....
Huron College, Huron	40,748	26,644	.....	15,280	.....	20,830	103,502	12,228	4,478	8,636	25,342	655	.....	600
Sioux Falls College, Sioux Falls	37,709	11,105	.....	23,849	.....	780	73,443	10,702	4,193	.....	14,895	.....	.....	12,800
Yankton College, Yankton	66,812	23,007	.....	10,822	65	42,429	143,135	43,187	5,598	8,492	57,267	3,488	5,000	4,728

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
TENNESSEE														
Bethel College,[7] McKenzie	$15,000	$16,000				$2,000	$33,000	$9,880			$9,880			$7,107
Chattanooga College of Law, Chattanooga	7,000						7,000							
Cumberland University,[7] Lebanon	77,134	5,666		$11,387		33,388	127,575	20,827			20,827			
Fisk University,[1] Nashville	66,448	67,302		171,907		12,518	318,175	82,903	$7,946	$14,950	105,799	$7,903	$259,258	95,292
King College, Bristol	13,287		$16,295				29,582	17,143	4,330	4,100	25,573			
Knoxville College,[1] Knoxville	18,327	32,337		16,073			66,787	34,571	4,983	4,809	44,363	500		
Lambuth College, Jackson	18,239	3,252		21,837			43,328	13,428	1,275	2,128	16,831			500
Lane College,[1] Jackson	30,500	2,000					32,500	10,000	1,500	2,700	14,200			1,580
LeMoyne College,[1] Memphis	12,334	23,500		1,500		1,943	39,277						16,500	
Lincoln Memorial University, Harrogate	43,087	31,273		51,557			125,917	70,644		6,073	76,717	82,830		986,651
Maryville College, Maryville	68,037	62,790		4,337		8,799	143,963	97,663	9,275	41,262	148,200	2,554		15,492
Meharry Medical College,[1] Nashville	70,443	38,885		138,277	$10,523	3,267	262,395			3,790	3,790	2,000	2,125,691	2,292
Milligan College, Milligan College	18,702	2,455		42,149		5,278	68,584	23,561	1,715		25,276			
Southwestern College, Memphis	60,845	18,492		63,123	2,767	2,954	149,181	56,479	9,977	17,588	84,044	1,675	1,409	260
Tennessee College for Women, Murfreesboro	25,208					1,250	26,458	24,113		846	24,959	1,824		800
Tusculum College,[7] Greenville	22,977	42,730		28,492		7,984	102,183	41,114			41,114			
Union University, Jackson	49,498	8,454		9,353	2	1,704	69,011	29,667	1,871	18,160	49,698	2,300		970
University of Chattanooga, Chattanooga	96,008	53,905				2,846	152,759			1,116	1,116			
University of the South, Sewanee	50,182	59,593		3,546		16,662	129,983	68,123	4,000	113,978	186,101	8,436		
Vanderbilt University, Nashville	310,839	958,185		85,250	112,833	2,651	1,469,758	30,000	88,676	34,161	152,837	16,200		5,000
TEXAS														
Abilene Christian College, Abilene	43,801			5,000	89	4,121	53,011	12,172	4,066		16,238		34	
Austin College, Sherman	49,078	5,880		23,396			78,354	16,178	7,129	160	23,467	1,879		
Austin Presbyterian Theological Seminary, Austin		17,009		13,138			30,147	7,406			7,406	4,209		2,500
Baylor College for Women, Belton	157,300	22,589		20,781	1,104	3,446	205,220	152,568	728	56,542	209,838			114,000
Baylor University, Waco	230,502	36,013		2,091	680	3,478	272,764	85,131	16,666	24,184	125,981			

Bishop College,[1] Marshall	35,825	664		29,997			66,486	25,367	2,020	3,661	31,048			
Daniel Baker College, Brownwood						32,942	32,942							
Evangelical Theological College, Dallas		950		31,103		710	32,763	11,824		1,820	13,644	785		610
Houston Law School, Houston	16,568						16,568							
Howard Payne College, Brownwood	53,290	8,419		11,761	2,311	300	76,081	11,383	1,672		13,055			5,000
Incarnate Word College, San Antonio	44,350			1,200			45,550	26,424		2,486	28,910	350		
McMurry College, Abilene	5,371	2,798		17,500		28,157	53,826		3,413	6,640	10,053			
Our Lady of the Lake College, San Antonio	23,923	90,525		5,000		288	119,736	51,988		6,074	58,062		6,000	132,000
Rice Institute, Houston	49,618	692,935		15,925			758,478					11,458		
St. Edward's University, Austin	42,011			32,500			74,511	11,500	8,450	4,520	24,470			
St Marys University of San Antonio	66,906						66,906	13,000		5,976	18,976	3,000		
Samuel Houston College,[1] Austin	20,436	34		20,002	18	45	40,535	1,156	2,376	1,226	4,758			
Simmons University, Abilene	97,918	12,633		16,858		2,954	130,363	33,194	16,116	16,133	65,443			
Southern Methodist University, Dallas	458,638	117,171		46,715	600	1,733	624,857	118,591	99,898	16,738	235,227	5,973	2,324	6,968
South Texas School of Law, Houston	14,721						14,721			5,711	5,711			
Southwestern Baptist Theological Seminary, Fort Worth	16,262	9,368		65,325		15,757	106,712							2,630
Southwestern University, Georgetown	63,750	4,387		40,286		6,666	115,089	72,619	6,939	6,172	85,730			1,101
Texas College,[1] Tyler	16,555			17,188		1,945	35,688	21,000		225	21,225			
Texas Christian University, Fort Worth	197,952	83,706				2,116	283,774	65,715	58,403	31,249	155,367			
Texas Dental College, Houston	17,574				26,153	537	44,264			153	153			
Texas Woman's College, Fort Worth	34,322	7,169					41,491	27,180		239	27,419	8,769		
Tillotson College,[1] Austin	5,188	25,800		1,850	356		33,194	1,480		1,352	2,832	2,037	6,000	
Trinity University, Waxahachie	38,471	23,823		12,592		1,917	76,803	14,569			14,569			
Wiley College,[1] Marshall	33,862			38,197			72,059	7,056	3,185		10,241	125		107
UTAH														
Brigham Young University, Provo	105,273			209,700		6,355	321,328		20,826	21,512	42,340			5,600
VERMONT														
Middlebury College, Middlebury	175,630	160,280	9,600	1,500		2,384	349,394	152,691	10,160	17,636	180,487	17,823	1,809	
Norwich University, Northfield	122,807	34,209	11,700			2,095	170,811	33,499	3,958	48,117	85,574		3,950	84,209
St. Michael's College, Burlington	10,334			25,989		1,104	37,427	24,265	5,177	3,769	33,211	1,815	11,125	
VIRGINIA														
Bishop Payne Divinity School,[1] Petersburg		1,038		11,556			12,594					1,800		
Bridgewater College, Bridgewater	36,993	6,889		8,702		3,767	56,351	33,434		2,743	36,177			
Emory and Henry College, Emory	63,283	19,201		864		6,633	89,981	60,226	5,314	2,760	68,300	3,497		
Hampton Institute, Hampton	69,522	456,501	2,880	102,250			631,153	193,414			193,414		158,904	87,612
Hampden Sydney College, Hampden Sydney	44,996	11,561		11,269		3,482	71,308	16,285	4,510		20,795	4,397		40,814
Hollins College, Hollins	88,815	(12)					88,815	206,901		22,501	229,402	5,503		
Lynchburg College, Lynchburg	46,991	13,414		17,324		4,624	82,353	42,145	2,460	4,669	49,274			
Mary Baldwin College, Staunton	[11] 86,951	20,870		9,069			116,890							
Protestant Episcopal Theological Seminary Alexandria		58,359		1,343			59,702							
Randolph-Macon College, Ashland	44,479	49,437		11,159	103	1,733	106,911	8,434	5,440	1,315	15,189			

See footnote on p. 261.

TABLE 20.—RECEIPTS, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
VIRGINIA—continued														
Randolph-Macon Woman's College, Lynchburg	$153,654	$58,543				$28,294	$240,491	$220,296			$220,296	$930		
Roanoke College, Salem	49,991	36,134		$10,863		741	97,729	22,686	$11,339		34,025		$1,983	
Sweet Briar College, Sweet Briar	186,410	17,985			$4,620	43,535	252,550	200,403			200,403	2,600	68,223	$5,261
Union Theological Seminary, Richmond	179	50,391		19,054		6,644	76,268					23,886	3,487	4,350
University of Richmond, Richmond	129,463	126,545					256,008	111,958	8,865	$7,654	128,477		20,000	58,200
Virginia Union University,[1] Richmond	35,368	31,470		27,763			94,601	35,615	6,000	3,960	45,575	2,014		
Washington and Lee University, Lexington	185,575	106,219				24,461	316,255	13,216			13,216	39,220		10,951
WASHINGTON														
College of Puget Sound, Tacoma	92,116	48,203		3,936	19	1,232	145,506		6,491	17,380	23,871	8,475	4,896	282,892
Gonzaga University, Spokane	74,971			65,996	379	5,132	166,478	56,697	22,646	7,983	87,326			
Pacific Theological Seminary, Seattle				24,000			24,000							
Seattle Pacific College, Seattle	35,160	2,254		8,172			45,586	13,073	430	21,135	34,638	220		724
Spokane University, Spokane	16,000	106		7,232		1,105	24,443	8,087	600	2,530	11,217	998		
Walla Walla College, College Place	53,904			17,001	93,433	47,724	212,062	45,067			45,067			
Whitman College, Walla Walla	93,354	40,275		18,819			152,448	48,613		17,024	65,637	1,415		120
Whitworth College, Spokane	24,123			11,760		2,402	38,285	11,436		5,294	16,730	2,108	1,249	5,000
WEST VIRGINIA														
Bethany College, Bethany	88,441	61,260		35,706		7,549	193,356	41,613	5,000	8,595	55,208	1,020	2,600	
Broaddus College, Philippi	13,521	524		10,780	27	1,168	26,020	21,121		1,753	22,874			
Davis and Elkins College, Elkins	37,983	7,362		19,743	24	605	65,717		2,160	3,314	5,474	670		
Morris Harvey College, Barboursville	18,266	2,617		15,390		10,580	46,853	11,573	4,345	8,300	24,218			
Salem College, Salem	40,699	6,007		6,523	730	360	54,319					350		2,739
West Virginia Wesleyan College, Buckhannon	71,314	21,051		9,540		6,133	108,038	30,615	11,694	6,872	49,181			

WISCONSIN														
Beloit College, Beloit	144,515	106,976		31,667	1,269	2,340	286,767	127,474	6,345	13,915	147,734	38,321	31,617	1,285
Carroll College, Waukesha	62,268	37,331		13,810		201	113,610	30,365	10,015	19,633	60,013			25,500
Evangelical Lutheran Theological Seminary, Thiensville	4,155	1,026		15,217			20,398							
Immaculate Conception Seminary, Oconomowoc		13,404		45,788	11,192		70,384							2,000
Lawrence College, Appleton	163,339	65,546		5,115	23,304	73,227	330,534	136,432	10,103	20,286	166,821	13,132	62,606	30,975
Marquette University, Milwaukee	632,573	121,336		128,638	103,480	6,157	992,234		60,992	68,564	129,556	3,915	41,555	1,210
Milton College, Milton	18,137	13,218	$100	1,841	63	232	33,591	711	2,039	655	3,405	2,090	835	7,912
Milwaukee-Downer College, Milwaukee	75,768	64,535		10,262	489	30,851	181,905	73,558		9,041	82,599	4,895	2,420	31,278
Mission House College, Plymouth	17,459	5,800		27,876	1,553		52,688						6,889	3,294
Mount Mary College, Milwaukee	37,270			68,600		644	106,514	59,597		10,501	70,098	4,641		110
Nashotah House, Nashotah	[11] 10,497	21,466		10,234	1	488	42,686			6,013	6,013	295		10,000
Northland College, Ashland	17,621	6,263		24,369		2,816	51,074	17,710	3,171	12,679	33,560	2,668		18,211
Northwestern College, Watertown	3,780	2,966		33,000			39,746	18,154	1,020		19,174			
Ripon College, Ripon	77,878	36,363					114,241	46,894	9,421	11,293	67,608	4,637		
St. Francis Seminary,[7] St Francis	111,042	10,346				19,000	140,388					3,766		

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED

ALABAMA														
State Teachers College:														
Florence	$33,985		$91,687		$810	$5,059	$131,541	$32,960	$230	$10,978	$44,168		$1,250	
Jacksonville	45,244		114,589				159,833	34,876	2,047	8,425	45,348			$2,233
Livingston	13,593		51,576				65,169	29,197		5,314	34,511			
Montgomery [1]	53,290		41,686	$2,150	1,455	82	98,663	42,742	1,430	3,312	47,484			
Troy	24,864		87,182			2,271	114,317	31,470		7,399	38,875			
ARIZONA														
Arizona State Teachers College:														
Flagstaff	5,957		212,959				218,916	68,047	10,000	18,278	96,325		33,070	
Tempe	20,205		241,976		3,814	246	266,241	80,480	4,34[illegible]	12,140	96,962		13,250	
ARKANSAS														
Arkansas State Teachers College, Conway	49,465		116,052		1,993		167,510	18,380	8,000	1,191	27,571			
Henderson State Teachers College, Arkadelphia	18,155		63,835				81,990	24,228	1,380	7,775	33,383	$250		
CALIFORNIA														
Humboldt State Teachers College, Arcata	7,198		126,110				133,308	17,092	400	7,734	25,226		131,600	85
State Teachers College:														
Chico	14,007		184,889				198,896	12,587	8,757	11,078	32,422		96,527	900
Fresno	39,985		370,865		100	600	411,550	14,836	12,300	29,186	56,322			
San Diego	44,160		363,530				407,690	28,002	8,678	60,492	97,172		91,560	
San Francisco	9,072		319,773				328,845	14,737	2,304	66,305	83,346			594
San Jose	42,092		388,537		567		431,196		10,086	60,121	70,207		238,456	
Santa Barbara			167,500				167,500		8,448	23,500	31,948		88,000	

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 3—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipt for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
COLORADO														
Adams State Teachers College, Alamosa	$9,224		$60,325				$78,549			$5,732	$5,732			
Colorado State Teachers College, Greeley	158,433		362,274		$5,756		526,463	$15,265	$23,152	142,891	181,308			
Western State Teachers College, Gunnison	21,700		140,000		700	$2,240	164,640	20,170	7,000	8,500	35,670		$115,000	$10,000
GEORGIA														
Bowdon State Normal and Industrial College, Bowdon	3,707		27,241				30,948	2,436	232		2,668			
Georgia State Woman's College, Valdosta	17,681		73,582		757	560	92,580	49,788			49,788			
South George Teachers College, Collegeboro	14,597		75,811	$960	717	3,114	95,199	28,356		4,756	33,112			
ILLINOIS														
Eastern Illinois State Teachers College, Charleston	27,371		295,085				322,456	18,395		13,970	32,365		21,600	2,009
Illinois State Normal University, Normal	26,730		483,559		14,006		524,295	28,970	13,426	50,581	92,977		10,000	376
Northern Illinois State Teachers College, De Kalb	29,990		298,783		97		328,870	46,600	4,810		51,410		38,000	
Southern Illinois State Normal University, Carbondale	24,178		367,050		1,950	405	393,583	17,862	11,957	15,649	45,468		39,256	
Western Illinois State Teachers College, Macomb	18,575		315,851				334,426	24,928			24,928		369,800	
INDIANA														
Ball State Teachers College, Muncie	83,927		400,000		84,298	2,467	520,692	49,503	12,850	50,447	112,800		151,839	127
Indiana State Teachers College, Terre Haute	117,654		435,776		14,679	8,548	576,657	66,641	21,669	58,278	146,588		150,743	

IOWA														
Iowa State Teachers College, Cedar Falls	228,338		633,500	5,500		19,846	887,184	121,374	7,147	26,245	154,766	$10,325	235,000	4,435
KANSAS														
Fort Hays Kansas State College, Hays	61,979		179,620		9,417		251,016	22,577	8,914	5,762	37,253		55,500	
Kansas State Teachers College:														
Emporia	120,614	$12,000	405,640				538,254	35,874	6,000	2,399	44,273			
Pittsburg	136,851		390,457				527,308	32,083	4,216	36,299	72,598			
KENTUCKY														
Eastern Kentucky State Teachers College, Richmond	45,013		282,336		12,053		339,402	115,513	4,037	30,754	150,304		125,000	
Morehead State Teachers College, Morehead	15,008		240,379		47	5,170	260,604	65,514	1,166	16,541	83,221		125,000	
Murray State Teachers College, Murray	26,492		241,029			1,380	268,901	66,791	6,500	12,520	85,811		279,323	
Western Kentucky State Teachers College, Bowling Green	55,190	1,990	396,499			19,238	472,917	82,537			82,537		114,258	
LOUISIANA														
Louisiana State Normal College, Natchitoches	19,394		261,465			4,019	284,878	179,325	5,825	1,628	186,778			
MAINE														
State Normal School, Farmington			50,105				50,105	63,672		357	64,029		22,000	
MASSACHUSETTS														
State Teachers College:														
Bridgewater	5,690	287	154,746				160,723	93,735	500		94,235		2,219	
Fitchburg	5,000		210,400		2,842		218,242	33,765			33,765			
Framingham	5,040		134,649				139,689	113,502			113,502			
Lowell	3,010		86,768				89,778		100		100			
Salem	5,080		140,450				145,530		150	4,100	4,250	66	6,600	
Worcester	3,030		101,900				104,930	4,340			4,340			
Teachers College of the City of Boston	12,289		202,203				214,492							300
MICHIGAN														
Central State Teachers College, Mount Pleasant			352,500				352,500		9,407	13,857	23,264		6,009	
Michigan State Normal College, Ypsilanti	88,640		902,579				991,219		22,594	20,856	43,450		10,000	3,566
Northern State Teachers College, Marquette	35,987		286,500				322,487		706	14,396	15,102	20,000	5,000	
Western State Teachers College, Kalamazoo			864,967				864,967		27,947	2,135	30,082			7,463

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MINNESOTA														
State Teachers College														
Bemidji	$5,534		$105,090		$790		$111,414	$15,383	$1,823	$4,818	$22,024	$27		$1,894
Duluth	3,015		113,920			$7,439	124,374						$8,000	
Mankato	11,815		151,100		2,565	3,814	169,294	34,821	2,830	8,916	46,567		25,700	
Moorhead	15,556		146,500			3,641	165,697	35,000	1,680	6,801	43,481		765,000	
St. Cloud	20,484		210,263	$6,000			236,747	66,885		14,598	81,483		27,500	4,902
Winona	11,977		142,000			3,736	157,713	43,000	1,500	7,250	51,750	2,000	16,160	3,850
MISSISSIPPI														
Delta State Teachers College, Cleveland	16,612		82,200		858	348	100,018	28,444	2,364	5,544	34,352			
State Teachers College, Hattiesburg	54,068		52,934		212	3,131	110,365	51,908	8,178	13,903	73,989			2,355
MISSOURI														
Central Missouri State Teachers College, Warrensburg	61,588		214,795		2,040	22,894	301,317		8,240		8,240			
Northeast Missouri State Teachers College, Kirksville	52,007		190,899		5,002	2,459	250,367		5,042	17,749	22,791			
Northwest Missouri State Teachers College, Maryville	53,884		187,675		3,166	65	244,790	26,985	10,727	20,274	57,986			
Southeast Missouri State Teachers College, Cape Girardeau	46,973		199,499		2,777	784	250,023	22,233	5,867	6,072	34,172		8,562	
Southwest Missouri State Teachers College, Springfield	108,143		239,063		195	667	348,068	11,702	13,990	50,943	76,635		3,575	
Teachers College of Kansas City	8,130		91,098		208		99,436			1,775	1,775			1,933

MONTANA													
Montana State Normal College, Dillon	16,903		76,039		205	582	93,720	52,681	7,358	7,377	67,416	5,220	5,800
NEBRASKA													
Nebraska State Normal College, Chadron	12,951		170,408				183,359	12,376	3,482	3,201	19,059		
Nebraska State Teachers College:													
Kearney	42,996		202,919				245,915	40,022	3,465		43,487		
Wayne	3,500		200,000		50	150	203,700	27,500	2,500		30,000	150,000	
Peru State Teachers College, Peru	35,621		177,817		117		213,555	72,138	10,501		82,639		
NEW HAMPSHIRE													
Keene Normal School, Keene	36,090		103,177				139,267	90,984	1,675	3,991	96,650		
Plymouth Normal School, Plymouth			75,000			9,196	84,196	38,254			38,254	90,000	
NEW JERSEY													
New Jersey State Teachers College, Montclair			310,075		280		310,355	72,156	198	14,883	87,237	23,700	
State Teachers College and State Normal School, Trenton			385,522		100		385,622	116,971	3,300	10,614	130,885	730	34,500	295
NEW MEXICO													
New Mexico Normal University, Las Vegas	33,624		111,465	500		1,687	147,276	11,774	2,689		14,463	7,000	
New Mexico State Teachers College, Silver City	9,768		135,680		73	822	146,343	22,560	1,211	6,256	30,027		
NEW YORK													
State College for Teachers, Albany			406,485	12,959			419,444					7,537	775
State Teachers College, Buffalo	11,850		294,000				305,850				25,000	32,000	
NORTH CAROLINA													
Appalachian State Teachers College, Boone	24,215		44,107			4,887	73,209	76,460			76,460		
East Carolina Teachers College, Greenville	15,285		114,990		8	79	130,362	123,000		35,283	158,283	11,330	
Western Carolina Teachers College, Cullowhee	10,996		42,368				53,364	38,313	2,337	2,007	42,657		7,494
Winston-Salem Teachers College,[1] Winston-Salem	9,675		31,722	875	20	630	42,922	29,315	225	459	29,999		
NORTH DAKOTA													
State Teachers College, Dickinson	18,533		92,210		100	848	111,691	12,001		10,509	22,510	155,025	10,043
State Normal and Industrial School, Ellendale	17,276	$9,562	46,971		308	715	74,852	8,366	2,065	900	11,331		
State Teachers College:													
Mayville	26,813	7,935	97,270		65		132,083	29,167	1,831	10,717	41,715	200		1,259
Minot	49,726		155,098		39		204,863	28,182	1,364	28,353	57,899	44,800	394
Valley City	45,945		180,078			6,273	232,296	22,643	2,018	30,160	54,841	24,812	

See footnote on p 261.

TABLE 20—RECEIPTS, 1931–32—Continued

PART 3—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
OHIO														
Bowling Green State Teachers College, Bowling Green	$62,469		$328,092		$3,055		$393,616	$53,998	$3,208	$29,634	$86,840		$40,000	$2,051
Kent State College, Kent	110,320		347,823				458,143	58,749	11,021	79,997	149,767		2,000	
OKLAHOMA														
Central State Teachers College, Edmond	35,374		203,216		85		238,675		8,462	20,206	28,668			
East Central State Teachers College, Ada	24,093		199,462				223,555		21,687	2,486	24,173			
Northeastern State Teachers College, Tahlequah	27,246		162,345			$1,686	191,277			17,519	17,519			
Northwestern State Teachers College, Alva	19,077		155,499				174,576		4,000	2,200	6,200			
Southeastern State Teachers College, Durant	24,960		203,298		190		228,448		6,000	1,663	7,663			10,000
Southwestern State Teachers College, Weatherford	8,350		164,840		50		173,240		8,000	1,200	9,200			
PENNSYLVANIA														
State Teachers College:														
Bloomsburg	39,379		192,748				232,127	121,465		12,075	133,540			
California	53,014		173,274		126	133	226,547	65,212	122	12,437	77,771		81,258	
Clarion	20,065		92,298		574		112,937	55,466	375	5,387	61,228			
East Stroudsburg	58,017		153,164		79		211,260	168,053	173	10,064	178,290			
Edinboro	34,094		180,429				214,523	63,110		1,118	64,228		14,797	
Indiana	111,348		230,168		275	1,198	342,989	333,034	71	27,050	360,155			
Kutztown	31,750		138,404		83		170,237	108,053		11,623	119,676	$4,566		
Lock Haven	27,745		129,705				157,450	99,448		1,867	101,315		1,817	
Mansfield	70,217		166,629				236,846	127,388		5,892	133,280			
Millersville	36,113		125,524				161,637	98,058	331	11,412	109,801		10,564	
Shippensburg	32,844		127,438		55		160,337	123,542	260	12,499	136,301		82,152	3,000
Slippery Rock	64,125		135,943		129	366	200,563	142,404	165	19,832	162,401		50,100	
West Chester	119,359		183,899				303,258	288,436		10,868	299,304			

RHODE ISLAND														
Rhode Island College of Education, Providence	39,908		172,380		87		212,375						11,200	3,708
SOUTH DAKOTA														
Northern Normal and Industrial School, Aberdeen	71,967	$10,092	174,305				256,364	32,497	4,609	31,120	68,226		125,000	
TENNESSEE														
State Teachers College:														
Johnson City	25,261		150,000				175,261	38,399	7,203	5,153	50,755			
Memphis	22,082		170,000				192,082	38,099	8,680	13,412	60,191			
Murfreesboro	16,871		161,563		7,704	273	186,411	39,885	5,960	12,152	57,997			
TEXAS														
East Texas State Teachers College, Commerce	89,590		272,920		905	8,303	371,718	33,090	14,239	6,868	54,197			
North Texas State Teachers College, Denton	98,985		395,800			1,169	495,954		12,733	35,090	47,823		9,207	
Sam Houston State Teachers College, Huntsville	56,800		253,160		2,650	240	312,850	7,808	12,500	25,003	45,311			350
Southwest Texas State Teachers College, San Marcos	50,550		267,750		1,378	690	320,368	26,516	10,314	21,839	58,669			
Stephen F. Austin State Teachers College, Nacogdoches	35,603		202,720	$1,800	617	250	240,990		6,885	23,269	30,154		15,000	350
Sul Ross State Teachers College, Alpine	16,085		150,328				166,413							
West Texas State Teachers College, Canyon	43,325		250,050		491	142	294,008	24,108	26,003	26,574	76,685	805	71,024	
VIRGINIA														
State Teachers College:														
East Radford	43,612		86,045			7,037	136,694	104,795		10,987	115,782		2,050	3,780
Farmville	54,265		107,720	500			162,485	142,796	1,447	17,849	162,092		2,440	6,000
Fredericksburg	44,908		61,155				106,063	121,425		19,618	141,043			750
Harrisonburg	71,420		84,320			2,500	158,240	147,073		17,858	164,931	13,197		1,000
WEST VIRGINIA														
Bluefield State Teachers College,[1] Bluefield	5,611		81,300				86,911	16,769	5,382	2,122	24,273			
Concord State Teachers College, Athens	19,220		96,000	1,500	30	900	117,650	53,000	21,000	6,500	80,500		1,000	
Fairmont State Teachers College, Fairmont	29,000		172,000				201,000							
Glenville State Teachers College, Glenville	26,313		82,800		25		109,138	34,383	3,300		37,683			
Marshall College, Huntington	108,065		285,100		483	4,230	397,878	27,299	22,190	4,884	54,373			
Shepherd State Teachers College, Shepherdstown	13,975		72,500		100		86,575	19,701	4,000	4,742	28,443			2,300
West Liberty State Teachers College, West Liberty	17,228		72,500				89,728	28,931	6,843		35,774		5,000	

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
WISCONSIN														
State Teachers College:														
Eau Claire	.....	.....	$164,870	.....	.....	.....	$164,870	$6,000	$5,000	$2,000	$13,000	.....	$10,000	.....
La Crosse	.....	.....	204,695	.....	.....	.....	204,695	2,250	4,650	9,850	16,750	.....	18,271	.....
Milwaukee	$50,220	.....	296,048	.....	$791	$12	347,071	11,359	10,229	28,699	50,287	$1,725	18,100	.....
Oshkosh	24,907	.....	200,054	.....	431	.....	225,392	5,619	4,811	14,026	24,456	.....	15,500	$138
Platteville	17,155	.....	168,425	.....	2,492	.....	188,072	.....	4,500	5,500	10,000	.....	14,500	300
River Falls	20,633	.....	165,010	.....	5,561	.....	191,204	9,230	4,267	2,997	16,494	.....	21,150	2,000
Stevens Point	26,056	.....	188,450	.....	.....	.....	214,506	25,601	3,248	100	28,949	.....	13,750	.....
Superior	65,593	.....	250,939	.....	75	.....	316,607	19,886	5,195	7,391	32,472	.....	12,250	2,103
Whitewater	26,392	.....	182,838	.....	.....	.....	209,230	.....	4,100	.....	4,100	.....	12,965	.....
Stout Institute, Menomonie	32,420	.....	260,180	.....	.....	.....	292,600	47,309	3,289	.....	50,598	.....	20,000	.....

PART 4.—TEACHERS COLLEGES, PRIVATELY CONTROLLED

CONNECTICUT														
Arnold College for Hygiene and Physical Education, New Haven	$53,447	.....	.....	.....	$1,784	$576	$60,806	$55,000	.....	.....	$55,000	.....	.....	.....
ILLINOIS														
National College of Education, Evanston	137,275	$337	.....	$2,886	655	77,413	218,566	134,044	.....	$58,357	193,001	$2,496	$13,136	$1,365
Pestalozzi Froebel Teachers College, Chicago	40,160	.....	.....	759	.....	77	40,996	5,703	.....	.....	5,703	.....	.....	.....

INDIANA														
Central Normal College, Danville	82,649						82,649		$4,175	7,367	11,542			1,789
Normal College of the American Gymnastic Union, Indianapolis	23,018			6,100		319	29,437	10,763	1,500	12,316	24,579			
NEW JERSEY														
Panzer College of Physical Education and Hygiene, East Orange	49,000						49,000							
NEW YORK														
Ithaca College, Ithaca	266,362						266,362	61,795	841	17,851	80,490	123		
NORTH CAROLINA														
Asheville Normal and Teachers College, Asheville	38,132						38,132							3,621
TENNESSEE														
George Peabody College for Teachers, Nashville	267,583	189,538		85,550		41,407	604,078	126,516		29,719	156,235			

PART 5—STATE NORMAL SCHOOLS, PUBLICLY CONTROLLED

ALABAMA														
State Teachers College, Daphne	$4,123		$14,000			$1,018	$19,141							
CONNECTICUT														
State Normal School.														
Danbury			125,496				125,496	$31,831			$31,831		$5,014	
New Britain			206,435				206,435	30,027			30,027		18,536	
New Haven			162,790				162,790	4,818	$100		4,918	$150	11,350	$500
Willimantic			137,576				137,576	31,403			31,403		10,565	
GEORGIA														
Americus Normal College, Americus	3,227		39,596		$1,941		44,764	9,032			9,032			
Georgia Normal and Agricultural College,[1] Albany	1,282		55,249	$1,062	535	54	58,182	7,334	171	$935	8,440	13,936	30,000	
IDAHO														
Albion State Normal School, Albion	4,562		124,201		85	15	128,863	45,508	1,498	5,532	52,538		10,000	84
Lewiston State Normal School, Lewiston	6,261		134,339		2,065		142,665	22,436	3,091	6,850	32,377		24,715	191

See footnotes on p. 261

TABLE 20.—RECEIPTS, 1931–32—Continued

PART 5.—STATE NORMAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MAINE														
Aroostook State Normal School, Presque Isle	$1,689		$39,141			$150	$40,980	$23,739	$90		$23,829			
Eastern State Normal School, Castine	103		29,164				29,267	23,724	600	$1,628	25,952			
Madawaska Training School, Fort Kent	625		27,794				28,419	5,461		497	5,958			
State Normal School, Gorham			70,000			3,000	73,000	45,000	1,000		46,000			
Washington State Normal School, Machias	720		37,380				38,100	20,689	840	840	22,369			$350
MARYLAND														
Maryland Normal School,[1] Bowie			41,680				41,680	13,000	200	1,352	14,552			
Maryland State Normal School:														
Salisbury	21,094		67,723		$84		88,901	31,383		1,895	33,278	$200,000		
Towson	12,154		191,806				203,960	49,181		4,052	53,233		$130,800	6,596
State Normal School, Frostburg	9,000		72,065		100		81,165	1,200	75	200	1,475	115	32,000	600
MASSACHUSETTS														
State Normal College:														
Hyannis	5,283		55,575				60,858	21,000			21,000			
North Adams	2,091		83,831		265	563	86,750	17,231			17,231			
Westfield	1,530		91,253			55	92,838	8,220			8,220	150		
MONTANA														
Eastern Montana Normal School, Billings	17,819		73,863			698	92,380	4,763		15,912	20,675			

NEW JERSEY													
New Jersey State Normal School:													
Glassboro			170,611				170,611					2,200	
Jersey City			196,281				196,281					669	
Newark			235,247				235,247						
Paterson			111,746				111,746			3,210	3,210	24,000	
NEW YORK													
State Normal School:													
Brockport			108,347				108,347					32,500	
Cortland			218,990				218,990						
Fredonia	17,950		168,450		165		186,565		1,157	5,543	6,700		7,500
Geneseo	5,110		218,470				223,580						
New Paltz			172,930				172,930			6,500	6,500	177,500	
Oneonta			165,235				165,235					270,000	
Oswego	1,775		174,835				176,610						
Plattsburg			103,150				103,150						
Potsdam			228,949				228,949						
NORTH CAROLINA													
Cherokee Indian Normal School, Pembroke	806		20,240				21,046						
State Normal School:													
Elizabeth City [1]	4,953		26,863				31,816						
Fayetteville [1]	8,830		21,746				30,576	19,362	676	1,482	21,520		
OREGON													
Eastern Oregon Normal School, La Grande	5,820		63,578				69,398		600	7,800	8,400		
Oregon Normal School, Monmouth	16,957		159,637		189		176,783	34,632	5,375	12,145	52,152		50
Southern Oregon State Normal School, Ashland	7,977		68,372			8	76,357						
PENNSYLVANIA													
Cheyney Training School for Teachers,[1] Cheyney	10,972		56,042	$1,625			68,639					5,375	1,789
SOUTH DAKOTA													
Eastern State Normal School, Madison	24,876	$9,661	92,700		96		127,333	19,698	1,615	10,570	31,883		2,241
Spearfish Normal School, Spearfish	19,797	8,955	75,500		138	638	105,028	17,723	2,201	1,855	21,779		
Southern State Normal School, Springfield	16,189		55,500		79	5,000	76,768	17,880	4,252	840	22,972		11,766
TENNESSEE													
Austin Peay Normal School, Clarksville	4,398		90,000				94,398	10,380	400	1,741	12,521	225	

See footnotes on p 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 5.—STATE NORMAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
VERMONT														
State Normal School:														
Castleton			$80,851				$80,851	$28,062			$28,062	$1,500	$725	
Johnson			18,283			$62	18,345	8,515			8,515			
WASHINGTON														
State Normal School:														
Bellingham	$40,387		279,031				319,418	52,550	$13,125	$58,114	123,789			$15,616
Cheney	13,871		217,670		$558	3,207	235,306	80,093	6,301	26,521	112,915	150	18,000	12,030
Ellensburg	7,031		324,202		795		332,028	59,532	2,967	21,868	84,367		11,795	595

PART 6.—CITY NORMAL SCHOOLS, PUBLICLY CONTROLLED

ILLINOIS														
Chicago Normal College, Chicago			$273,000				$273,000							
Peoria Training School, Peoria	$50		1,740				1,790							
KENTUCKY														
Louisville Normal School, Louisville	460		43,765				44,225							
Louisville Colored Normal School, Louisville			1,804				1,804							

MASSACHUSETTS													
Training School for Teachers of Mechanic Arts, Boston			7,171				7,171						
NEW YORK													
[illegible]	4,[illegible]		79,600				83,790						
OHIO													
Dayton Junior Teachers College, Dayton			22,989				22,989						
PENNSYLVANIA													
Philadelphia Normal School, Philadelphia			178,718				178,718						
VIRGINIA													
Richmond Normal School, Richmond			28,190				28,190						

PART 7.—COUNTY NORMAL SCHOOLS, PUBLICLY CONTROLLED

[illegible] [18]			$84,704				$84,704						
Wisconsin [18]	$7,699		184,504		$3,223	$1,933	197,449	$1,080			$1,080		[20] $62

PART 8.—NORMAL SCHOOLS, PRIVATELY CONTROLLED

CALIFORNIA													
Miss Fulmer's School, Los Angeles	$11,478				$192		$11,670	$4,755		$870	$5,634		
CONNECTICUT													
Culver-Smith Kindergarten Training School, Hartford	6,800						6,800						
Fannie A. Smith Kindergarten Training School, Bridgeport	7,350					$90	7,440	13,850			13,850		
ILLINOIS													
Chicago Teachers College, Chicago	50,994						50,994	6,009			6,009	$6,596	
Concordia Teachers College, River Forest	3,400	$3,800		$66,140			73,340	33,560	$1,140	1,230	35,930		
Kendall College of Physical Education, Chicago	36,307			7,500		3,466	47,273	21,675			21,675		

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 8—NORMAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase o permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MASSACHUSETTS														
Nursery Training School of Boston	$5,944			$9,780	$1,557	$120	$17,401	$94			$94	$150	$152	
Posse-Nisson School of Physical Education, Boston	43,996						43,996	15,430			15,430			
Springfield Normal Kindergarten-Primary Training School, Springfield	2,700						2,700							
Wheelock School, Boston	84,000						84,000	43,268			43,268			
MINNESOTA														
Dr. Martin Luther College, New Ulm	861	$278					1,139	15,431	$600	$3,074	19,105			$3,000
Miss Wood's Kindergarten-Primary Training School, Minneapolis	28,435					331	28,766							
MISSOURI														
Progressive Series Teachers College, St. Louis	21,484			5,939			27,423							
NEBRASKA														
Concordia Teachers College, Seward	430			2,200			2,630	20,000		1,200	21,200			
NEW YORK														
Ethical Culture Schools, New York	11,120	14,855					25,975							
Froebel League School, New York	25,817						25,817							
Harriet Melissa Mills Training School, New York	61,676						61,676							
Jenny Hunter Kindergarten Training School, New York	19,750			2,000			21,750							
Savage School for Physical Education, New York	86,297						86,297		3,240		3,240			

OREGON													
Marylhurst Normal School, Oswego	10,384	2,900		38,250			51,534	5,950			5,950		
Mount Angel Normal School, Mount Angel	13,000			24,000	150	720	37,870						
PENNSYLVANIA													
Ilman Training School for Kindergarten and Primary Teachers, Philadelphia	46,200			1,200	80	100	47,580	13,592			13,592		
WASHINGTON													
Holy Name Normal School, Spokane	4,860	45,720					50,580	7,086			7,086		

PART 9.—JUNIOR COLLEGES, PUBLICLY CONTROLLED

ALABAMA													
State Agricultural and Mechanical Institute,[1] Normal	$2,279		$37,719		$4,194	$738	$44,930	$7,629	$1,727	$649	$10,005		
ARIZONA													
Phoenix Junior College, Phoenix	5,294		103,361				108,655		6,950	5,450	12,400	$1,214	$103
ARKANSAS													
Agricultural and Mechanical College:													
Jonesboro	17,770		79,350		56		97,176	15,987	1,862	7,156	25,005		
Magnolia	7,964		80,500		25		88,499	42,351	5,127	20,423	67,901		
Monticello	9,209		79,900		5,230	3,681	98,020	44,459	8,253	16,236	68,948	140,000	
Arkansas Polytechnic College, Russellville	9,750		77,400				87,150	26,196	6,964	3,139	36,299		
El Dorado Junior College, El Dorado	9,294					820	10,114						
Junior College, Fort Smith	10,200						10,200						
Little Rock Junior College, Little Rock	32,811	$5,000		$250	15	115	38,191		670	2,238	2,908		100
CALIFORNIA													
California Polytechnic School, San Luis Obispo			153,532				153,532	58,996	2,500	600	62,096	$130	50,000
Central Junior College, El Centro	991		34,120				35,111						
Chaffey Junior College, Ontario			192,095		7,720		199,815						
Junior College.													
Bakersfield			78,891			251	79,142		5,568	3,319	8,887	3,782	
Brawley			115,978			3,755	119,733						
Compton	6,852		117,932		188	[11] 41,949	166,921						
Fullerton			160,263			[11] 19,936	180,199						

See footnotes on p 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 9.—JUNIOR COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
CALIFORNIA—continued														
Junior College—Continued														
Glendale			$156,720			[1] $7,176	$163,896							
Long Beach			232,560			[1] 7,636	240,196							
Los Angeles	$339				$707		1,046	$27,077	$15,878	$45,692	$88,647			
Modesto			[1] 195,330			1,476	196,806			12,000	12,000			
Pasadena	4,343		388,113		247		392,703	44,545	2,456	74,629	121,630	$1,705		$2,300
Porterville			145,977			5,204	151,181							
Reedley			8,280				8,280							
Riverside	3,133		147,128			2,583	152,844		7,083	19,667	26,750	300	$40,035	
Sacramento			238,993			[1] 64,087	303,080							
Salinas			19,864	$1,800			21,664		350	800	1,150			
San Bernardino			152,701				152,701						18,954	
San Jose	5,933		161,750		266		167,949							
San Mateo			134,301		1,194	[1] 93,276	228,771		1,786	23,233	25,019			
Santa Ana			127,531			65,279	192,810							
Santa Rosa			111,362			[1] 17,614	128,976							
Lassen-Union Junior College, Susanville			105,727			1,718	107,445							
Marin Union Junior College, Kentfield	2,424		125,021		11		127,456		660	13,811	14,471			862
Yuba County Junior College, Marysville	565		38,369			[1] 19,734	58,668		550	4,172	4,752			
COLORADO														
Grand Junction State Junior College, Grand Junction	9,000		4,000				13,000							
DELAWARE														
State College for Colored Students, Dover	1,461		50,767	807	11,881	600	65,516	24,505	809	1,083	26,397		153,458	1,000

FLORIDA													
Junior College, St. Petersburg	17,252		9,010	4,000		280	30,542		800	650	1,450	960	
GEORGIA													
Junior College of Augusta, Augusta	21,157		9,916				31,073						
South Georgia State College, Douglas			42,500				42,500						
ILLINOIS													
Crane Junior College, Chicago	39,870		560,502				600,361		8,421		8,421	28,612	
Junior College, Joliet	5,160						5,160		430		430		
La Salle-Peru-Oglesby Junior College, La Salle	8,775		[2]210,000	7,500	[2]26		[2]226,301	6,523	585	7,310	14,418	30	
Lyons Township Junior College, La Grange	14,000		11,262				25,262						
Morton Junior College, Cicero	14,406		132,601		256		147,323		900	6,000	6,900		205
Thornton Junior College, Harvey	10,956		23,385		15		34,355		520	1,585	2,105		
IOWA													
Ellsworth Junior College, Iowa Falls	9,158	$2,500	14,800				26,458		371	1,432	1,803	250	
Junior College:													
Boone	5,942		1,347				7,289		480	79	559	10	
Charlton	3,190		1,635				4,825						
Clarinda	3,732		7,618				11,350						
Creston	8,017		8,634				16,651		1,229	594	1,823		
Eagle Grove	3,945		1,180				5,125	450	100	588	1,138		
Estherville	7,250						7,250						
Maquoketa	5,000						5,000		500		500		
Marshalltown	10,110						10,110		50		50		
Mason City	13,940		330				14,270						
Red Oak	5,725		315				6,040						
Waukon	4,300		2,600				6,900						
Webster City	4,000		4,600				8,600		300		300		
Muscatine	7,185		2,600				9,785		720		720		
KANSAS													
Junior College													
Arkansas City			13,328			2,880	16,208						
Coffeyville			25,000				25,000		1,233	2,215	3,448	7,000	
El Dorado	6,685		15,298				21,983		1,427	1,452	2,879		
Garden City	1,518		11,139				12,657		845	1,275	2,120		
Hutchinson	3,148		28,777				31,925		2,762		2,762		
Independence			13,186				13,186						
Iola	3,000		13,385				16,385		725		725		
Kansas City									269	4,199	4,468		
Parsons	1,840		21,945				23,785		5,087		5,087		
LOUISIANA													
Southeastern Louisiana College, Hammond	2,400		22,500			3,400	28,300						

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TABLE 20.—RECEIPTS, 1931-32—Continued

PART 9.—JUNIOR COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MARYLAND														
Princess Anne Academy,[1] Princess Anne	$1,985		$34,735		$1,968	$104	$38,790							
MICHIGAN														
Junior College:														
Bay City	13,960						[2] 13,960		$800	$4,414	$5,214			$150
Flint	29,630						[2] 29,630							
Grand Rapids	50,109		120,655				170,764						$7,140	
Highland Park	19,831		32,631				52,462			2,705	2,705			
Jackson	14,736		16,560				31,296			4,800	4,800			
Muskegon	13,816		21,966				35,281		1,892	775	2,667			
Port Huron	14,970		27,348				42,318	$1,431	1,553	7,361	10,345	$200		
MINNESOTA														
Itasca Junior College, Coleraine	2,937		27,414		6		30,357			1,664	1,664			
Junior College:														
Duluth	34,308		26,425		537		61,270		2,020	5,746	7,766			800
Ely			21,630				21,630			105	105			
Eveleth	155		51,109				51,264		1,326	2,197	3,523		4,430	
Rochester	13,582		12,025		30		25,637		1,000	1,000	2,000	145		145
Virginia	1,133		90,835		70		92,038		125	2,378	2,503		3,000	722
MISSISSIPPI														
Copiah-Lincoln Junior College, Wesson	6,695		40,000				46,695							
Harrison-Stone-Jackson Junior College, Perkinston	433		52,159				52,592		3,676	986	4,662		1,447	
Hinds Junior College, Raymond	2,700		30,000				32,700							
Holmes Junior College, Goodman	3,756		33,029			435	37,220							
Newton County Junior College, Decatur	2,000		17,500				19,500							
Pearl River Junior College, Poplarville	3,500		25,700				29,200							
Sunflower County Junior College, Moorhead	2,926		35,398		853	241	39,418	24,316	3,566	1,050	28,932		6,000	

MISSOURI														
Junior College:														
Flat River	8,022		10,621				18,643		709		709			
Jefferson City	2,118		14,755			67	16,940		509	919	1,428		980	
Kansas City	41,254		172,787				214,041						1,572	
St. Joseph	6,899		21,037				27,906		800	500	1,300	500		
Trenton	8,375		7,641				16,016							
MONTANA														
Northern Montana College, Havre	8,870		46,805				55,675							
NEBRASKA														
Junior College, McCook	6,521		9,031				15,552		2,141		2,141			
Norfolk Junior College, Norfolk	8,100		10,700				18,800			288	285			
NEW MEXICO														
New Mexico Military Institute, Roswell	67,600		55,500	$15,240			138,340	203,800	4,720	22,040	230,560			
NORTH CAROLINA														
Biltmore Junior College, Asheville	8,300						8,300		445	624	1,069			
NORTH DAKOTA														
North Dakota School of Forestry, Bottineau	1,843		37,013		1,775	225	40,856	1,803	1,111	1,340	4,254	75	3,200	
North Dakota State School of Science, Wahpeton	11,700	$10,000	58,000		2,300	3,000	85,000							
OKLAHOMA														
Cameron State Agricultural College, Lawton	2,027		61,020				63,047						18,000	
Conners State Agricultural College, Warner	1,232		41,805		2,434		45,561	1,331	340		1,671			
Eastern Oklahoma College, Wilburton	1,504		66,664		500		68,668		750		750			
Junior College:														
Altus	6,880						6,880							
Muskogee	2,570				82		[1] 2,652							
Okmulgee						10,000	10,000							
Murray State School of Agriculture, Tishomingo	1,090		63,710		1,818		66,118	28,000			28,000			
Northeastern Oklahoma Junior College, Miami	3,542		38,112				41,654		589		589			
Oklahoma Military Academy, Claremore	1,719		53,970				55,689	35,550	2,520	6,840	44,910			
University Preparatory School and Junior College, Tonkawa	3,172		74,981		70		78,223		1,455	4,418	5,873			
PHILIPPINE ISLANDS														
Northern Luzon Junior College, Vigan, Ilocos Sur	14,394		18,000				32,394			207	207	30		250

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 9.—JUNIOR COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipt for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
TEXAS														
Edinburg College, Edinburg	$16,116		$10,208		$125		$26,449		$325	$1,080	$1,405			$706
John Tarleton Agricultural College, Tarleton	26,196		240,627		9,453	$803	277,079	$33,205	4,066	36,215	73,486			5,648
Junior College														
Amarillo	22,575		32,508				55,083		1,763		1,763			
Brownsville	14,000		7,000				21,000							
Clarendon	1,635		4,061			987	6,683	32			32			
Gainesville	4,250		8,455				12,705							
Hillsboro	13,887						13,887							
Houston:														
White	70,060				1,514		71,574							
Negro	14,433						14,433							
Paris	21,618						21,618		2,000	1,800	3,800			
Ranger	5,164		1,293				6,457							
San Angelo	13,144		12,603				25,747		178	120	298			
San Antonio	35,561		5,000				40,561							
Temple	13,759						13,759							
Texarkana	16,815		16,819			10	33,644		3,741	792	4,533		$527	
Tyler	17,000		5,000				22,000							
Victoria	5,775		13,025				18,800							
Wichita Falls	1,740						1,740							
North Texas Agricultural College, Arlington	24,000		185,672		7,755	435	217,862	22,090	788	18,000	40,878			
South Park Junior College, Beaumont	30,600						30,600							
WASHINGTON														
Junior College:														
Centralia	10,801					115	10,916			885	885			
Mount Vernon	5,850						5,850		50		50			
Yakima	20,651			$100			20,751			3,841	3,841			

WEST VIRGINIA													
Potomac State School, Keyser	13,330		82,250		3,166		98,746	21,748	3,482		25,230		5,000	

PART 10.—JUNIOR COLLEGES, PRIVATELY CONTROLLED

ALABAMA													
Marion Institute, Marion	$58,500						$58,500	$34,698		$3,500	$38,198	$7,827		
ARIZONA													
Gila College, Thatcher	5,750	$28,730					34,480			1,813	1,813			$250
ARKANSAS													
Central College, Conway	16,574			$5,786		$1,255	23,615	26,221			26,221			
Galloway Woman's College, Searcy	20,067	3,213		10,453		1,053	34,786	17,910	$2,346	2,215	22,473			
Jonesboro Baptist College,[7] Jonesboro	27,141			32,500			59,641	12,372			12,372	1,051	$16,000	
John E. Brown College,[7] Siloam Springs	4,500			40,000		15,000	59,500						20,000	
CALIFORNIA														
Beulah College, Upland	4,484	20		3,814	$10		8,337	3,963	156	1,611	5,730	1,213		50
College of Notre Dame, Belmont	22,189			48,698		2,439	73,226	48,197		4,972	53,169			
Cumnock College, Los Angeles	100,785						100,785	2,232		7,365	9,597			
Holmby College, Los Angeles	32,860						32,860		360		360			
Los Angeles Pacific College, Los Angeles	16,241	1,500		18,847		500	37,088	7,249		1,211	8,460	250		13,000
Menlo School and Junior College, Menlo Park	152,550						152,550	97,200		4,840	102,040			
Southern California Junior College, Arlington	35,807	7,600		6,546	23,787		73,740	31,877		3,046	34,923		18,506	
Williams Institute, Berkley	40,362						40,362	2,635			2,635			
COLORADO														
Colorado Woman's College, Denver	62,343	1,460		25,000			88,803	95,331		4,999	100,330	2,282	14,446	5,180
Denver Junior College, Denver	3,973					256	4,229							
CONNECTICUT														
Junior College of Connecticut, Bridgeport	57,882			1,025		153	59,060			4,616	4,616		16,693	350
Marot Junior College, Thompson	88,905						88,905			5,740	5,740		1,302	800
FLORIDA														
Bethune-Cookman College,[1] Daytona Beach	5,205	400		53,088			58,702	13,996	774	258	15,028	5,939		
Palmer College and Academy, De Funiak Springs	12,458			10,688			23,146	5,462	238	140	5,840			1,457

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931–32—Continued

PART 10.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
GEORGIA														
Andrew College, Cuthbert	$14,511	$1,862		$3,554			$19,927	$27,732		$182	$27,914			
IDAHO														
Ricks College, Rexburg	8,687	37,635			$143		46,465		$865	1,200	2,065			
ILLINOIS														
Blackburn College, Carlinville	32,800	24,500		9,800	4,400		71,500	57,900		6,800	64,700	$2,000	$10,600	$30,000
Broadview College and Theological Seminary, La Grange	30,611			8,593		$6,261	45,465	40,316		60,704	101,020	479		
Central Y. M. C. A. College, Chicago	113,343	10,000		11,614			134,957			3,946	3,946			
Chicago Junior College, Chicago	15,558			25,512	127	1,350	42,547		288	1,654	1,942	3,000	300	
Ferry Hall, Lake Forest	61,376	430		7,000	10	115	68,931	93,759	1,300	9,272	104,331	430		
Frances Shimer Junior College and Preparatory School, Mount Carroll	59,003	9,827		152	1,740		70,722	35,724	769	8,518	45,011	540		
Mallinckrodt College, Wilmette				20,000			20,000							
Monticello Seminary, Godfrey	79,688	6,456			8,527		94,671					9,122	28,000	
North Park College, Chicago	35,835	16,951		9,502			62,288	5,251	1,000	4,291	10,542			
Springfield Junior College, Springfield	19,079	14,997		10,800			44,876	3,264		1,499	4,763			
INDIANA														
Concordia College, Fort Wayne	1,256			39,530	236	330	41,352	20,828	4,129	14,632	39,589	3,626	4,210	
St. Joseph's College, Collegeville	16,500	6,000		16,000			38,500	46,300	900	7,600	54,800	6,000		5,000
Vincennes University, Vincennes	14,050					2,020	16,070		423	580	1,003			

IOWA													
Briar Cliff Junior College, Sioux City	5,200			10,350			16,050	2,599	200	100	2,899	1,600	2,325	
Graceland College, Lamoni	32,925	11,662		31,000	61		75,658	33,836	1,790	11,371	46,997	580		3,679
Grundy Junior College, Grundy Center	3,500	400		3,000		484	7,384							
Lenox College, Hopkinton	4,200	320				4,050	8,570	3,700	150		3,850			
Mount St. Clare Junior College, Clinton	10,600						10,600	5,600		760	6,360			
Northwestern Junior College, Orange City	8,013	410		10,507		233	19,163		1,212	1,529	2,741	451		
Waldorf Lutheran College, Forest City	21,609	6,313		788		879	29,589	27,051	2,262	3,315	32,628			
Wartburg College, Waverly	9,974			29,442	33		38,449	8,748	388	287	9,423			294
KANSAS														
Central Academy and College, McPherson	12,487	1,000	$2,700	6,000		1,000	23,187	11,000		1,070	12,070	10,600		18,500
College of Paola, Paola	2,545			13,550			16,095	4,910	90	625	5,625	700		800
Hesston College, Hesston	5,814	189		1,543	13	77	7,636	5,823		1,551	7,374			
Highland College, Highland	7,711	750		1,300			9,761			997	997			
Mount St. Scholastica College, Atchison				42,000			42,000							
St. John's Lutheran College, Winfield	5,792	380		28,600		655	35,407	12,250	850	8,028	21,128		7,000	380
Tabor College, Hillsboro	4,867			4,782			9,649	1,018			1,018			
KENTUCKY														
Bethel Woman's College, Hopkinsville	18,212			9,459			27,671	30,479			30,479	660		
Campbellsville Junior College, Campbellsville	8,998			5,553	5		14,456	7,853	115	1,778	9,746			
Caney Junior College, Pippapass				96,388		246	96,634					1,355	11,113	12,468
Cumberland College, Williamsburg	16,737	21,141		4,752		1,292	43,922	21,148			21,148		2,602	639
Lees College, Jackson	17,500	21		5,757			23,278	12,727	300	1,395	14,422			
Mount St. Joseph Junior College,[1] St. Joseph	3,120					1,000	4,120	1,500			1,500			
Nazareth Junior College,[1] Nazareth	15,000						15,000	38,000			38,000			
Pikeville Junior College, Pikeville	12,528	8,429		15,672		4,806	41,435	10,421			10,421			
St. Mary's College,[1] St. Mary	1,000						1,000	4,000			4,000			
Sue Bennett College,[1] London	15,849			23,000			38,849	13,056			13,056	7,493		
LOUISIANA														
Dodd College, Shreveport	12,000			19,000			31,000	12,000			12,000			
MARYLAND														
Blue Ridge College, New Windsor	8,690	688	7,000	550		4,750	21,678	11,130	650	1,880	13,660			
MASSACHUSETTS														
Atlantic Union College, South Lancaster	34,622			10,500	30,040		75,162	34,077		6,865	40,942	221		302
Bradford Academy, Bradford	233,253	9,704				2,516	245,473	3,575		2,770	6,345	922		4,258
Lasell Junior College, Auburndale	247,229	3,510				818	251,557			7,454	7,454			
MICHIGAN														
Ferris Institute, Big Rapids	89,670						89,670		2,489	11,715	14,204			
Spring Arbor Seminary and Junior College, Spring Arbor	9,479	1,146		18,614	37	211	29,487	12,533	200	2,460	15,193			312

See footnotes on p. 261

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 10.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
MINNESOTA														
Concordia College, St Paul	$1,678	$120	.....	$48,612	.....	$6,909	$55,319	$25,400	$1,050	$6,235	$32,685	.....	$14,094	.....
St. Paul-Luther College, St. Paul	8,400	1,000	.....	32,662	$29	.....	42,091	12,349	1,215	2,950	16,514	.....	.....	.....
MISSISSIPPI														
All Saints' Junior College, Vicksburg	7,198	4,257	.....	.....	.....	104	11,559	11,241	.....	.....	11,241	$888	.....	.....
Clarke Memorial College, Newton	5,424	.....	.....	2,000	.....	.....	7,424	306	216	.....	522	.....	.....	.....
Gulf Park College,[1] Gulfport	238,813	.....	.....	.....	.....	.....	238,813	(21)	.....	.....	.....	.....	.....	.....
Hillman College, Clinton	17,407	.....	.....	.....	.....	.....	17,407	8,982	150	.....	9,132	.....	.....	.....
Mississippi Synodical College, Holly Springs	5,140	544	.....	.....	.....	.....	5,684	.....	277	417	694	.....	.....	.....
Whitworth College, Brookhaven	25,210	2,406	.....	2,838	412	1,756	32,622	24,447	.....	.....	24,447	.....	.....	.....
MISSOURI														
Central Wesleyan College, Warrenton	4,525	2,800	.....	1,472	.....	3,964	12,761	7,917	790	1,198	9,905	.....	.....	.....
Christian College, Columbia	61,641	1,100	.....	.....	.....	.....	62,741	102,777	.....	.....	102,777	4,172	5,000	.....
Cottey College, Nevada	17,824	1,151	.....	19,198	.....	278	38,451	42,524	.....	2,453	44,977	250	.....	$6,722
Hannibal-La Grange College, Hannibal	22,857	620	.....	6,033	477	173	30,160	19,577	820	1,842	22,239	.....	.....	.....
Kemper Military School, Boonville	251,182	.....	.....	.....	.....	14,991	266,173	(21)	.....	13,420	13,420	.....	.....	.....
Kidder Institute, Kidder	2,614	57	.....	4,424	.....	2,666	9,761	1,597	.....	.....	1,597	1,738	.....	.....
Ozark Wesleyan College, Carthage	11,720	8,353	.....	11,042	.....	.....	31,115	908	.....	2,104	3,012	.....	.....	.....
St. Paul's College, Concordia	.....	.....	.....	21,423	.....	.....	21,423	11,520	300	640	12,460	.....	.....	.....
Southwest Baptist College, Bolivar	32,960	748	.....	12,555	1,455	811	48,529	12,500	127,741	3,002	143,243	1,000	.....	.....
Stephens College, Columbia	209,574	1,363	.....	45,308	.....	252	256,497	275,522	.....	.....	275,522	2,121	.....	.....
The Principia, St. Louis	57,355	17,540	.....	.....	60	13,578	88,533	137,068	2,906	11,674	151,648	5,996	269,578	6,063
Wentworth Military Academy, Lexington	60,716	.....	.....	.....	.....	5,000	65,716	13,476	.....	3,560	17,036	.....	.....	.....
Western College, Kansas City	2,053	.....	.....	7,500	.....	.....	9,553	3,060	225	.....	3,285	.....	150	.....
William Woods College, Fulton	41,645	22,371	.....	303	25	.....	64,344	77,260	.....	2,637	79,897	1,441	.....	.....
NEBRASKA														
College of St. Mary, Omaha	12,750	36,000	.....	30,000	.....	.....	78,750	8,750	.....	10,500	19,250	100	.....	.....
Hebron College and Academy, Hebron	6,384	.....	.....	19,666	.....	.....	26,050	7,948	800	.....	8,748	250	.....	2,200
Luther College, Wahoo	8,200	2,200	.....	12,000	45	22,445	44,890	14,800	400	3,800	19,000	.....	.....	.....

NEW HAMPSHIRE														
Colby Junior College, New London	41,101	11,229		11,000		800	64,130	88,547	3,380	12,827	104,754	2,222		
NEW JERSEY														
Centenary Collegiate Institute, Hackettstown	18,414	1,938			36	660	21,048	36,540		318	36,858	641	369	100
NEW YORK														
Collegiate School of the Packer Collegiate Institute, Brooklyn	224,937		$1,055			1,525	227,517	19,515		12,164	31,679	62,207		1,745
Sarah Lawrence College, Bronxville	172,722	12,577				902	186,201	212,183		25,187	237,370	1,786		
NORTH CAROLINA														
Belmont Abbey Junior College,[1] Belmont	10,045					30,000	40,045	15,060			15,060			10,000
Campbell College, Buies Creek	27,790	354		1,389			29,533	28,400	717	3,704	32,821			
Lees-McRae College, Banner Elk	11,588	7,063				13,504	32,155					6,000		17,841
Louisburg College, Louisburg	9,477	2,955		5,000			17,432	34,773	383	3,500	38,656			551
Mars Hill College, Mars Hill	44,973	5,645		2,248		1,759	54,625	62,646	3,558	12,158	78,362			2,362
Mitchell College, Statesville	12,866			5,660	74	333	18,933	11,415		526	11,941			
Peace, a Junior College for Women, Raleigh	18,000	5,500				12,000	35,500	16,193		4,666	20,859			
Pineland Junior College, Salamburg	6,830			5,000			11,830	8,543			8,543		5,200	1,340
Presbyterian Junior College for Men, Maxton	7,820			3,170			10,990	11,037	900	820	12,757	600		
Rutherford College, Rutherford	7,167	3,959		5,600			16,726	13,635	836		14,471	485		
St. Genevieve of the Pines Junior College, Asheville	4,844	10,100		170			15,114	6,200		1,800	8,000			
St. Mary's School and Junior College, Raleigh	21,863	3,383		9,422	1,930		36,598	72,761		1,626	74,387	860		
Weaver College, Weaverville	9,306	3,848		5,905		71	19,130	17,028	1,741	871	19,640			
Wingate College, Wingate	9,000	600	2,000	4,000		150	15,750	25,500	1,200	1,500	28,200	3,500	15,000	
OHIO														
Fenn College, Cleveland	154,191	15,000		11,793			180,984			16,492	16,492	4,800		
Rio Grande College, Rio Grande	11,207	6,931		1,403			19,541	5,048	2,775	4,109	11,932			
Urbana Junior College, Urbana	3,295	43,197					46,492	4,119	1,288	1,071	6,478			
OKLAHOMA														
Bacone College, Bacone	19,342	11,560		7,700			48,602							
Oklahoma Presbyterian College, Durant	8,250	2,687		10,000			20,937	8,700			8,700			
OREGON														
Columbia University, Portland	37,028			26,000		1,357	64,385	15,981	4,226	610	20,817	3,310	158	
Mount Angel College and Seminary, St. Benedict	7,759			37,500			45,259	16,900			16 900	4,800	5,000	
PENNSYLVANIA														
Ogontz School, Ogontz School	235,072			200		1,392	236,664							
Penn Hall School and Junior College, Chambersburg	132,379					168	132,547	50,150	258	11,307	61,715			
Williamsport Dickinson Seminary, Williamsport	39,798	19,628		1,307		801	61,534	62,631	5,279	6,221	74,131	2,642	236	35,750
SOUTH CAROLINA														
Anderson College, Anderson	38,818	553		6,505			45,876							

See footnotes on p. 261.

TABLE 20.—RECEIPTS, 1931-32—Continued

PART 10.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Name of institution and location	Educational and general fund							Auxiliary enterprises and activities				Receipts for other non-educational purposes	Receipts for extension of physical plant	Receipts for increase of permanent funds
	Student fees	Income from endowment	Receipts from public sources for current expenses	Private gifts and grants for current expenses	Sales and services of educational departments	Other receipts for educational purposes	Total	Dormitories and dining halls	Athletics	Other activities	Total			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
SOUTH DAKOTA														
Freeman Junior College, Freeman	$6,981	$1,161		$1,061		$1,748	$10,951							
Notre Dame Junior College, Mitchell	7,655					1,312	8,967	$5,200	$660		$5,860			
Wessington Springs College, Wessington Springs	20,000	589		23,075	$25	2,353	46,042	9,000		$500	9,500			
TENNESSEE														
David Lipscomb College, Nashville	31,000			12,000			43,000	48,000	200	2,000	50,200			$1,200
Freed-Hardeman College, Henderson	19,500						19,500	14,400			14,400			
Hiawassee College, Madisonville	32,000			14,000		1,000	47,000	18,000	1,200	900	20,100	$2,000	$14,000	15,000
Martin College, Pulaski	17,500	1,650		11,500			30,650		250		250			
Nashville Agricultural Normal Institute, Madison	2,116	176,300			12,520		190,936	44,000			44,000		127,976	
Tennessee Wesleyan College, Athens	23,070	5,260		8,810	1,794	1,193	40,127	4,795	3,605	3,997	12,397	921		21,146
Trevecca College, Nashville	14,033			7,660		110	21,803	28,257		3,224	31,481			
Ward-Belmont School, Nashville	436,484					28,659	465,143	14,621		18,808	33,429			
TEXAS														
Blinn Memorial College, Brenham	19,352			2,678			22,030	3,620			3,620			
Butler College,[1] Tyler	2,988				172	8,221	11,381	2,459	320	75	2,854			
Clifton Junior College, Clifton	6,284	883		4,586			11,753		558	623	1,179			
College of Marshall, Marshall	18,200			6,000			24,200							
Guadalupe College,[1] Seguin	12,000	4,000				500	16,500							
Jacksonville College, Jacksonville	11,251	391		1,973		2,025	15,640	6,097		447	6,544	1,454		
Jarvis Christian Institute,[1] Hawkins	1,666			26,288			27,954	2,313		1,707	4,020			
Kidd-Key College, Sherman	48,000			3,000			51,000							
Lon Morris College, Jacksonville	18,633	847		10,000		630	30,110	16,138	1,611		17,747		45,000	163,000
Mary Allen Seminary,[1] Crockett	6,714			11,968	684	377	19,743	6,415	109	1,140	7,664	1,116		
Paul Quinn College,[1] Waco	2,445			12,934			15,379	782			782			

Randolph College, Cisco	8,343	383	----	8,305	228	150	17,409	4,639	----	255	4,894	----	----	----
St. Philips Junior College,[1] San Antonio	4,237	----	----	7,800	----	----	12,037	----	----	----	----	----	10,000	----
Schreiner Institute, Kerrville	48,500	12,500	----	----	----	1,500	62,500	48,000	3,200	33,268	84,468	----	----	----
Southwestern Junior College, Keene	22,602	----	----	----	----	5,927	28,529	35,812	----	4,430	40,242	----	----	----
Texas Lutheran College, Seguin	14,482	2,276	----	20,922	----	2,413	40,093	14,865	(5)	5,043	19,908	63	----	20
Texas Military College, Terrell	22,873	----	----	----	----	108	22,981	32,382	----	2,280	34,662	----	----	----
Wayland College, Plainview	17,518	66	----	4,149	----	460	22,193	8,159	3,325	1,906	13,390	----	----	----
Weatherford College, Weatherford	19,047	2,550	----	2,259	260	----	24,116	6,462	1,483	----	7,945	6,500	----	----
Wesley College, Greenville	42,096	----	----	----	----	7,694	49,790	----	----	----	----	----	----	----
Westminster College, Tehuacana	6,800	365	----	5,349	----	----	12,514	----	572	----	572	----	----	466
Westmoorland College, San Antonio	24,950	----	----	----	----	----	24,950	48,460	----	----	48,460	----	6,100	----
UTAH														
College of St Mary-of-the-Wasatch, Salt Lake City	12,380	----	----	----	----	----	12,380	13,980	----	----	13,980	----	----	----
Dixie College, St George	5,482	27,595	$6,000	----	23	193	39,293	----	717	5,351	6,068	276	----	327
Snow College, Ephraim	9,120	----	----	33,668	----	1,760	44,548	686	630	3,774	5,090	1,016	----	----
Weber College, Ogden	26,000	46,000	----	----	----	1,200	73,200	----	----	6,000	6,000	----	----	----
Westminster College, Salt Lake City	16,419	9,623	----	41,911	----	2,700	70,653	23,433	2,000	5,284	30,717	4,740	821	5,000
VIRGINIA														
Averett College,[7] Danville	31,800	----	----	13,000	----	----	44,800	47,995	----	----	47,995	----	1,500	20,000
Blackstone College for Girls, Blackstone	30,686	550	----	10,402	886	240	42,764	37,145	----	375	37,520	----	----	----
Bluefield College, Bluefield (W.Va.)	21,934	----	----	18,388	----	----	40,322	14,597	4,917	3,388	22,902	----	----	----
Marion Junior College, Marion	6,213	----	----	966	----	----	7,179	19,625	123	274	20,022	----	----	----
Shenandoah College, Dayton	15,433	683	----	----	----	----	16,116	13,217	1,541	22	14,780	528	2,418	----
Sullins College, Bristol	60,000	22,000	----	----	----	----	82,000	50,000	----	1,500	51,500	----	----	----
Virginia Intermont College, Bristol	25,183	10,704	----	3,809	----	278	39,974	51,555	----	----	51,555	51,985	----	----
WASHINGTON														
Pacific Lutheran College, Parkland	22,485	4,329	----	35,345	----	142	62,301	20,002	----	5,151	25,153	----	480	9,306
WEST VIRGINIA														
Storer College,[1] Harpers Ferry	4,080	3,858	17,675	3,875	512	----	30,000	12,242	697	1,025	13,964	200	----	2,875
WISCONSIN														
Concordia College, Milwaukee	1,146	----	----	4,255	----	----	5,401	7,137	1,755	1,404	10,296	894	13,388	----

[1] Negro.
[2] Figures duplicated under University of Georgia.
[3] Of this total, $182,641 was assigned for plant extension.
[4] In addition to above amount.
[5] Includes College of Pharmacy, Detroit Teachers College, and College of City of Detroit.
[6] Received from State appropriation at close of fiscal year.
[7] Figures for 1929–30
[8] Year ends Dec. 31, 1931.
[9] Report does not include University Medical School and University Hospital.
[10] Included in column 9.
[11] Includes room and board.
[12] Dental school.
[13] Federal funds.
[14] See Morehouse and Spelman.
[15] Figures refer to the central corporation of St. Louis University and exclude those of the corporate and affiliated institutions
[16] Teachers College and Woman's College of the University not included
[17] None available during 1931–32
[18] 18 institutions.
[19] 14 institutions.
[20] All for student aid fund
[21] Including other than local public sources for tuition
[22] Including high-school funds.
[23] Incomplete data.
[24] Included in column 2

TABLE 21.—BENEFACTIONS, INSTITUTIONS RECEIVING $100,000 OR MORE, 1931-32

State and institution	Amount
ALABAMA	
Talladega College	$113,398
ARKANSAS	
College of the Ozarks	139,728
CALIFORNIA	
California Institute of Technology	529,878
College of the Pacific	185,777
St Mary's College	178,665
Stanford University	1,230,494
University of California	1,917,582
University of Southern California	963,433
COLORADO	
Colorado College	486,525
Loretto Heights College	760,110
University of Denver	318,289
CONNECTICUT	
Wesleyan College	246,594
Yale University	12,868,139
DISTRICT OF COLUMBIA	
Catholic University	408,972
George Washington University	388,480
FLORIDA	
Rollins College	203,783
GEORGIA	
Agnes Scott College	102,000
Atlanta University	770,624
Emory University	126,227
Oglethorpe University	118,090
Spelman College	1,693,197
KENTUCKY	
Asbury College	$151,810
Berea College	193,131
LOUISIANA	
Tulane University	102,313
MAINE	
Bowdoin College	171,212
MARYLAND	
Johns Hopkins University	2,945,395
MASSACHUSETTS	
Amherst College	415,212
Boston University	114,150
Harvard University	8,777,337
Massachusetts Institute of Technology	1,780,500
Mount Holyoke College	551,897
Radcliffe College	658,461
Smith College	305,954
Tufts College	183,072
Wellesley College	1,004,130
Williams College	113,823
MICHIGAN	
Battle Creek College	1,172,245
University of Michigan	383,665
MINNESOTA	
University of Minnesota	859,182
MISSOURI	
Washington University	557,286
NEW HAMPSHIRE	
Dartmouth College	205,661
University of New Hampshire	238,690
NORTH CAROLINA	
University of North Carolina	$261,704
OHIO	
Antioch College	213,239
College of Wooster	262,089
Denison University	152,346
Muskingum College	143,176
Oberlin College	303,234
Ohio Wesleyan University	266,141
University of Cincinnati	209,604
Western Reserve University	840,881
Youngstown College	253,158
PENNSYLVANIA	
Bryn Mawr College	159,700
Lafayette College	246,365
Lehigh University	245,921
Lincoln University	170,583
Swarthmore College	150,474
Temple University	109,577
University of Pennsylvania	1,245,298
University of Pittsburgh	458,382
Villanova College	248,019
RHODE ISLAND	
Brown University	567,061
SOUTH CAROLINA	
University of South Carolina	143,000
TENNESSEE	
Fisk University	513,645
Meharry Medical College [1]	2,210,372
TEXAS	
Baylor College	134,781
Our Lady of the Lake College	132,000
University of Texas	1,370,961

ILLINOIS	
Augustana College and Theological Seminary	112,975
Northwestern University	1,182,677
Rosary College	186,194
University of Chicago	4,094,006
University of Illinois	225,025
INDIANA	
Butler University	107,852
Indiana University	552,893
Purdue University	214,520
IOWA	
Cornell College	163,031
State University of Iowa	201,622
KANSAS	
College of Emporia	106,596
Marymount College	129,596
University of Kansas	468,172
NEW JERSEY	
Drew University	148,842
Princeton University	1,445,347
Rutgers University	361,704
NEW YORK	
Auburn Theological Seminary	149,509
College of the Sacred Heart	172,567
Columbia University	4,330,494
Cornell University	363,429
Jewish Theological Seminary of America	181,031
New York University	1,295,675
Rabbi Isaac Elchanan Theological Seminary	126,321
Rensselaer Polytechnic Institute	448,891
Syracuse University	165,434
Union Theological Seminary	134,190
University of Buffalo	814,474
University of Rochester	977,052
Vassar College	333,254
Wells College	228,602
UTAH	
Brigham Young University	215,300
VERMONT	
University of Vermont	181,571
VIRGINIA	
Hampton Institute	347,949
University of Virginia	529,180
WASHINGTON	
College of Puget Sound	291,724
University of Washington	232,298
WISCONSIN	
University of Wisconsin	240,506

[1] New plant completed and dedicated November 1931.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32

PART 1.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED

Institution	Educational and general								Auxiliary enterprises and activities				Other nonedu-cational expendi-tures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama College	$23,899	$150,395	.....	.....	$21,258	$4,982	$42,755	$243,289	$149,485	.....	$30,329	$179,814	$36,004
Alabama Polytechnic Institute	72,599	460,046	$19,384	$254,599	611,936	8,553	48,386	1,475,503	36,768	$73,004	98,818	208,590	15,500
University of Alabama	90,969	516,409	.....	28,191	44,296	11,633	51,916	743,414	82,507	23,223	54,203	159,933	12,785
Alaska Agricultural College and School of Mines	17,626	62,005	.....	15,000	12,081	.....	25,727	132,439	.....	.....	6,878	6,878	.....
University of Arizona	123,360	619,718	.....	246,297	171,409	24,006	168,412	1,353,202	68,173	57,137	67,781	193,091	5,889
Agricultural, Mechanical, and Normal College (Ark.)[1]	11,274	39,830	.....	.....	.....	1,482	19,432	72,018	7,122	3,007	10,857	20,986	19,347
University of Arkansas	56,460	494,640	4,340	97,106	372,900	20,050	60,725	1,096,221	.....	.....	.....	.....	42,509
University of California	1,188,919	4,618,284	753,421	1,727,318	918,600	304,341	917,937	10,378,770	113,861	268,425	13,584	395,870	241,937
Colorado Agricultural College	58,573	315,371	69,866	236,505	238,457	23,770	103,115	1,045,657	.....	35,204	.....	35,204	.....
Colorado School of Mines	51,809	162,125	.....	23,494	.....	2,593	50,388	290,399	.....	12,797	.....	12,797	3,875
University of Colorado	210,076	1,047,148	242,132	14,183	77,034	51,485	269,339	1,911,397	63,530	33,531	84,505	186,566	94,824
Connecticut State College	57,107	341,393	.....	98,436	172,088	9,076	155,121	831,219	94,474	15,255	49,379	159,108	3,716
University of Delaware	51,436	245,804	.....	124,341	70,020	11,146	78,354	581,101	87,599	8,573	10,186	106,358	5,286
Gallaudet College (D. C.)	24,335	47,536	.....	.....	.....	875	24,733	97,479	(2)	.....	2,457	2,457	.....
Florida Agricultural and Mechanical College[1]	38,355	124,984	.....	.....	4,105	2,275	10,231	179,930	90,178	2,970	10,990	104,138	.....
Florida State College for Women	56,583	388,175	.....	.....	10,530	25,327	61,220	541,835	276,439	16,250	156,151	448,840	7,056
University of Florida	102,605	579,990	.....	405,491	341,490	23,696	71,263	1,524,535	109,349	98,697	137,299	345,345	.....
Georgia School of Technology	60,467	398,857	.....	7,500	67,275	6,200	118,219	658,518	79,495	.....	47,445	126,940	.....
Georgia State College for Men	13,022	15,954	.....	.....	.....	.....	14,772	43,748	22,026	.....	25,112	47,138	1,960
Georgia State College for Women	36,329	170,830	.....	.....	.....	7,125	65,019	279,303	173,760	.....	12,001	185,761	15,403
Georgia State Industrial College[1]	5,582	37,599	1,052	.....	1,564	1,188	26,327	73,312	11,514	1,872	600	13,986	.....
Medical Department, University of Georgia	6,838	114,286	.....	.....	600	1,624	13,225	136,573	.....	.....	7,383	7,383	19,170
North Georgia College	7,000	27,000	.....	.....	.....	2,000	5,000	41,000	25,000	2,000	.....	27,000	4,000

University of Georgia [3]	60,831	460,915	21,234	48,379	777,556	15,262	55,789	1,439,966	116,630	18,094	69,771	204,495	221,362
Georgia State College of Agriculture and the Mechanic Arts [4]	22,462	238,581	21,234	39,708	725,262	2,071	27,872	1,077,000	48,115	.....	19,374	67,489	74,337
University of Hawaii	56,653	361,000	6,470	94,049	97,439	24,664	48,170	698,445	33,181	13,096	27,839	74,166	2,055
University of Idaho	77,612	515,672	.....	151,785	233,212	16,838	209,582	1,203,681	101,424	36,031	42,535	179,990	.....
University of Idaho, Southern Branch	38,515	112,085	.....	.....	.....	5,337	51,768	208,205	56,339	17,800	.....	74,139	.....
University of Illinois	429,806	3,802,120	87,804	945,142	292,360	201,223	806,416	[5] 8,566,871	96,147	[6] 406,332	40,846	543,325	16,645
Indiana University	142,718	1,097,380	744,622	42,765	236,228	59,795	271,935	2,595,443	201,420	.....	121,788	323,208	66,815
Purdue University (Ind.)	198,662	1,230,750	102,687	698,626	662,653	23,951	261,496	3,278,805	101,111	160,711	283,883	545,705	80,160
Iowa State College of Agriculture and Mechanic Arts	202,446	1,708,214	92,107	499,969	511,519	62,904	344,316	3,421,475	86,916	.....	168,175	255,091	41,545
State University of Iowa	203,960	2,009,179	1,313,145	178,499	100,246	108,960	439,946	4,403,935	212,912	113,529	54,641	381,082	12,698
Kansas State College of Agriculture and Applied Science	71,981	1,002,842	146,370	266,352	331,820	25,309	178,624	2,023,298	69,305	79,500	66,078	214,883	75
Municipal University of Wichita (Kans.)	45,377	212,503	.....	.....	.....	14,381	37,741	310,002	2,383	19,703	15,661	37,747	96,516
University of Kansas	80,132	1,139,307	239,191	4,307	90,448	51,246	196,928	1,801,610	67,872	90,113	54,353	212,338	.....
Kentucky State Industrial College [1]	9,456	42,300	.....	8,408	.....	1,437	23,194	90,795	16,857	3,802	4,192	24,851	.....
Louisville Municipal College for Negroes (Ky.)	6,570	20,189	27	.....	.....	3,440	3,254	33,480	.....	1,692	2,265	3,957	.....
University of Kentucky	97,886	887,676	.....	393,472	503,734	34,588	243,503	2,160,859	120,383	.....	.....	120,383	.....
University of Louisville (Ky.)	60,958	426,181	.....	1,948	.....	9,500	55,330	553,917	.....	10,374	2,100	12,474	8,761
Louisiana Polytechnic Institute	25,939	168,516	.....	.....	4,217	5,123	46,975	250,770	53,934	14,208	10,061	78,203	12
Louisiana State University and Agricultural and Mechanical College	129,780	738,796	.....	226,220	321,024	35,265	186,537	1,637,632	105,888	120,531	103,329	329,748	103,244
Southern University and Agricultural and Mechanical College (La.) [1]	19,706	45,937	.....	6,230	14,518	2,500	29,091	118,072	32,717	4,596	2,844	40,157	.....
Southwestern Louisiana Institute	28,360	165,920	.....	.....	9,618	9,085	26,050	239,033	43,500	11,250	22,130	81,880	.....
University of Maine	79,886	503,512	.....	164,428	159,154	17,729	100,184	1,024,893	147,281	47,643	85,703	280,627	2,743
United States Naval Academy (Md.)	.....	.....	.....	.....	.....	.....	.....	[7] 2,009,154	.....	.....	.....	.....	.....
University of Maryland	232,593	826,795	339,648	188,664	325,621	22,806	188,705	2,124,832	111,878	22,730	248,412	383,020	11,590
Lowell Textile Institute (Mass.)	18,999	109,816	.....	.....	.....	.....	82,111	160,926	.....	8,608	.....	8,608	.....
Massachusetts State College	46,272	468,648	.....	269,586	181,946	19,441	234,576	1,221,469	118,061	29,449	146,132	293,642	8,296
Colleges of the City of Detroit (Mich.)	56,732	628,743	.....	.....	.....	17,024	60,553	763,052	30,398	12,879	89,041	132,318	.....
Detroit City Law School (Mich.)	.....	15,744	.....	.....	.....	.....	613	16,357	.....	.....	.....	.....	.....
Detroit College of Medicine and Surgery (Mich.)	762	163,074	.....	.....	.....	.....	37,080	200,916	.....	.....	.....	.....	173
Michigan College of Mining and Technology	33,993	184,624	.....	25,000	.....	4,815	73,050	321,472	.....	(8)	[9] 34,105	34,105	.....
Michigan State College of Agriculture and Applied Science	79,140	1,216,004	126,934	440,694	479,248	33,081	300,088	2,675,189	107,898	90,805	.....	198,703	1,222
University of Michigan	772,610	4,070,778	2,143,357	363,383	82,032	294,671	746,072	8,472,901	.....	355,915	264,929	620,844	125,493
University of Minnesota	418,544	3,265,952	583,232	932,143	578,623	136,937	677,365	6,595,846	372,694	214,682	663,703	1,251,079	207,518
Alcorn Agricultural and Mechanical College (Miss.) [1]	17,582	44,133	.....	.....	.....	2,500	11,568	75,783	19,426	1,100	1,864	22,390	.....
Mississippi State College	33,198	168,401	.....	188,662	544,389	6,967	186,649	1,128,256	108,227	32,442	65,232	205,961	.....
Mississippi State College for Women	23,160	211,906	.....	.....	.....	.....	58,154	293,220	88,644	.....	13,877	102,521	.....
University of Mississippi	32,207	189,678	.....	.....	2,674	6,871	54,450	285,880	26,442	11,813	4,357	42,612	.....
Lincoln University (Mo.) [1]	25,226	66,093	.....	.....	3,286	3,600	47,413	145,618	31,054	2,162	1,520	34,736	.....
University of Missouri	195,792	1,545,563	157,622	238,000	571,241	53,784	209,702	2,971,724	14,627	77,986	30,186	122,799	33,550
Montana School of Mines	15,053	58,199	.....	20,499	.....	3,867	23,037	120,565	.....	11,269	.....	11,269	.....

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 1.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Montana State College of Agriculture and Mechanic Arts	$34,250	$247,863	$16,164	$208,794	$162,881	$7,804	$87,863	$745,419	$12,785	$11,425	$25,096	$49,306	.....
State University of Montana	55,488	315,114	.....	.....	6,559	26,646	78,904	482,711	85,967	35,740	96,505	218,212	$4,077
Municipal University of Omaha (Nebr.)	27,694	[10] 93,896	(11)	(11)	(11)	4,568	16,512	142,670	.....	17,778	12,993	30,771	1,160
University of Nebraska	153,606	1,578,904	420,570	322,708	300,708	102,803	316,213	3,195,512	59,239	.....	352,570	411,809	.....
University of Nevada	34,227	179,898	.....	96,142	134,400	7,341	52,429	504,437	35,610	33,163	51,795	120,568	3,897
University of New Hampshire	79,825	405,186	80,606	132,696	133,860	12,788	164,126	1,009,107	160,760	25,148	68,248	254,156	26,742
Newark College of Engineering (including Newark Technical School) (N J.)	52,533	236,634	.....	.....	.....	4,500	44,211	337,878	.....	850	27,331	28,181	29,800
New Mexico College of Agriculture and Mechanic Arts	30,930	101,211	11,341	109,755	166,940	4,210	46,493	470,880	20,414	615	32,373	53,402	16,483
New Mexico School of Mines	15,416	32,710	.....	.....	.....	1,402	19,423	68,951	19,023	2,790	3,465	25,278	.....
University of New Mexico	40,634	228,625	.....	12,492	7,367	5,000	45,073	339,191	30,937	17,438	6,425	54,800	29,331
Brooklyn College (N Y) [12]	114,075	900,263	.....	.....	.....	.....	277,703	1,292,041	11,824	2,400	189	14,413	.....
City College (N.Y.)	311,767	2,235,560	5,875	.....	.....	70,326	331,525	3,055,053	.....	.....	.....	.....	.....
Hunter College of the City of New York	322,072	1,287,582	.....	.....	.....	15,382	129,288	1,754,324	.....	.....	.....	.....	.....
New York State College of Forestry	58,790	218,850	.....	25,000	17,800	3,300	60,010	383,750	.....	.....	.....	.....	1,200
Agricultural and Technical College of North Carolina [1]	11,185	46,630	.....	.....	.....	2,263	18,442	78,520	13,846	2,779	6,770	23,395	.....
North Carolina College for Negroes	8,774	29,625	1,000	.....	.....	1,400	9,675	50,474	10,728	2,915	295	13,938	3,600
North Carolina College for Women	49,913	358,879	.....	13,708	14,079	24,964	104,579	566,122	235,189	.....	33,020	268,209	.....
North Carolina State College of Agriculture and Engineering	48,208	407,753	.....	146,072	587,418	13,090	102,217	1,304,758	135,374	53,575	134,058	323,007	.....
University of North Carolina	79,340	820,654	.....	40,153	69,863	37,233	97,596	1,144,839	154,804	90,397	570,204	815,405	12,569
North Dakota Agricultural College	54,203	347,917	.....	255,429	210,572	12,536	142,863	1,023,520	18,493	18,605	23,441	60,539	.....
University of North Dakota	62,252	425,287	.....	4,978	19,709	18,064	119,277	649,567	48,148	40,176	40,431	128,755	.....

Ohio University [12]	136,978	668,062	.....	.....	25,654	25,749	101,828	968,271	88,082	39,599	8,656	136,337	.....
University of Akron (Ohio) [12]	55,408	293,591	.....	4,286	.....	12,935	31,241	397,441	.....	24,244	2,470	26,714	337
University of Cincinnati (Ohio)	131,712	1,525,456	118,045	117,252	15,950	94,554	212,684	2,215,653	32,112	66,668	50,686	149,466	65,147
University of the City of Toledo (Ohio)	48,051	240,245	.....	.....	.....	5,048	47,011	340,355	.....	8,825	45,670	54,495	.....
Colored Agricultural and Normal University (Okla.)	8,925	53,539	.....	.....	2,905	1,636	35,435	102,440	33,698	5,932	.....	39,630	.....
Oklahoma Agricultural and Mechanical College	185,180	739,787	.....	228,107	397,728	26,045	74,523	1,631,370	44,595	57,216	201,716	303,527	58,474
Oklahoma College for Women	34,122	133,018	.....	.....	.....	5,334	16,103	188,627	83,318	.....	20,038	103,356	.....
Panhandle Agricultural and Mechanical College (Okla.)	21,828	71,477	.....	23,451	.....	2,000	10,693	129,449	9,000	2,221	4,459	15,680	.....
University of Oklahoma	116,767	990,188	.....	.....	116,790	50,518	160,712	1,343,975	31,630	82,650	183,849	298,129	15,000
Oregon State Agricultural College	140,970	856,181	78,707	274,273	323,352	38,526	184,427	1,895,436	155,923	142,047	81,196	379,166	35,988
University of Oregon	148,899	640,474	1,733	28,231	75,070	61,137	130,840	1,086,184	130,148	181,791	107,621	419,560	.....
Pennsylvania State College	129,211	1,716,404	215,899	413,994	953,704	30,192	345,412	3,804,816	235,382	141,716	63,974	441,072	287,680
University of Puerto Rico	84,187	450,033	.....	41,620	.....	14,697	66,023	656,560	19,444	9,001	16,028	44,473	19,618
Rhode Island State College	67,064	165,023	.....	106,305	34,532	3,126	72,625	448,665	81,208	24,584	23,759	129,551	.....
Clemson Agricultural College (S.C.)	36,027	297,990	.....	219,237	453,282	5,806	61,056	1,073,407	171,435	.....	25,623	197,058	11,948
College of Charleston (S.C.)	14,160	50,932	.....	.....	.....	1,731	5,419	72,292	.....	2,954	4,338	7,292	10,000
Colored Normal Industrial Agricultural and Mechanical College of South Carolina	15,468	64,313	.....	.....	4,539	1,842	35,999	122,161	.....	2,698	7,298	9,996	2,833
Medical College of the State of South Carolina [12]	15,900	83,625	.....	.....	.....	1,200	19,137	119,862	.....	.....	.....	.....	.....
The Citadel, the Military College of South Carolina	47,623	92,144	.....	.....	.....	1,864	66,129	207,760	.....	.....	167,670	167,670	.....
University of South Carolina [12]	60,800	231,710	.....	.....	1,500	17,000	34,768	345,778	51,507	16,000	.....	67,507	2,700
Winthrop College (S.C.)	50,141	227,356	.....	.....	.....	14,035	109,418	400,950	151,519	.....	68,769	220,288	16,273
South Dakota State College of Agriculture and Mechanic Arts	53,466	357,789	8,193	139,414	259,213	11,893	122,442	952,410	9,473	.....	5,328	14,801	.....
South Dakota State School of Mines	20,628	81,000	.....	3,158	.....	2,803	22,710	130,299	2,742	7,856	4,875	15,473	.....
University of South Dakota	47,673	286,888	4,972	.....	.....	22,068	[14] 84,527	446,128	(15)	.....	.....	.....	.....
Tennessee Agricultural and Industrial State Teachers College [1]	13,230	71,328	4,275	.....	11,096	3,721	24,159	127,809	47,464	4,075	11,687	63,226	.....
Tennessee Polytechnic Institute	15,077	94,569	.....	.....	.....	2,928	23,750	136,324	31,405	2,785	15,064	49,254	.....
University of Tennessee	108,228	780,007	45,259	126,939	469,024	39,944	120,496	1,689,897	97,723	72,293	109,970	279,986	4,668
Agricultural and Mechanical College of Texas	144,869	656,992	213,261	494,586	1,193,881	20,090	133,149	2,846,828	420,666	66,312	604,517	1,091,495	35,977
College of Industrial Arts (Tex.)	75,570	356,440	.....	.....	.....	14,960	95,360	542,330	218,534	.....	95,744	314,278	41,950
College of Mines and Metallurgy (Tex.)	23,317	109,465	.....	.....	.....	3,128	13,798	149,708	8,279	11,231	6,056	25,566	.....
Medical Branch, the University of Texas	12,781	200,964	.....	220	.....	3,303	27,784	245,072	7,112	.....	1,985	9,097	390
Prairie View State Normal and Industrial College (Tex.) [1]	38,973	159,779	1,064	.....	4,783	3,994	77,052	285,655	71,894	8,232	59,479	139,605	.....
Texas College of Arts and Industries	12,911	143,390	.....	.....	5,352	3,600	14,765	180,018	.....	8,690	11,030	19,720	.....
Texas Technological College	74,357	396,828	25,956	.....	13,706	10,008	38,067	558,942	.....	15,396	76,440	91,836	1,816
University of Texas	188,720	1,178,153	.....	117,205	148,317	69,438	199,117	1,900,950	131,995	102,308	14,849	249,152	5,027
University of Utah	88,172	514,761	.....	23,712	51,786	22,530	140,917	841,878	21,472	46,373	119,395	187,240	10,101
Utah State Agricultural College	27,126	266,641	27,404	67,113	44,571	5,399	48,799	487,053	13,362	28,932	40,409	82,703	.....

See footnotes on p. 319

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 1.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
University of Vermont and State Agricultural College	$77,610	$495,996	$12,324	$166,567	$172,717	$11,977	$68,382	$995,573	$88,962	$42,575	$28,069	$140,606	$233,382
College of William and Mary (Va.)	48,566	245,440	.....	.....	85,527	22,240	107,065	508,838	201,345	44,843	3,104	249,292	85,161
Medical College of Virginia	51,641	200,100	400,678	.....	.....	8,520	23,083	684,017	.....	.....	.....	.....	.....
University of Virginia	60,608	944,946	15,079	46,969	57,200	55,448	202,529	1,382,779	72,436	35,000	386,986	504,422	244,749
Virginia Agricultural and Mechanical College and Polytechnic Institute	44,830	394,008	37,925	231,024	646,832	12,751	88,210	1,456,580	186,795	43,617	116,438	346,850	51,680
Virginia Military Institute	32,757	152,588	9,746	.....	.....	6,801	64,489	266,381	158,492	11,135	137,328	306,955	12,495
Virginia State College for Negroes	20,403	122,384	.....	.....	5,800	3,949	44,208	196,744	91,348	4,615	30,068	126,031	14,838
State College of Washington	88,666	667,867	39,155	237,364	264,542	36,917	191,367	1,515,868	180,581	99,041	54,969	314,591	7,000
University of Washington	319,737	1,464,214	.....	2,172	64,887	24,760	256,114	2,131,874	93,560	63,933	39,558	197,051	.....
New River State College (W. Va.)	12,000	75,000	.....	.....	2,500	5,000	13,500	108,000	30,000	3,500	.....	33,500	.....
West Virginia State College [1]	35,286	131,161	.....	1,620	.....	3,400	40,299	211,766	54,487	8,329	843	63,659	.....
West Virginia University	98,041	883,610	71,236	208,943	430,709	25,928	90,838	1,809,305	93,439	25,892	70,527	189,858	.....
University of Wisconsin	376,275	3,606,373	1,969,625	170,429	734,540	79,286	599,919	6,656,447	584,285	240,292	534,402	1,358,979	.....
University of Wyoming	57,957	385,577	.....	157,768	150,256	16,436	98,561	876,555	71,819	42,798	111,219	225,836	608

ALABAMA													
Athens College for Young Women	$4,000	$23,886	.....	.....	.....	$1,000	$6,933	$35,819	$11,277	.....	$1,338	$12,615	.....
Birmingham-Southern College	40,975	148,197	.....	.....	.....	7,530	14,690	211,392	15,783	$26,866	20,628	63,277	.....
Howard College	20,854	93,738	.....	.....	$5,600	3,150	29,920	153,262	29,376	.....	.....	29,376	$12,039
Judson College	29,241	55,252	.....	.....	.....	2,894	16,409	103,796	24,876	2,820	8,272	35,968	16,266
Spring Hill College	33,000	48,770	.....	$2,000	.....	1,500	28,180	111,450	29,800	7,900	7,420	45,120	31,778
Talladega College [1]	58,283	77,552	.....	6,338	.....	2,750	23,506	168,429	34,545	4,096	.....	38,641	12,500
Womans College of Alabama	37,268	78,598	.....	.....	.....	2,944	18,720	135,530	58,978	.....	14,809	73,787	23,185
ARKANSAS													
Arkansas Baptist College [1]	546	2,938	.....	.....	.....	.....	457	3,941	.....	550	235	785	556
Arkansas College [16]	7,000	44,045	.....	.....	.....	1,600	8,818	61,463	24,750	2,792	11,652	39,194	.....
College of the Ozarks	20,432	55,170	.....	.....	551	2,273	16,066	94,492	28,623	7,127	17,564	53,314	31,833
Hendrix College	27,169	50,284	.....	.....	.....	4,332	8,147	89,932	45,240	11,650	9,577	66,467	.....
Ouachita College	17,332	37,021	.....	.....	.....	1,500	4,107	59,960	29,263	9,837	.....	39,120	6,275
St. John's Seminary	(14)	[17] 4,857	.....	.....	.....	.....	9,552	14,409	6,246	.....	.....	6,246	.....
CALIFORNIA													
Berkeley Baptist Divinity School	4,923	26,506	.....	.....	.....	2,755	3,317	37,500	.....	.....	.....	.....	12,186
California Christian College	21,588	42,701	.....	.....	.....	.....	7,287	71,576	20,433	1,900	2,750	25,133	21,264
California Institute of Technology [16]	57,205	507,338	.....	.....	.....	9,438	66,645	640,626	.....	.....	10,800	10,800	9,615
Church Divinity School of the Pacific	960	5,800	.....	.....	.....	.....	730	7,490	.....	.....	.....	.....	733
College of Medical Evangelists	26,455	105,709	$862,802	8,180	3,471	5,768	132,846	945,231	88,043	1,607	4,552	94,202	8,378
College of Physicians and Surgeons	12,750	48,445	28,950	.....	.....	163	15,249	105,557	.....	.....	1,485	1,485	5,999
College of the Pacific	29,085	169,952	.....	.....	.....	9,199	12,431	220,697	61,195	.....	21,378	82,573	27,387
Golden Gate College	13,360	13,935	.....	.....	.....	.....	.....	27,295	.....	1,370	4,157	5,527	.....
Immaculate Heart College	1,760	68,820	.....	.....	.....	5,540	1,514	75,634	4,099	.....	.....	4,099	.....
La Verne College	12,559	36,567	.....	.....	.....	1,500	7,628	58,254	3,124	.....	.....	3,124	7,695
Lincoln College of Law	.....	800	.....	.....	.....	.....	.....	800	.....	.....	.....	.....	.....
McGeorge College of Law	2,226	3,700	.....	.....	.....	.....	623	6,549	.....	.....	.....	.....	.....
Mills College	84,860	239,217	.....	.....	.....	15,427	77,831	417,335	135,825	.....	24,498	160,323	56,837
Occidental College	38,313	168,770	.....	.....	.....	10,672	27,083	244,838	68,672	24,397	20,752	113,821	33,464
Pacific School of Religion	13,055	27,750	.....	.....	.....	2,449	2,483	45,737	1,600	.....	.....	1,600	25,495
Pacific Unitarian School for the Ministry	840	6,280	.....	.....	.....	1,500	2,765	11,385	554	.....	335	889	.....
Pasadena College	13,010	16,340	.....	.....	.....	310	4,689	34,349	5,281	.....	120	5,401	7,674
Pomona College [16]	51,501	266,881	.....	.....	.....	28,093	69,885	416,360	94,575	.....	83,544	178,119	.....
St. Mary's College	108,982	41,084	4,136	.....	.....	3,500	51,469	209,171	57,744	90,123	7,794	155,661	42,801
San Francisco Theological Seminary	8,005	29,379	.....	.....	.....	944	6,360	44,688	.....	.....	.....	.....	11,761
Scripps College	29,257	93,363	.....	.....	.....	7,570	17,351	147,541	81,211	.....	10,172	91,383	17,181
Stanford University	260,782	1,506,636	593,251	244,207	.....	98,795	207,450	2,912,101	249,597	463,377	989,376	1,702,350	76,026
University of Redlands	62,658	156,603	.....	.....	.....	11,074	27,761	258,096	78,551	7,924	20,897	107,372	107,766
University of San Francisco	24,034	134,771	.....	.....	.....	5,120	30,710	194,635	.....	.....	24,700	24,700	.....
University of Santa Clara [16]	108,563	42,090	.....	.....	.....	1,608	39,592	191,852	49,674	33,734	76,602	160,010	8,972
University of Southern California	303,577	1,189,457	7,914	17,467	.....	78,983	155,786	1,753,214	87,700	(?)	[18] 565,251	652,951	234,142
Whittier College	21,447	62,586	.....	.....	.....	4,585	19,641	108,259	1,830	.....	.....	1,830	30,539

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931–32—Continued

PART 2—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
COLORADO													
Colorado College	$48,346	$175,283				$7,420	$38,951	$270,000	$46,800	$28,106	$3,411	$78,317	$23,073
Iliff School of Theology	5,000	18,035				500	2,809	26,394					
Loretto Heights College [16]		9,414			$1,621	1,500	25,692	38,227	29,820		8,748	38,568	
Regis College	1,845	3,575				1,540	3,598	10,558	9,850	3,650	5,540	19,040	23,692
University of Denver	119,784	311,429	$9,322	$20,160	8,309	10,384	47,343	526,731	6,896	37,835	5,703	50,434	61,661
Westminster Law School	1,515	3,987					1,704	7,206					
CONNECTICUT													
Albertus Magnus College	16,000	21,350				2,300	16,540	56,190					2,458
Berkeley Divinity School [16]	5,385	19,535				757	5,416	31,093	9,936		22,641	32,627	4,038
Connecticut College for Women	59,152	173,187					[14] 260,690	493,029	(15)				19,361
Connecticut College of Pharmacy	5,722	27,435					8,359	41,516			1,872	1,872	
Wesleyan University	65,443	329,362	8,075	4,786		24,546	89,710	521,922	4,707	23,323	3,661	31,691	11,616
Yale University	650,547	3,057,371	690,604	357,034		351,421	1,016,118	6,123,095	648,127	647,715	154,497	1,450,339	909,875
DISTRICT OF COLUMBIA													
American University	56,269	137,830		9,341		5,902	28,429	237,771	36,230	2,105	9,060	47,395	56,273
Catholic University of America	104,797	363,739				21,192	92,020	581,748	247,063	94,002	21,185	362,250	150,251
George Washington University	183,399	692,688	16,437	5,898		17,594	183,399	1,099,415		62,176	58,492	120,668	48,815
Howard University [1]	170,467	541,857			815	14,596	147,951	875,686	77,569	13,053	7,182	97,804	43,861
Trinity College [16]	10,251	37,562					60,656	108,469	101,854		49,041	150,895	
Washington College of Law [16]	6,399	11,279				783	10,839	29,300					
Washington Missionary College	3,984	29,544				1,221	30,546	65,295	56,804		162,395	219,199	

FLORIDA												
Bob Jones College [16]	2,085	28,040				800	2,611	33,536	22,747	1,460	24,207	6,946
John B. Stetson University	16,668	78,739				5,517	28,234	129,158	28,195	12,865	41,060	4,320
Rollins College	64,612	162,965				9,497	31,293	268,367	111,128	2,400	16,836	130,364	55,740
Southern College	24,580	40,665				3,090	6,946	75,281	29,654	3,709	1,807	35,170	8,034
University of Miami	39,424	186,898			601		13,186	240,109	16,969		17,264	34,233	3,533
GEORGIA												
Agnes Scott College	27,400	119,550				7,650	35,847	190,447	113,645		4,155	117,800	4,755
Atlanta-Southern Dental College	23,627	24,628	54,205			1,610	11,161	115,231			1,510	1,510	18,593
Atlanta University [1]	30,443	89,715				15,723	15,769	151,650	9,243		5,545	14,788	8,364
Berry College [16]	12,400	60,904				950	49,184	123,438	69,506		135,668	205,172	
Bessie Tift College								[7] 88,735	24,962	26	1,122	26,110	
Brenau College	17,233	54,315				1,977	8,669	82,194			4,839	4,839	18,609
Clark University [1]	11,746	28,037				1,960	13,438	50,181	949	4,546	521	6,016	4,111
Columbia Theological Seminary	7,585	20,488				909	7,418	36,400	7,424			7,424	9,844
Emory University	61,454	[9] 496,463			(11)	22,000	49,818	629,735	60,239	12,000	9,999	82,238	20,995
Gammon Theological Seminary [1]	5,615	19,050				735	7,507	32,907	4,318		236	4,554	1,568
La Grange College	12,926	24,868					4,383	42,199	14,685		1,367	16,052	5,246
Mercer University	25,198	99,355	1,633		992	2,300	7,877	137,355	26,752	4,184	32,970	63,906	
Morehouse College [1]	18,196	51,134				3,361	12,879	85,570	26,496	3,700	8,242	38,438	170
Morris Brown University [1]	9,484	27,561				1,105	14,039	52,189	10,093	8,699		18,792	17,285
Oglethorpe University	46,914	40,011				2,123	10,694	99,742	46,060	31,549	34,924	112,533	27,097
Paine College [1]	12,101	21,940				2,020	4,442	40,503	13,969	2,019	5,120	21,128	
Piedmont College	15,788	38,924				1,999	4,785	61,496	31,407	2,694	5,700	39,801	21,488
Shorter College	28,422	58,464				1,926	13,728	100,540	23,470			23,470	6,906
Spelman College [1]	41,975	69,371	7,156			3,583	28,785	150,870	55,931		10,406	66,337	3,992
Wesleyan College	30,051	84,237				6,567	15,953	145,808	55,793		5,957	61,750	9,656
IDAHO												
College of Idaho	10,754	57,329				1,550	13,662	83,295					21,915
Gooding College	8,828	12,150				1,200	4,760	26,936	10,350			10,350	2,500
Northwest Nazarene College	10,184	[9] 20,348				(11)	4,903	35,435	15,730		2,051	17,781	5,269
ILLINOIS												
Armour Institute of Technology	61,211	300,149	1,365			7,686	41,231	411,642	861	2,830		3,691	13,302
Augustana College	26,073	131,377				8,591	26,926	192,967	28,250	7,707	4,646	40,603	9,211
Aurora College	13,573	20,296			434	2,748	5,818	42,869	15,518	1,476	2,929	19,923	2,623
Bethany Biblical Seminary	10,298	14,930	1,381			1,481	2,354	30,444	18,851		107	18,958	18,959
Bradley Polytechnic Institute	36,612	161,852			903		81,231	280,628	11,173	12,108	200	23,481	35,456
Carthage College	28,018	52,963	148			3,078	7,894	92,101	22,186	4,305	749	27,240	
Chicago College of Osteopathy	6,246	16,336					10,875	33,457					
Chicago-Kent College of Law	13,077	30,927				1,491	3,206	48,701			3,292	3,292	
Chicago Law School	13,535	4,000				435	4,525	22,495					
Chicago Lutheran Theological Seminary	1,800	18,575				400	13,320	34,095					11,905
Chicago Theological Seminary	22,760	82,790			6,600	11,578	39,444	163,172	7,200		2,050	9,250	36,068

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other nonedu-cational expendi-tures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ILLINOIS—continued													
DePaul University	$66,285	$275,828			$5,600	$17,400	$201,106	$568,219		$24,909	$17,151	$42,060	
Elmhurst College	15,040	62,634				3,482	26,602	107,758	$35,702	7,397	35,979	79,078	$25,446
Eureka College	15,000	60,642				3,122	11,422	80,186	10,630	3,891		14,521	48,910
Evangelical Theological Seminary								[7] 25,547					
Garrett Biblical Institute [10]	19,813	77,956				11,342	97,361	206,472			231,645	231,645	
Greenville College	5,000	31,417				534	10,117	47,068	13,018		5,214	18,232	14,880
Illinois College	26,826	58,186			30	2,760	12,892	98,694	11,051	7,839	10,520	29,410	21,019
Illinois Wesleyan University	15,870	120,281				2,464	25,205	163,820		13,475	2,330	15,805	27,449
James Millikin University	27,603	97,643			623	4,767	21,032	151,673	7,081	11,725		18,806	10,064
John Marshall Law School [11]	11,500	18,000				300	7,000	36,800					
Knox College	47,645	123,939	$446			7,817	28,555	208,402	69,823	14,042		83,865	36,660
Lake Forest College	42,330	[9] 92,501				([11])	42,981	177,812	91,198	6,532	12,668	110,398	18,868
Lewis Institute	30,093	214,227				9,469	76,276	330,065	26,829	854	1,411	29,094	
Loyola University	117,043	486,515		$12,863	6,199	15,561	130,783	768,964	9,338	21,920	29,600	60,858	122,563
MacMurray College for Women [10]	40,652	86,651				3,227	32,179	162,709			121,122	121,122	
McKendree College	17,644	39,257				3,445	4,454	64,800	28,223		250	28,473	2,189
Meadville Theological School	11,758	20,040	11,375			9,500	6,115	58,788	12,792			12,792	9,220
Monmouth College	44,771	93,848				2,800	42,432	183,851	28,241			28,241	33,330
North Central College	17,635	88,699			1,348	3,141	26,774	137,597	23,256	5,887	20,527	49,670	16,680
Northwestern University [11]	639,848	2,034,660	250,619	177,238		190,100	513,326	3,805,791	213,002	253,285	83,068	549,355	382,385
Norwegian-Danish Theological Seminary [10]		3,552					2,072	5,624					300
Presbyterian Theological Seminary	26,611	93,193	5,470			8,432	40,061	173,767	1,169	3,301		4,470	28,806
Rockford College	36,918	86,461			909	4,066	33,820	162,174	47,974		10,072	58,046	29,046

Rosary College	22,686	57,445		6,037		5,334	34,268	125,770	31,539		17,342	48,881	4,546
St. Francis Xavier College for Women								[7] 15,134			1,715	1,715	
St. Procopius College								[7] 70,374	40,748	3,042	3,845	47,635	7,616
St. Viator College		20,300				1,000	14,800	36,100	30,000	9,500	13,000	52,500	34,000
Shurtleff College	11,926	41,929				4,974	8,982	67,811	8,576	2,452	1,139	12,167	5,789
University of Chicago [21]	786,357	4,352,404	1,023,039	588,112	254,835	341,922	735,971	8,082,640	459,335	165,318	1,482,048	2,106,701	387,128
Wheaton College	37,643	118,605				5,651	33,916	195,815	37,612	793	2,129	40,534	15,051
INDIANA													
Benjamin Harrison Law School [13]		9,068					3,047	12,115					
Butler University	108,238	311,403			14,415	16,026	39,983	490,065	6,897	40,726	32,460	80,803	73,196
DePauw University	71,052	295,270				19,369	75,523	461,214	117,875	19,350	2,233	139,458	179,244
Earlham College	36,499	94,184				5,822	54,474	190,979	43,461	6,287	9,338	59,086	21,669
Evansville College	25,711	63,797			3,135	3,618	10,106	106,367		7,219	5,588	12,807	28,821
Franklin College of Indiana	14,208	57,294				5,865	15,069	92,436	13,151	1,924		15,075	7,663
Goshen College	4,958	27,739				1,120	3,441	37,258	16,997		3,633	20,630	366
Hanover College	14,319	46,247	1,740			3,738	14,664	80,708	12,554	6,877	7,301	26,732	39,127
Huntington College	4,903	11,650				1,230	2,110	19,893	183	362	1,333	1,878	2,353
Indiana Central College	26,832	45,695				2,207	11,447	86,181	36,238	6,782	7,774	50,794	23,544
Indiana Law School	322	10,728						11,050					100
Indianapolis College of Pharmacy	2,190	31,039					3,506	36,735					
Manchester College	33,888	90,839				3,400	21,501	149,628	44,579	4,344	3,588	52,511	
Marion College	10,897	31,105				1,500	6,888	50,390	4,440	632	2,499	7,571	2,487
Oakland City College	4,926	30,806				1,765	4,803	42,300	5,352	4,156	1,119	10,627	14,976
Rose Polytechnic Institute	26,191	76,764				944	17,033	120,932	16,054	4,350		20,404	1,121
St. Mary-of-the-Woods College	23,200	77,879				4,426	68,495	174,000	38,144	718	1,396	40,258	
Taylor University	16,634	53,700				2,651	12,252	85,237	37,569		30,150	67,719	
University of Notre Dame	179,740	[22] 638,221		(11)		36,462	167,947	1,022,370	768,320		263,658	1,031,978	139,553
Valparaiso University	27,323	115,216				7,918	13,144	163,601	50,756	8,968	7,045	66,769	57,905
Wabash College	25,685	86,432				4,463	13,259	129,839		22,150		22,150	26,683
IOWA													
Buena Vista College	5,450	23,150				750	4,322	33,672		3,737		3,737	11,000
Central College	7,388	32,681				775	7,706	48,550	10,966	5,192	1,041	17,199	4,080
Clarke College								[7] 14,794					
Coe College	45,698	155,286	289		3,645	10,294	37,472	252,684	31,250	15,887		47,137	47,226
Cornell College	38,323	107,019				4,384	21,742	171,468	31,923	10,307	5,713	47,943	47,376
Des Moines College of Pharmacy		11,020				355	5,748	17,123			1,519	1,519	
Des Moines Still College of Osteopathy	6,000	27,156					9,717	42,873					
Drake University	78,086	181,073				5,976	29,280	294,415	20,083	24,580	8,126	52,789	60,507
Grinnell College	53,517	176,377				11,574	30,574	272,042	224,883	24,733	2,199	251,815	42,379
Iowa Wesleyan College [16]	17,247	54,183					9,731	81,161	20,948	6,317	13,721	40,986	3,994
John Fletcher College [15]	15,000	45,000				1,500	18,672	80,172	3,000		10,467	13,467	
Luther College	15,954	52,025	3,057			4,710	20,714	96,460	29,714	14,786	14,214	58,714	38,045
Morningside College	32,439	92,134				5,307	12,183	142,063	20,859	12,502	17,849	51,210	63,755
Parsons College	22,372	58,778			753	3,516	16,991	102,410	14,755	4,632	4,689	24,076	32,560
Penn College	21,445	47,658				3,103	13,276	85,482	18,472	3,944	570	22,986	10,002
St. Ambrose College	5,536	25,730			5,827	1,650	15,555	54,298	37,655	6,500	2,000	46,155	8,357

See footnotes on p 319

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 2—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
IOWA—continued													
Simpson College	$21,706	$76,011	.....	.....	.....	$3,477	$15,639	$116,833	$14,505	$9,056	$5,322	$28,883	$13,697
Trinity College	1,776	1,000	$412	.....	.....	472	13,310	16,970	4,957	792	2,038	7,787	96,277
University of Dubuque	33,202	60,330	.....	.....	.....	.....	8,880	102,412	30,070	8,313	15,396	53,779	22,301
Upper Iowa University	5,580	31,046	.....	.....	.....	1,350	5,430	44,356	3,000	4,474	.....	7,474	9,011
Wartburg College	5,103	27,763	.....	.....	.....	647	9,538	43,051	8,246	1,355	2,207	11,808	6,389
Wartburg Theological Seminary	3,000	12,100	.....	.....	.....	800	4,200	20,100	9,000	.....	.....	9,000	.....
Western Union College	5,064	27,458	.....	.....	.....	.....	7,018	39,540	16,448	3,000	600	20,048	11,226
KANSAS													
Baker University	30,523	77,362	.....	.....	.....	3,848	12,346	124,079	4,107	6,887	2,647	13,641	20,929
Bethany College	11,127	74,128	.....	.....	.....	2,038	12,234	99,527	16,443	.....	6,589	23,032	13,181
Bethel College	10,198	47,752	.....	.....	$45	2,516	8,741	69,252	12,224	2,993	12,067	27,284	4,722
College of Emporia	32,810	78,799	.....	.....	.....	.....	21,536	133,145	28,341	7,049	2,239	37,629	46,236
Friends University	23,418	56,893	.....	.....	.....	2,700	10,854	93,865	7,171	3,116	4,034	14,321	4,299
Kansas City Baptist Theological Seminary	7,913	10,772	.....	.....	.....	780	4,481	23,946	.....	.....	.....	.....	24,423
Kansas Wesleyan University	20,017	48,952	.....	.....	.....	1,917	10,043	80,929	8,581	6,746	410	15,737	21,860
Marymount College	4,736	16,394	.....	.....	.....	196	9,996	31,322	7,890	179	.....	8,069	.....
McPherson College	9,469	42,416	.....	.....	.....	.....	8,910	60,795	11,056	5,054	3,936	20,046	10,888
Ottawa University	15,832	40,534	.....	.....	.....	1,930	10,810	69,206	5,860	7,016	5,020	17,896	21,539
St. Benedict's College [16]	6,600	1,741	.....	.....	.....	2,815	22,066	33,222	36,172	15,265	11,151	63,588	26,250
St. Mary's College [16]	23,259	62,926	.....	.....	.....	1,807	49,807	137,799	69,487	21,912	65,016	156,415	.....
Southwestern College	37,104	102,546	.....	.....	.....	3,768	21,315	164,763	26,498	7,849	.....	34,347	25,662
Sterling College	9,871	36,322	.....	.....	.....	1,000	5,701	52,894	12,230	.....	.....	12,230	7,336
Washburn College	58,734	153,182	.....	.....	2,416	4,348	35,857	254,537	6,579	23,562	.....	30,141	29,949

KENTUCKY													
Asbury College	31,705	73,695				5,446	31,431	142,357	40,625	528	14,291	55,444	44,180
Berea College	108,451	227,282	2,052		5,616	24,655	74,562	442,618	230,989	1,916	178,759	411,664	71,269
Centre College of Kentucky	24,361	72,360				3,859	25,263	125,843		27,579		27,579	2,712
College of the Bible	16,837	14,175				880	5,930	37,822	23,246			23,246	6,725
Georgetown College	18,580	54,245				1,511	13,524	87,860	37,579	8,371		45,950	
Kentucky Wesleyan College	8,509	27,509			618	1,700	4,601	42,937	18,171		2,087	20,258	2,753
Louisville College of Pharmacy	3,952	11,237					2,544	17,733					4,575
Louisville Presbyterian Theological Seminary	6,472	41,956	314			562	8,534	57,838	9,463		4,239	13,702	8,369
Nazareth College (Louisville)	9,000	41,635				1,180	4,545	56,360					
Simmons University [1]	908	2,768				6	1,336	5,018					
Southern Baptist Theological Seminary	6,900	59,652			41	4,997	7,001	78,591	9,672	1,822		11,494	54,270
Transylvania College	15,162	45,171				1,320	15,729	77,382	6,638	1,827	1,870	10,335	10,622
Union College	9,551	40,038				5,798	19,334	74,721	14,721	5,608	5,117	25,446	1,738
LOUISIANA													
Centenary College of Louisiana	26,862	85,952				3,240	9,820	125,874	22,269		14,242	36,511	8,000
Louisiana College	12,487	48,340				1,329	7,362	69,518	15,744			15,744	
Loyola University	17,840	139,501				6,078	15,029	178,448		44,670	25,794	70,464	50,487
New Orleans University [1]	5,596	27,528			1,793	710	2,085	37,712	6,418	1,922	2,074	10,414	3,504
Straight College [1]	12,283	23,242				767	9,835	46,127	20,769	1,111	1,760	23,640	1,224
Tulane University of Louisiana	167,454	804,967		$30,000		25,540	135,957	1,163,918			59,819	59,819	
MAINE													
Bangor Theological Seminary	3,545	25,872					12,396	41,813	6,191			6,191	2,682
Bates College	36,880	161,808				8,102	[14]95,115	301,905	(16)	23,791	47,883	71,674	14,069
Bowdoin College	49,650	252,346				23,492	25,383	350,871	49,223	64,180	15,128	128,531	51,975
Colby College	28,075	126,942				7,998	57,238	220,253	33,842	10,300	13,940	58,082	2,018
MARYLAND													
Goucher College	86,004	254,045				16,364	56,980	413,393	135,422		45,203	180,625	27,387
Hood College	35,432	124,907				4,910	20,840	186,089	111,794		46,015	157,809	49,757
Johns Hopkins University	129,598	1,585,909		504,887	136,663	84,297	242,997	2,684,351	61,427	51,170	119,783	232,380	86,567
Maryland College for Women	23,244	26,399	425			593	26,928	77,589	50,631	2,794	4,234	57,659	26,665
Morgan College [1]	[13] 21,318	[14] 46,531			(12)	(11)	22,944	90,793	15,536	2,640	1,240	19,416	11,099
Mount St. Mary's College	9,333	36,689				714	40,285	87,021	68,748	11,510	24,446	104,704	16,597
St. John's College	29,291	90,214				5,583	43,730	168,818	34,964	26,965	17,310	79,239	82,902
St. Joseph's College	22,000	44,750						66,750					
Washington College	33,808	51,190				2,450	12,990	100,438	37,000	9,500		46,500	6,400
Western Maryland College	37,027	106,970			2,744	5,050	30,474	182,265	40,804	21,000	19,737	81,541	5,513
Westminster Theological Seminary		10,000					1,460	11,460					5,218

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TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 2—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other nonedu-cational expendi-tures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MASSACHUSETTS													
Amherst College	$70,077	$374,611	$2,663	$1,000	$60	$23,158	$155,199	$626,768	.....	$34,726	$112,481	$147,207	$111,091
Andover Newton Theological Seminary	15,908	38,020	.....	100	.....	2,000	40,901	96,929	$6,724	360	.....	7,084	29,682
Boston University	312,610	1,104,324	.....	.....	.....	35,329	235,887	1,688,150	121,945	60,457	162,196	344,598	84,991
Clark University	27,249	164,395	.....	.....	8,764	25,350	22,217	247,975	18,295	.....	.....	18,295	4,975
Episcopal Theological School	5,278	61,192	.....	.....	.....	1,802	14,151	82,223	.....	.....	.....	.....	13,178
Gordon College of Theology and Missions	(n)	[17] 37,575	1,300	.....	.....	94	9,477	48,446	.....	.....	.....	.....	12,811
Harvard University	369,355	4,337,903	1,182,314	720,998	.....	620,274	1,612,428	8,843,272	1,856,176	886,914	325,461	3,068,551	810,989
Holy Cross College	101,393	231,456	.....	.....	.....	28,814	97,166	458,829	151,024	117,815	41,411	310,250	10,580
International Young Men's Christian Association College	69,223	160,602	.....	.....	.....	4,960	40,699	275,484	68,034	23,001	37,812	133,847	27,795
Massachusetts College of Osteopathy	900	5,400	.....	.....	.....	.....	3,250	9,550	.....	.....	.....	.....	8,900
Massachusetts College of Pharmacy	12,687	76,353	.....	.....	.....	3,601	19,394	112,035	.....	.....	.....	.....	425
Massachusetts Institute of Technology	446,212	1,865,592	300,424	476,893	.....	59,497	377,353	3,525,961	210,091	18,000	20,645	248,736	.....
Mount Holyoke College	129,518	567,562	.....	.....	.....	.....	271,209	968,289	304,782	.....	51,979	356,762	74,795
New Church Theological School	4,250	18,750	.....	.....	.....	562	3,103	26,670	.....	13	1,212	1,225	1,500
Northeastern University	166,064	373,842	.....	.....	.....	6,004	137,270	683,181	.....	.....	127,735	127,735	.....
Portia Law School	23,245	13,239	.....	.....	.....	.....	3,447	39,931	.....	.....	2,628	2,628	6,362
Radcliffe College	93,490	333,960	22,662	6,660	.....	27,977	52,626	537,375	181,713	.....	.....	181,713	82,606
Simmons College	71,765	334,979	.....	.....	.....	19,399	77,989	504,132	265,149	.....	.....	265,149	10,801
Smith College	236,772	849,678	83,568	13,775	.....	45,802	245,593	1,476,188	635,617	.....	.....	635,617	193,229
Tufts College	71,672	517,060	34,511	10,658	.....	23,477	157,377	814,755	120,518	53,528	69,614	243,660	82,218
Wellesley College	152,946	621,189	.....	.....	.....	51,261	226,585	1,051,981	617,539	.....	48,830	666,369	87,477
Wheaton College	28,908	157,473	.....	.....	.....	12,794	105,907	305,082	136,467	.....	10,524	146,991	13,240
Williams College	63,522	400,621	.....	.....	.....	31,100	168,713	663,956	.....	.....	55,098	55,098	13,297
Worcester Polytechnic Institute	27,460	268,996	.....	.....	.....	1,800	56,756	355,012	54,192	7,103	.....	61,295	28,585

MICHIGAN													
Adrian College	9,429	28,530				1,400	9,296	48,655	10,757	5,635	1,963	18,355	6,973
Albion College	22,290	132,922				9,691	32,415	197,318	86,438	6,943	21,987	115,368	11,137
Alma College	29,251	49,595				3,913	8,706	91,465	34,636	4,129		38,765	15,596
Battle Creek College	37,135	69,318				3,424	12,822	122,699	71,323	1,188	5,155	77,666	42,316
Calvin College and Seminary	15,159	93,665				1,593	8,329	118,746	10,684	1,341		12,025	173
Detroit Institute of Technology and College of Law	43,751	100,268				2,260	18,109	164,388			18,319	18,319	
Emmanuel Missionary College	7,718	41,584				3,216	25,346	77,864	65,517		520	66,037	
Hillsdale College	32,077	91,097				1,898	13,815	138,887	24,383	6,687	3,208	34,278	16,958
Hope College	23,793	73,505				2,800	18,596	118,694		5,054	3,059	8,113	1,572
Kalamazoo College	40,748	81,549				8,484	17,430	148,211	31,443	8,547	5,622	45,612	8,126
Olivet College	27,725	55,509				1,162	14,632	99,028	45,813	4,728	3,790	54,331	1,474
Suomi College	3,000	17,387				700	3,600	24,687	3,800			3,800	
University of Detroit	52,428	260,349	17,355			8,881	42,175	381,188		84,087	46,798	130,885	257,221
Western Theological Seminary								[7] 27,867					840
MINNESOTA													
Augsburg College	8,784	40,855				1,600	8,547	59,786	10,770	2,878	2,129	15,777	7,416
Bethel Institute	3,183	29,875				613	8,693	42,364		349	10,938	11,287	
Carleton College	77,218	224,945				13,877	73,671	389,711	371,817	13,809	67,183	452,809	137,398
College of St. Benedict	16,800	67,191				6,765	8,475	99,231	16,099	82	2,810	18,991	3,037
College of St. Catherine	85,420	126,705		6,600		19,495	43,899	232,119	93,653		6,558	100,211	52,001
College of St. Scholastica	19,323	40,495		215		2,428	7,542	70,003	9,166		2,413	11,579	2,494
College of St. Teresa	52,112	90,274		6,500		1,150	43,717	193,753	42,818		7,213	50,031	56,742
College of St. Thomas [16]	63,035	138,469				5,479	67,325	274,308	106,551	32,940	52,595	192,086	
Concordia College (Moorhead)	15,053	65,619			155	2,442	16,426	99,695	42,846	7,125	1,780	51,751	14,251
Gustavus Adolphus College	12,480	67,007				3,977	25,394	108,858			9,179	9,179	
Hamline University	46,580	105,491				8,237	26,268	186,576	19,101	3,364	13,563	36,028	4,794
Luther Theological Seminary	4,777	23,658				753	13,780	42,968	490			490	
Macalester College	27,500	108,319				4,044	30,339	170,202	50,729	15,466	1,927	68,122	71,895
Minneapolis College of Law	3,733	6,213						9,946					
Minnesota College of Law [16]	4,200	6,445					407	11,052			6,204	6,204	
St. John's University	5,000	60,000				3,000	70,000	138,000	40,000	3,700	13,800	57,500	8,000
St. Olaf College	33,213	141,828				7,806	43,481	226,328	101,245	9,860	45,852	156,957	510
St. Paul College of Law	7,559	7,077				972	3,010	18,618					
St. Paul Seminary	3,253	14,062				1,000	35,979	54,294	32,406		2,632	35,038	
Seabury Divinity School	2,110	11,745	2,007			435	11,985	28,282	3,061			3,061	24
MISSISSIPPI													
Belhaven College	7,801	30,246				1,000	10,586	49,633	19,411		4,310	23,721	10,242
Blue Mountain College	16,191	56,578				1,756	10,640	85,165	27,530		4,854	32,384	4,403
Jackson College [1]	4,996	11,909				252	2,204	19,361	5,876	971	1,480	8,327	516
Millsaps College	26,045	68,259				4,030	10,225	108,559	2,170			2,170	9,904
Mississippi College	20,193	51,193				2,160	11,916	85,462	41,730	5,404		47,134	
Mississippi Woman's College	16,459	40,590				1,930	6,089	65,068	32,532		10,687	43,219	11,826
Rust College [1]	3,874	6,347			576	600	3,937	15,334	6,612	665		7,277	
Tougaloo College [1]	16,324	30,765				1,340	9,278	57,707	36,504	742	7,089	44,335	2,117

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MISSOURI													
Benton College of Law	$7,200	$10,899					$5,400	$23,499					
Central College	28,777	115,256				$9,020	24,413	177,466	$67,004	$5,108	$14,283	$86,395	$5,093
City College of Law and Finance								[7] 31,428					
Conception College		25,000				1,000	10,000	36,000	2,000	500		2,500	
Concordia Seminary		44,052				20	44,632	88,704					
Culver-Stockton College	22,094	58,574					9,412	90,080	4,315		2,364	6,679	
Drury College	34,613	57,792				6,007	9,555	107,967	22,969	11,451	233	34,653	15,295
Eden Theological Seminary	16,814	24,715				1,611	24,108	67,248	8,710	360	210	9,280	10,015
Kansas City College of Osteopathy and Surgery	4,200	8,525	$176				1,346	14,247					10,070
Kansas City College of Pharmacy		9,269					8,299	17,568					
Kansas City School of Law	27,450	12,435				733	6,004	46,622					17,243
Kansas City Western Dental College [16]	12,574	55,634				971	12,348	81,527			13,288	13,288	
Kenrick Theological Seminary [16]		1,950					72,000	73,950					
Kirksville College of Osteopathy and Surgery	30,850	68,770	23,494			8,387	20,092	151,593					9,755
Lindenwood College	25,888	112,148				4,126	93,633	235,795	45,296		58,193	103,489	29,968
Missouri Valley College	18,101	56,695				4,951	10,963	90,710	29,069	6,594	5,103	40,766	17,665
Park College	20,447	72,531	2,306			4,225	32,890	132,399	62,298		3,404	65,702	13,753
Rockhurst College		33,700				1,200	2,000	36,900	9,814	8,040	3,272	21,126	2,191
St. Louis College of Pharmacy	3,550	29,492					8,924	41,966					
St. Louis University								[7] 1,770,336	31,391	42,000	58,172	131,563	77,525
Tarkio College	11,549	51,723				1,000	13,344	77,616	14,994	5,305		20,299	7,870
Washington University	173,716	1,267,729	262,837	$164,333	$124,738	42,452	123,571	2,159,376	132,168	50,517	216,390	399,075	451,812

Webster College	19,051	39,352					20,075	78,478	14,735		8,809	23,544	1,162
Westminster College	20,465	56,213				1,695	13,389	91,762	13,711	8,707		22,418	64,297
William Jewell College	29,534	67,336				3,941	19,154	119,965	27,455	5,956	11,757	45,168	10,276
MONTANA													
Carroll College [14]	1,900	19,287		2,506		2,308		26,001	8,739	3,229	2,178	14,146	
Intermountain Union College	18,840	24,763				1,953	4,539	50,085	17,456	2,682	2,202	22,340	3,314
NEBRASKA													
Cotner College	15,960	36,459	1,035			2,100	11,283	66,857	10,214	3,553	1,185	14,952	22,702
Creighton University [14]	38,954	176,509	15,966	7,000		6,096	58,368	302,893	18,488	57,035	52,753	128,276	49,715
Dana College								[7] 10,000	20,500	650	150	21,300	1,500
Doane College	32,975	53,537				2,771	11,647	100,930	50,978	6,272	4,991	62,241	62,448
Hastings College	31,816	80,354				2,970	17,730	132,870					
Midland College	23,783	59,748			3,154	1,882	14,040	102,607	12,405	6,063	12,611	31,099	26,961
Nebraska Central College	4,800	8,650					3,470	16,920	1,600	494	1,975	4,069	2,452
Nebraska Wesleyan University	29,882	110,325				4,397	25,247	169,851		6,042	5,886	11,928	14,437
Presbyterian Theological Seminary	5,406	16,218					6,596	28,220			2,381	2,381	4,552
Union College	11,240	60,471				1,957	19,733	93,401	47,808		49,313	97,121	10,280
York College	5,600	20,723				3,280	10,940	40,543	1,671	6,169	3,279	11,119	21,216
NEW HAMPSHIRE													
Dartmouth College	155,968	1,103,405				171,303	200,044	1,630,720			161,377	161,377	205,751
St. Anselm's College	10,000	500				424	60,392	71,316		4,750	2,684	7,434	1,997
NEW JERSEY													
Bloomfield College and Theological Seminary	1,500	27,635				1,600	14,518	45,453					
College of St. Elizabeth	1,907	21,241				2,725	87,945	113,818	27,261	150	22,945	50,356	62,220
Dana College	6,498	66,750		3,453		50	8,800	85,551					
Drew University	52,371	124,728	321			11,163	38,240	226,823	29,610	1,245	16,331	47,186	11,272
Georgian Court College		29,500				3,500	67,000	100,000			40,098	40,098	37,370
New Brunswick Theological Seminary	4,990	27,230			360	4,504	11,980	49,084	5,288			5,288	1,225
New Jersey Law School	10,881	164,430				29	7,744	183,084					
Princeton Theological Seminary	29,681	81,249				16,308	[11] 44,261	171,499	(15)		500	500	34,384
Princeton University	217,683	1,472,836		154,643		121,398	407,136	2,373,696	698,690	338,630	62,563	1,099,883	247,410
Rutgers University	212,192	[17] 1,385,445	(11)	647,481	486,784	70,550	323,008	3,125,460	409,073	25,805	43,283	478,161	58,440
Seton Hall College	9,022	42,237				2,400	58,181	111,840	22,772	8,969	6,327	38,068	
Stevens Institute of Technology	126,550	235,991	1,800	31,304		9,396	117,114	522,155	23,680		48,902	72,582	15,809
Upsala College [16]		54,323				1,918	28,463	84,704	21,744	8,423	9,853	40,020	
NEW YORK													
Adelphi College	35,996	146,470				8,900	37,906	229,272	12,456		10,723	23,179	11,422
Alfred University	28,034	164,380				4,000	126,302	322,716	34,884	19,848	7,582	62,314	43,471
Auburn Theological Seminary	15,187	44,333				2,494	24,916	86,930	13,283			13,283	25,108
Barnard College	77,283	433,186				24,096	87,735	622,300	188,323			188,323	72,906

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NEW YORK—continued													
Biblical Seminary in New York	$31,790	$36,503	.....	.....	.....	$5,304	$14,441	$88,038	$20,102	.....	$557	$20,659	$45,845
Canisius College	56,409	167,514	.....	.....	.....	1,900	20,549	246,372	8,675	$25,853	7,988	42,516	26,362
Clarkson College of Technology	11,776	85,366	.....	.....	.....	1,111	12,378	110,621	.....	18,040	2,330	21,370	4,700
Colgate-Rochester Divinity School	50,044	71,997	.....	.....	.....	8,979	14,564	145,584	72	.....	.....	72	42,847
Colgate University	84,519	247,550	$10,564	.....	.....	12,379	94,850	449,862	50,283	18,000	3,000	71,283	52,557
College of Mount St Vincent	7,095	32,698	.....	.....	.....	1,800	25,194	66,787	49,104	3,000	8,200	60,304	108,446
College of New Rochelle	6,079	75,295	.....	.....	.....	3,108	105,869	190,351	80,668	.....	759	81,427	43,058
College of the Sacred Heart	11,748	77,550	.....	.....	.....	1,298	74,676	165,272	51,935	2,500	.....	54,435	.....
College of St. Rose	1,000	8,352	.....	.....	.....	.....	26,610	35,962	16,660	.....	795	17,455	49,643
Columbia University	1,404,080	7,859,388	95,195	$946,571	$1,588,249	641,486	1,414,093	13,949,052	1,243,234	42,468	698,769	1,984,471	1,340,558
Cooper Union [17]	(11)	[17] 289,479	(11)	.....	.....	19,620	63,302	372,401	.....	.....	.....	.....	.....
Cornell University	877,923	4,681,697	722,768	404,146	.....	68,634	729,008	7,484,176	724,852	300,000	210,109	1,234,961	149,129
De Lancey Divinity School	.....	3,100	.....	.....	.....	.....	1,296	4,396	.....	.....	.....	.....	515
D'Youville College	.....	20,135	.....	.....	.....	1,400	15,401	36,936	6,500	.....	.....	6,500	23,750
Elmira College	48,365	184,667	.....	.....	6,224	11,761	29,773	280,790	94,615	.....	9,554	104,169	.....
Fordham University	236,399	750,350	.....	.....	.....	42,720	430,768	1,460,237	.....	.....	276,681	276,681	626,732
General Theological Seminary	49,455	67,141	.....	.....	.....	7,534	54,280	178,410	21,291	.....	.....	21,291	43,761
Good Counsel College [18]	.....	3,307	.....	.....	.....	500	35,162	38,969	.....	.....	3,750	3,750	.....
Hamilton College	37,598	200,984	.....	.....	.....	15,978	55,225	309,785	25,752	15,000	22,710	63,462	25,967
Hartwick College	21,479	48,261	.....	.....	2,300	2,500	9,975	84,515	.....	1,728	1,930	3,658	35,191
Hobart College	63,097	131,536	.....	.....	.....	10,664	57,258	262,555	26,559	6,470	9,550	42,579	35,971
Houghton College	4,168	34,400	.....	.....	.....	1,004	8,362	47,934	25,700	344	6,910	32,954	6,113
Jewish Theological Seminary	40,142	91,883	.....	.....	.....	20,511	37,426	189,962	38,244	.....	2,268	40,512	29,337
Keuka College	18,605	57,410	.....	.....	378	2,960	21,505	100,858	44,050	.....	7,006	51,056	59,738

Long Island College of Medicine	45,443	183,039				2,945	14,864	246,296					22,927
Long Island University	112,547	268,701				509	47,272	420,029		15,544	3,053	18,597	43,793
Manhattan College	4,510	107,264				17,760	109,065	238,599	52,431		82,248	134,677	37,540
Marymount College	8,000	25,500				2,500	40,000	76,000	36,000			36,000	35,000
Nazareth College of Rochester	2,100	13,200			600	1,450	7,815	25,165	9,010		190	9,200	
New York Homeopathic Medical College and Flower Hospital	34,261	131,688	41,180			2,498	16,459	226,086	2,248			2,248	7,162
New York Law School	24,965	36,628				3,948	20,303	85,644					
New York University	1,452,577	4,491,242		103,922	47,709	98,928	851,241	7,035,619	174,797	661,802	516,346	1,352,745	439,077
Niagara University	15,805	37,647				1,838	136,505	191,795	59,815			59,815	
Polytechnic Institute of Brooklyn	67,714	283,613		4,983			59,869	416,179			36,282	36,282	15,119
Rabbi Isaac Elchanan Theological Seminary	20,700	77,318				4,060	17,493	119,571			43,324	43,324	70,815
Rensselaer Polytechnic Institute	82,911	394,106		1,617		4,318	100,024	582,976	75,502			75,502	72,926
Russell Sage College	39,917	120,108				5,928	49,147	215,100	85,613		20,604	106,217	
St. Bernard's Seminary [16]	22,961		6,670			726	44,112	74,469	50,830			50,830	
St. Bonaventure College and Seminary	26,479	86,820				7,766	60,894	181,959	74,643	7,031	12,476	94,150	40,137
St. Francis College	1,931	23,702				1,920	6,640	34,193		2,535	3,506	6,041	800
St. John's College	138,501	595,907				5,000	99,642	839,050	28,574	28,598	8,349	63,519	164,586
St. Joseph's College for Women	1,350	23,376				1,413	12,113	38,252					
St. Joseph's Seminary	19,739	146,967				6,011	26,339	199,056	109,875	22,870		132,745	
St. Lawrence University [19]	32,071	140,985			3,309	5,883	30,689	212,937		11,055	9,342	20,397	5,000
St. Stephen's College	29,239	71,506				5,695	42,518	148,958	23,128	7,254	2,838	33,220	49,444
Skidmore College	75,556	176,096				10,601	42,877	305,130	243,936		57,312	301,248	22,277
Syracuse University	273,212	1,058,987				50,595	171,400	1,554,194	219,001		213,946	432,947	578,190
Union Theological Seminary	62,320	219,391	1,513			42,445	147,104	472,773	51,478		52,830	104,308	72,540
Union University [23]	64,143	336,725				15,955	99,328	566,151		28,754	84,545	114,299	25,651
University of Buffalo	170,021	690,081	1,992			34,272	159,419	1,055,785					220,018
University of Rochester	208,571	1,058,064	931,776	81,775	154,776	95,648	328,675	2,359,265	75,848	29,647	83,317	188,812	62,494
Vassar College	177,112	676,315				60,781	380,759	1,294,967	354,186		186,009	540,195	211,330
Wagner Memorial Lutheran College	31,485	42,157				1,237	10,446	85,325	10,849	1,100		11,949	
Wells College	45,117	135,720	2,588			13,807	54,485	251,717	70,014		9,543	79,557	22,182
NORTH CAROLINA													
Atlantic Christian College	10,325	19,394				1,435	4,923	36,077	9,332	489	298	10,119	2,642
Bennett College for Women [1]	12,572	24,690				212	13,215	50,689	16,637	977	2,802	20,416	3,895
Catawba College	18,767	75,138			1,982	3,175	5,426	104,488	32,857	5,935	8,307	47,099	13,773
Chowan College	2,400	8,000				800	2,300	13,500	8,500			8,500	900
Davidson College	48,502	145,067				6,388	26,584	224,521	36,167		6,231	42,398	10,293
Duke University	142,193	1,144,969	457,323	3,117		97,203	264,649	2,115,554	332,718		365,124	747,842	
Elon College	12,953	46,194				3,015	13,555	75,717	19,210	4,970	6,537	30,717	
Flora Macdonald College	17,857	32,044				1,480	12,240	63,621	24,751		9,855	34,606	5,302
Greensboro College	19,282	66,182				3,074	16,960	105,498	38,175		3,023	41,198	9,149
Guilford College	15,570	50,605				4,233	8,752	79,160	43,496	5,802	9,105	58,403	14,211
High Point College [16]	6,306	45,065				1,450	9,359	62,200	20,380	6,854	1,653	28,887	15,000
Johnson C. Smith University [1]	22,070	59,195			403	2,508	10,907	95,173	17,944	7,282	6,551	31,777	
Lenoir Rhyne College	8,579	54,217				1,485	11,605	75,986	30,289	8,846	5,185	44,320	
Livingstone College [1]	8,668	26,799					14,246	49,713	11,052		7,103	18,155	
Meredith College	25,604	74,457				5,056	12,301	117,418	48,449			48,449	

See footnotes on p 318

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 2—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other nonedu-cational expendi-tures
	Adminis-tration and gen-eral con-trol	Resident instruction and non-budgeted research		Organ-ized re-search, sepa-rately budgeted	Exten-sion	Libraries	Physical plant opera-tion and maintenance	Total	Dormi-tories and din-ing halls	Athletics	Other activities	Total	
		Colleges, schools, and de-part-ments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NORTH CAROLINA—continued													
Queens-Chicora College	$34,912	$53,840				$1,780	$13,519	$104,051	$15,405		$3,541	$18,946	$19,000
St Augustine's College [1]	11,909	26,144		$4,329			24,840	67,222	36,502			36,502	
Salem College	24,717	78,439				2,352	49,577	155,085	48,371			48,371	
Shaw University [1]	8,432	33,790				2,320	6,727	51,269	23,413	$2,821	4,081	30,315	1,175
Wake Forest College	35,504	122,052				5,706	20,605	183,867	7,253	36,803	19,869	63,925	5,846
NORTH DAKOTA													
Jamestown College	6,868	66,107				2,569	35,718	111,262	15,625			15,625	
OHIO													
Antioch College	73,535	172,392	$17,630	93,389		13,795	41,008	411,799	97,600		28,110	125,710	50,960
Ashland College	4,275	56,956				2,444	10,779	74,454		1,691	1,600	3,291	
Baldwin-Wallace College	38,652	102,159				6,041	20,782	167,634	50,157	7,677	21,475	79,309	23,051
Bluffton College	15,065	52,470				2,172	13,597	83,304	13,233	1,938	5,232	20,403	67,149
Bonebrake Theological Seminary	12,123	25,073				310	12,249	49,755	6,956			6,956	89,595
Capital University	[2] 16,196	83,067			$685	([2])	52,335	152,283	28,647	7,360		36,007	394
Case School of Applied Science	45,306	321,993		807			87,999	456,105		24,777	9,852	34,629	20,213
Cedarville College	1,928	18,008				480	4,986	25,302		500	1,246	1,746	470
Central Theological Seminary of the Reformed Church in the United States	870	18,910				627	4,644	25,051			45	45	
Cincinnati College of Pharmacy	6,633	12,951					4,434	24,018	2,520		1,117	3,637	
Cleveland Law School	2,560	4,116					9,234	15,910			325	325	
College of Mount St Joseph-on-the-Ohio [16]	9,020	61,576			6,500	3,750	16,122	96,968	68,501		9,475	77,976	
College of Wooster	83,893	241,571				16,666	33,805	375,935	118,692	11,933	14,522	145,147	131,971

Defiance College	10,888	33,277				151	8,370	52,686	12,761	2,906	2,946	18,613	11,333
Denison University	92,735	200,020				8,706	37,818	339,279	124,167		32,662	156,829	33,917
Findlay College	12,260	30,670				1,592	9,761	54,283	5,977	1,086	4,349	11,412	4,358
Hebrew Union College	16,912	118,932		5,755		48,974	34,472	225,045	41,938	1,547	2,479	45,964	43,013
Heidelberg College	22,326	79,094				3,571	9,255	114,246	43,695	12,755	5,591	62,041	17,425
Hiram College	42,074	79,984				3,740	22,869	148,667	52,988	7,499		60,487	6,524
John Carroll University [15]	22,800	25,357				4,004	4,706	56,867	9,186			9,186	
Kenyon College	28,854	111,727	6,705			4,700	45,941	197,927	81,542		3,900	85,442	7,176
Lake Erie College	27,505	73,907				5,153	19,354	125,919	59,236		2,072	61,308	6,399
Lane Theological Seminary	12,590	19,305				1,133	12,957	45,985					4,512
Marietta College	23,180	88,518			338		22,085	134,121	13,833			13,833	53,321
Mount St. Mary Seminary		20,000		14,000		1,200	35,000	70,200	40,000		5,000	45,000	
Mount Union College	23,535	105,222				11,917	16,632	157,306	36,164	11,624	9,920	57,708	47,822
Muskingum College	43,950	153,864			3,684	6,025	18,966	226,489	83,760	12,860	4,313	100,933	121,025
Notre Dame College	7,264	16,299				839	11,696	36,098	9,155	1,825	5,977	16,957	
Oberlin College	324,689	826,195				74,251	160,849	1,385,984	260,539	13,044	72,116	345,699	164,175
Ohio Northern University	23,558	89,095			1,174	2,998	13,309	130,134	11,309	10,032	10,385	31,726	32,994
Ohio Wesleyan University	78,985	396,916				27,589	62,077	565,567	316,668	40,217	31,862	388,747	201,278
Otterbein College	19,258	98,479				5,857	13,293	136,887	32,055	5,326	600	37,981	9,650
St. Charles Seminary	3,000	15,000				1,500	13,500	33,000	13,000			13,000	
St. John's University	12,490	6,350				1,432	2,000	22,272			3,869	3,869	23,698
University of Dayton								[7] 71,325			61,888	61,888	
Ursuline College	3,500	8,228		650	575	2,700	15,337	30,990					8,314
Western College	43,095	89,106				3,900	43,187	179,288	117,674			117,674	88,742
Western Reserve University	386,480	1,600,786	46,102		191,552	38,363	259,314	2,522,597	138,424	45,479	85,105	269,008	55,757
Wilberforce University [1]	31,196	111,156			5,400	1,600	80,050	229,402	39,061	8,700		47,761	10,873
Wilmington College	16,792	43,000			3,200	2,000	7,020	72,012	23,830	10,704	10,329	44,863	17,905
Wittenberg College	74,035	217,892			9,739	7,840	47,904	357,410	46,251	26,633	16,112	88,996	52,702
Xavier University	18,416	32,877		59	4,291	3,196	20,864	79,703	37,537		8,161	45,698	86,542
Y.M.C.A. Night Law School (Cincinnati)	4,785	3,658				405	2,314	11,162			731	731	
Youngstown College	27,973	40,538					13,137	81,648	2,360	2,641	5,326	10,327	
OKLAHOMA													
Bethany-Peniel College	4,836	10,376				780	2,551	18,543	4,383	125	885	5,393	8,393
Catholic College of Oklahoma for Women	5,400	39,600				923	16,990	62,913	14,551		532	15,083	
Oklahoma Baptist University	28,784	79,955				2,208	11,709	122,656	11,321	19,488	39,607	70,416	328
Oklahoma City University	11,809	48,517			1,514	2,220	5,608	69,668		12,463	8,130	20,593	
Phillips University	9,102	62,057				3,068	10,546	84,773	1,299	6,295	5,861	13,455	9,414
University of Tulsa	38,202	140,256				5,434	15,701	199,593	12,339	25,808	12,433	50,580	14,274
OREGON													
Albany College	14,307	29,204				1,253	6,128	50,892	7,782	4,031	1,675	13,488	17,013
Marylhurst College	2,000	50,000				1,800	6,527	60,327	5,214			5,214	11,520
Linfield College	16,234	54,224				3,017	8,995	82,470	6,805	2,709	4,895	14,409	11,758
North Pacific College of Oregon	20,805	76,436	8,493			875	10,544	117,153		1,675		1,675	15,212
Northwestern College of Law [16]	4,270	6,900				350	100	11,620			1,560	1,560	
Pacific College (Newberg)	2,761	11,889				1,200	2,524	18,374	2,470	232	154	2,856	5,952
Pacific University (Forest Grove)	11,889	43,650				3,466	9,294	68,299	13,082	7,241		20,323	
Reed College	18,364	120,555				7,629	16,333	162,881	31,126			31,126	1,050
Willamette University	28,652	93,524				3,905	10,829	136,910	11,200		20,609	31,809	808

See footnotes on p 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other nonedu-cational expendi-tures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
PENNSYLVANIA													
Albright College	$22,268	$81,395	$55	.....	$2,287	$2,987	$4,864	$113,866	$56,007	$15,738	$10,839	$82,584	$70,459
Allegheny College	50,586	139,502	.....	.....	.....	9,845	32,968	232,901	96,627	32,708	37,167	166,502	29,954
Beaver College	83,849	88,573	.....	.....	.....	1,840	12,118	186,380	203,218	.....	21,554	224,772	16,882
Bryn Mawr College	158,600	346,000	.....	.....	.....	15,000	69,000	588,600	124,000	4,500	33,200	161,700	49,385
Bucknell University	100,884	293,097	.....	.....	.....	.....	150,249	544,230	57,493	.....	.....	57,493	1,013
Carnegie Institute of Technology	170,407	1,038,234	.....	$17,181	.....	11,114	202,122	1,439,058	227,818	.....	230,859	458,677	13,389
Cedar Crest College for Women	22,856	51,632	.....	.....	.....	2,538	4,511	81,537	42,533	.....	1,017	43,550	43,257
College Misericordia	10,500	42,020	.....	.....	.....	4,490	15,153	72,153	16,800	600	1,000	18,400	.....
Crozer Theological Seminary	17,499	29,811	.....	.....	5,279	11,589	20,840	85,018	8,771	.....	778	9,549	12,957
Dickinson College	25,116	125,315	.....	.....	.....	5,500	44,457	200,388	41,950	12,258	4,250	58,458	10,424
Drexel Institute	71,102	444,164	.....	.....	.....	18,624	109,676	643,566	114,702	25,848	75,410	215,958	.....
Dropsie College	18,593	25,100	.....	.....	.....	2,160	4,732	50,585	.....	.....	.....	.....	.....
Duquesne University of the Holy Ghost	27,355	198,493	.....	.....	.....	4,540	.....	230,388	18,785	136,388	18,994	174,167	20,000
Elizabethtown College	11,612	39,263	.....	.....	816	1,464	6,243	59,398	13,229	1,574	6,066	20,869	4,957
Franklin and Marshall College	55,224	144,900	.....	.....	.....	11,486	44,238	255,848	.....	16,046	3,276	19,322	9,051
Geneva College	24,034	104,349	.....	.....	.....	5,000	14,150	147,533	20,343	30,850	13,757	64,950	26,922
Gettysburg College	45,149	122,018	.....	.....	.....	5,130	23,659	195,956	23,756	.....	17,981	41,737	9,260
Grove City College	44,829	111,448	.....	.....	.....	3,980	59,867	220,124	60,210	40,464	.....	100,674	5,028
Hahnemann Medical College and Hospital [10]	.....	124,541	.....	.....	.....	.....	34,832	159,373	.....	.....	80,000	80,000	.....
Haverford College	33,349	231,007	.....	.....	.....	12,420	75,435	352,211	74,959	21,798	2,364	99,121	49,927
Jefferson Medical College	15,500	138,941	862,386	.....	.....	3,000	156,096	1,175,923	.....	.....	.....	.....	.....
Juniata College [10]	34,522	95,289	.....	.....	1,510	6,313	39,129	176,763	82,921	20,434	5,290	108,645	.....

Lafayette College	197,572	328,936	.....	.....	.....	10,184	95,000	631,691	13,168	62,096	.....	75,264	59,296
La Salle College	.....	.....	.....	.....	.....	.....	.....	[7] 97,000	.....	.....	.....	.....	.....
Lebanon Valley College	27,757	93,140	.....	.....	4,560	5,425	59,834	190,746	37,091	6,548	2,750	46,389	24,499
Lehigh University	98,572	539,228	.....	46,204	.....	39,913	142,538	866,455	10,763	80,954	137,061	228,778	587
Lincoln University [8]	27,103	64,523	.....	.....	.....	3,813	29,184	124,623	55,642	18,616	15,143	89,401	15,103
Lutheran Theological Seminary (Gettysburg)	4,674	26,865	500	.....	.....	900	9,336	42,275	564	.....	.....	564	6,598
Lutheran Theological Seminary (Philadelphia)	7,037	33,925	.....	.....	.....	.....	17,127	58,089	.....	.....	.....	.....	4,620
Marywood College [10]	.....	4,000	.....	.....	.....	8,000	28,000	40,000	.....	.....	.....	.....	115,000
Moravian Seminary and College for Women	3,000	29,325	.....	.....	.....	800	21,835	54,960	8,464	.....	.....	8,464	.....
Mount St. Joseph College	3,885	22,651	.....	.....	.....	3,040	34,295	63,871	24,549	.....	2,350	26,899	.....
Muhlenberg College	18,163	83,346	.....	.....	31,687	2,340	45,651	181,187	.....	.....	.....	.....	44,764
Pennsylvania College for Women	31,012	80,333	.....	.....	.....	4,220	23,133	138,698	50,430	.....	15,036	65,466	17,290
Philadelphia College of Pharmacy and Science [9]	20,270	96,000	.....	3,500	.....	1,800	20,800	142,370	.....	3,497	2,770	6,257	49,850
Pittsburgh-Xenia Theological Seminary	.....	.....	.....	.....	.....	.....	.....	[7] 67,214	.....	.....	.....	.....	.....
Reformed Presbyterian Theological Seminary	.....	7,485	.....	.....	.....	33	2,130	9,648	450	.....	160	610	3,400
Rosemont College	3,000	71,510	.....	.....	.....	1,250	23,621	99,381	32,030	.....	.....	32,000	40,000
St. Francis College	.....	13,935	.....	.....	.....	.....	13,059	26,994	.....	6,406	.....	6,406	49,143
St. Joseph's College	.....	.....	.....	.....	.....	.....	.....	[7] 49,331	8,247	14,541	8,956	31,774	.....
St. Thomas College	18,000	83,169	.....	.....	.....	5,900	16,000	123,069	.....	22,000	.....	22,000	.....
St. Vincent College	(11)	[12] 276,005	(13)	.....	.....	490	22,347	98,832	54,889	11,589	6,067	72,545	3,902
Seton Hill College	18,249	79,371	.....	.....	.....	3,530	33,593	134,747	63,881	.....	35,104	98,985	76,573
Susquehanna University	17,832	101,475	.....	.....	2,394	3,262	25,280	150,243	30,962	2,583	12,216	45,771	28,848
Swarthmore College	113,766	318,826	.....	.....	.....	27,941	121,723	582,256	124,442	3,730	.....	128,172	85,090
Temple University	80,153	1,435,789	.....	.....	.....	20,171	203,372	1,739,485	119,021	.....	117,484	236,505	.....
Theological Seminary of the Reformed Church in the United States [14]	5,234	25,150	.....	.....	.....	3,500	6,916	40,800	12,000	.....	.....	12,000	.....
Thiel College	13,238	55,470	.....	.....	.....	.....	12,328	81,036	12,780	15,535	6,500	34,815	47,930
University of Pennsylvania	424,408	3,142,131	1,387,980	891,291	133,164	97,780	592,176	6,668,930	324,125	.....	517,284	841,409	226,527
University of Pittsburgh	218,375	1,966,290	.....	131,328	.....	29,851	381,415	2,727,259	36,426	329,272	183,451	549,149	320,661
Ursinus College [15]	26,568	79,882	.....	.....	.....	4,944	10,782	122,176	118,267	14,253	80,196	212,716	3,570
Villanova College	58,015	129,582	.....	.....	.....	2,317	66,388	256,302	125,052	128,816	44,360	298,228	134,929
Washington and Jefferson College	28,698	110,866	.....	.....	11,880	.....	27,542	178,986	8,401	.....	9,110	17,511	7,470
Waynesburg College	11,454	34,987	.....	.....	.....	1,818	6,846	55,105	.....	11,570	5,963	17,533	4,679
Western Theological Seminary	19,485	34,580	.....	.....	.....	2,700	19,102	75,867	.....	.....	.....	.....	8,802
Westminster College	51,910	101,864	.....	.....	.....	3,072	20,354	177,200	46,085	25,838	4,259	76,182	19,974
Wilson College	46,063	121,606	.....	.....	.....	4,649	29,585	201,913	82,419	.....	21,930	104,349	.....
Woman's Medical College of Pennsylvania	23,146	54,021	168,085	.....	.....	.....	13,095	258,357	.....	.....	1,708	1,708	41,926
RHODE ISLAND													
Brown University	142,113	739,546	.....	.....	26,070	16,813	216,497	1,141,039	154,319	98,033	138,790	391,142	152,482
Providence College	11,493	92,689	.....	.....	.....	3,000	16,423	123,605	.....	23,783	8,375	32,158	20,000

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
SOUTH CAROLINA													
Benedict College [1]	$6,325	$22,796	.....	.....	.....	$2,550	$5,580	$37,251	$18,805	$1,758	$1,022	$21,583	.....
Coker College	23,898	57,781	.....	.....	.....	2,623	6,618	90,920	25,188	4,590	8,036	37,814	.....
Columbia College	21,246	40,313	.....	.....	.....	3,090	19,672	84,321	35,667	.....	.....	35,667	$2,000
Converse College	16,098	105,339	.....	.....	.....	3,777	11,593	136,807	88,777	.....	.....	88,777	65,989
Erskine College	10,089	[2] 49,630	.....	.....	.....	(11)	5,123	64,842	32,726	8,450	.....	41,176	.....
Furman University	38,690	97,208	.....	.....	.....	3,935	4,736	144,569	42,460	24,347	13,548	80,355	.....
Greenville Woman's College [12]	19,571	41,753	.....	.....	.....	3,055	10,046	74,425	34,382	.....	2,935	37,317	4,543
Lander College	14,051	26,667	.....	.....	.....	.....	7,045	47,764	18,806	.....	1,328	20,134	14,328
Limestone College	15,889	39,739	.....	.....	.....	2,750	10,443	68,826	25,611	.....	3,160	28,771	.....
Lutheran Theological Seminary	2,387	10,540	.....	.....	.....	.....	2,215	15,142	.....	.....	.....	.....	580
Newberry College	5,889	29,589	.....	.....	.....	2,590	8,546	46,614	3,250	3,100	1,500	7,850	.....
Presbyterian College of South Carolina	15,199	42,207	.....	.....	.....	1,435	19,354	78,195	33,558	11,775	10,121	55,454	28,052
Wofford College	14,018	63,101	.....	.....	.....	966	4,150	82,235	31,040	11,434	.....	42,474	2,453

TENNESSEE													
Bethel College [16]	6,944	24,713	.....	.....	.....	1,009	8,719	41,385	.....	1,749	2,277	4,026	1,000
Carson-Newman College [16]	13,118	60,594	.....	.....	.....	723	24,485	98,920	53,550	.....	6,000	59,550	.....
Chattanooga College of Law	2,400	3,000	.....	.....	.....	.....	.....	5,400	.....	.....	.....	.....	.....
Cumberland University [16]	10,300	46,869	.....	.....	.....	1,119	15,494	73,782	21,184	8,626	39,859	69,669	.....
Fisk University [1]	90,548	136,123	.....	$32,172	.....	16,771	36,194	311,808	85,547	8,445	14,577	108,569	13,637
Johnson Bible College [16]	3,500	15,000	.....	.....	.....	.....	9,000	27,500	8,000	.....	1,200	9,200	.....
King College	10,133	19,713	.....	.....	.....	1,095	4,199	35,140	7,209	4,888	2,678	14,775	218
Knoxville College [1]	10,744	36,247	.....	.....	.....	1,264	17,717	65,972	30,697	6,019	4,576	41,292	.....
Lambuth College	9,100	21,770	.....	.....	.....	1,417	6,711	38,998	4,720	3,302	2,130	10,152	9,186
Lane College [1] [16]	5,514	29,552	.....	.....	4,000	2,950	.....	42,016	.....	.....	.....	.....	.....
Le Moyne College [1]	9,040	22,029	.....	.....	.....	.....	9,000	40,069	.....	.....	.....	.....	.....
Lincoln Memorial University	25,866	56,778	.....	.....	.....	3,425	36,312	122,383	65,528	.....	5,941	71,469	35,343
Maryville College	32,303	83,223	.....	.....	.....	3,945	30,088	149,559	59,230	7,659	41,121	108,010	26,457
Meharry Medical College [1]	29,652	92,914	$76,220	.....	.....	2,021	44,158	244,965	.....	.....	3,510	3,510	2,000
Milligan College	13,903	49,602	.....	.....	.....	2,706	8,631	74,842	21,575	2,468	.....	24,043	86
Southwestern College	35,944	94,992	.....	.....	.....	5,045	19,821	155,802	49,932	6,890	14,030	70,852	30,333
Tennessee College	11,517	31,738	.....	.....	.....	2,040	4,893	50,188	16,523	.....	791	17,314	.....
Tusculum College [16]	21,459	51,249	.....	.....	437	3,095	16,932	93,172	22,548	1,500	14,746	38,792	1,337
Union University	11,548	61,645	.....	.....	310	1,718	13,917	89,138	19,294	.....	11,388	30,682	10,044
University of Chattanooga	17,879	84,567	2,500	.....	.....	2,380	18,335	125,661	.....	.....	24,919	24,919	.....
University of the South	24,876	97,541	.....	.....	.....	2,403	18,797	143,617	64,198	36,498	118,318	218,924	31,781
Vanderbilt University	109,391	720,157	413,875	.....	.....	25,350	131,512	1,400,285	26,400	88,000	31,474	145,874	30,590
TEXAS													
Abilene Christian College [17]	4,800	29,486	.....	.....	5,760	840	17,644	58,530	.....	6,442	.....	6,442	.....
Austin College	32,286	43,295	.....	.....	.....	3,007	8,885	87,473	15,564	5,043	630	21,242	16,686
Austin Presbyterian Theological Seminary	1,792	18,770	.....	.....	.....	292	3,084	23,938	3,498	.....	.....	3,498	175
Baylor College for Women	44,099	114,408	.....	.....	2,416	7,239	27,708	196,130	88,440	490	40,954	129,884	56,765
Baylor University	35,200	201,218	4,213	.....	7,737	15,330	26,293	289,991	28,128	33,326	22,807	84,261	53,496
Bishop College [1]	13,516	41,934	.....	.....	.....	1,370	5,091	61,911	24,524	3,449	3,639	31,612	.....
Daniel Baker College	.....	.....	.....	.....	.....	.....	.....	[7] 47,864	.....	.....	.....	.....	.....
Evangelical Theological College	10,854	24,178	.....	.....	.....	.....	1,658	36,685	13,079	.....	1,724	14,803	3,051
Houston Law School	5,248	11,320	.....	.....	.....	420	191	17,179	.....	.....	.....	.....	.....
Howard Payne College	3,152	35,919	.....	.....	993	1,940	15,706	57,710	10,434	3,244	.....	13,678	22,571
Incarnate Word College	16,552	67,400	.....	.....	.....	1,800	12,948	98,700	13,728	.....	4,388	18,114	.....
McMurray College	27,455	37,425	.....	.....	.....	3,500	6,140	74,520	.....	4,129	1,612	5,741	.....
Our Lady of the Lake College	22,000	100,340	.....	.....	.....	9,100	32,842	164,282	51,611	.....	5,154	56,765	5,500
Rice Institute	.....	.....	.....	.....	.....	.....	.....	[7] 531,419	.....	.....	.....	.....	11,632
St. Edwards' University	4,821	15,552	.....	.....	.....	1,588	7,382	29,343	10,875	3,693	2,015	16,583	.....
St. Mary's University of San Antonio	11,200	10,955	.....	.....	.....	434	19,978	42,567	.....	.....	3,974	3,974	7,543
Samuel Houston College [1]	7,500	15,052	.....	.....	639	1,370	7,924	32,485	681	3,800	1,521	6,002	882
Simmons University	14,272	72,080	.....	.....	1,435	5,054	17,708	110,549	29,216	22,605	18,316	70,137	22,576
South Texas School of Law	5,210	11,879	.....	.....	.....	.....	.....	17,089	.....	.....	5,521	5,521	.....
Southern Methodist University	57,789	397,654	.....	.....	28,614	17,369	34,962	536,388	94,727	104,789	28,468	222,984	79,200
Southwestern Baptist Theological Seminary	33,416	55,290	.....	.....	.....	2,631	10,573	101,910	4,036	.....	5,541	9,577	30,199

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
TEXAS—continued													
Southwestern University	$24,590	$62,154	.....	.....	$1,558	$4,020	$9,221	$101,543	$64,461	$11,649	$7,914	$84,024	$4,570
Texas Christian University	54,427	203,766	.....	$750	.....	10,645	40,895	310,483	77,221	69,128	29,214	175,563	20,930
Texas College [1] [14]	11,286	22,081	.....	.....	.....	2,068	3,973	39,408	13,170	1,690	4,155	19,024	.....
Texas Dental College	7,620	27,583	.....	.....	.....	.....	4,049	39,252	.....	138	280	418	2,087
Texas Woman's College	1,495	23,706	.....	.....	.....	1,889	13,283	40,253	18,344	.....	1,429	19,773	342
Tillotson College [1]	12,900	17,711	.....	.....	507	2,225	7,100	40,443	4,400	.....	1,111	5,511	931
Trinity University	20,823	52,101	.....	.....	.....	608	6,985	80,517	9,823	.....	1,234	11,057	2,338
Wiley College [1]	11,495	36,467	.....	.....	.....	2,085	7,691	57,728	29,430	4,823	.....	34,253	.....
UTAH													
Brigham Young University	16,000	220,484	.....	.....	.....	5,318	77,809	319,611	.....	28,095	22,248	50,343	21,118
VERMONT													
Middlebury College	63,185	186,349	.....	.....	.....	14,140	36,602	300,276	135,469	10,164	13,757	159,390	38,637
Norwich University	24,038	91,584	.....	.....	.....	3,069	35,500	154,191	31,749	3,958	45,541	81,248	.....
St. Michael's College	5,609	19,847	.....	.....	.....	2,237	13,185	40,878	15,550	4,824	4,020	24,394	4,409
VIRGINIA													
Bishop Payne Divinity School [1]	983	6,959	.....	.....	.....	.....	1,333	9,275	1,309	.....	.....	1,309	1,322
Bridgewater College	8,801	37,009	.....	.....	.....	.....	12,244	58,054	13,178	.....	2,678	15,856	17,632
Emory and Henry College	29,706	50,145	.....	.....	.....	3,006	20,024	102,882	37,500	8,025	1,294	46,819	27,636
Hampden-Sydney College	13,806	45,820	.....	.....	.....	1,913	12,095	73,634	5,300	5,450	3,875	14,625	855
Hampton Institute [1]	71,383	388,885	.....	.....	17,787	36,205	135,836	650,096	.....	.....	.....	.....	57,289

Hollins College	27,884	105,046				5,472	61,085	199,487	78,809		24,960	103,769	7,924
Lynchburg College	33,697	52,106				2,760	7,356	95,919	39,251	920	1,400	41,571	10,464
Mary Baldwin College	23,048	50,768				3,971	22,171	99,958					2,556
Protestant Episcopal Theological Seminary in Virginia	5,857	30,852				1,200	18,639	56,548					
Randolph-Macon College	23,061	48,530				2,882	16,145	90,618	1,273	5,440	1,315	8,028	11,598
Randolph-Macon Woman's College	30,353	170,307				7,896	53,101	261,657	144,230		14,521	158,751	3,033
Roanoke College	24,923	45,957				1,925	6,266	89,071	19,890	18,300	2,370	40,560	
Sweet Briar College	29,032	133,900				12,446	72,986	248,364	123,385		19,042	142,427	100,082
Union Theological Seminary	18,284	34,072					19,065	71,421					2,583
University of Richmond	33,084	190,324				5,400	7,799	236,607	89,675	11,280		100,955	5,602
Virginia Union University [1]	15,139	49,546			1,556	2,668	12,700	81,609	33,481	5,678	3,862	43,021	2,625
Washington and Lee University	46,524	207,923				8,102	33,638	296,187	3,176			3,176	8,590
WASHINGTON													
College of Puget Sound	22,144	97,086			3,620	4,320	13,605	140,775		7,987	16,031	24,018	95,650
Gonzaga University	34,195	91,555				1,759	38,615	166,124	42,298	28,924	8,586	79,808	22,413
Pacific Theological Seminary	10,032	3,769					571	14,372					2,725
Seattle Pacific College	3,614	23,503				600	14,867	42,584	9,867	430	4,450	14,747	3,178
Spokane University	7,200	20,230				2,000	4,225	33,655	8,035	600	2,530	11,165	5,864
Walla Walla College	9,311	19,651				1,117	32,040	62,119	44,965			44,965	530
Whitman College	22,380	98,222				5,591	9,655	135,848	47,961		17,729	65,690	27,532
Whitworth College	16,613	21,234				503	6,571	44,921	5,320		4,894	10,214	3,592
WEST VIRGINIA													
Bethany College	39,541	73,613				3,989	29,143	146,286	24,431	2,697	5,830	32,958	59,234
Davis and Elkins College	12,613	33,370			1,000	1,593	4,214	52,790	955	5,000	3,114	9,069	6,511
Morris Harvey College	13,788	24,316				1,220	6,998	46,322	20,781	20,475	10,746	52,002	9,112
Salem College	10,300	35,217				1,530	4,455	51,502		3,381		3,381	6,109
West Virginia Wesleyan College	22,721	76,229			1,377	3,535	16,219	120,081	31,493	13,863	6,587	51,943	5,805
WISCONSIN													
Beloit College	65,595	166,035	8,849			8,728	32,484	281,691	111,503	9,435	12,185	133,123	42,279
Carroll College	21,093	80,997				3,152	17,375	122,617	19,807	9,390	11,684	40,881	4,247
Evangelical Lutheran Theological Seminary	(11)	[17] [11] 10,001	(11)				8,839	18,840	3,402	200		3,602	
Immaculate Conception Seminary	6,250	31,380				4,000	13,400	55,030	15,742	400	2,473	18,615	514
Lawrence College	46,075	234,049				12,564	33,341	326,029	136,432	10,103	20,286	166,821	23,049
Marquette University	112,482	573,403	102,412			8,734	80,223	877,254		73,635	52,752	126,387	229,918
Milton College	5,382	24,718				1,233	6,328	37,661	7,050	1,920	1,187	10,157	692
Milwaukee-Downer College	31,049	109,474			46	3,925	29,986	174,480	66,636		8,445	75,081	4,775
Mount Mary College	20,955	81,159				4,065	14,845	121,024	57,670		9,111	66,781	5,900
Mission House College and Theological Seminary	5,101	26,806				1,000	18,054	50,961					8,242
Nashotah House	11,813	17,964					11,408	41,185	13,265		7,795	21,060	
Northland College	13,318	28,185				2,447	4,897	48,847	18,233	3,171	12,114	33,518	16,110
Ripon College	37,763	78,490				3,231	28,839	148,323	39,185	9,760	10,184	59,129	3,872

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED

Institution	Educational and general								Auxiliary enterprises and activities				Other nonedu-cational expendi-tures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ALABAMA													
State Teachers College.													
Florence	$22,096	$75,732	.....	.....	$3,304	$5,115	$12,641	$118,888	$29,999	$345	$12,048	$42,392	$23,454
Jacksonville	21,005	92,749	.....	.....	2,358	4,102	21,039	141,253	32,906	1,769	7,057	41,732	21,738
Livingston	6,986	15,931	$6,319	.....	.....	2,109	6,704	38,049	35,767	.....	3,771	39,538	30,991
Montgomery[1]	12,275	48,533	.....	.....	4,063	2,015	22,242	89,158	30,937	1,530	728	33,195	9,702
Troy	17,180	60,470	.....	.....	1,429	3,142	8,383	90,604	28,167	.....	6,822	34,989	.....
ARIZONA													
Arizona State Teachers College:													
Flagstaff	25,009	95,667	.....	.....	2,438	4,500	91,302	218,916	66,000	10,000	18,278	94,278	.....
Tempe	33,452	155,430	9,102	.....	1,437	6,095	67,393	272,909	60,818	4,342	15,272	80,430	.....
ARKANSAS													
Arkansas State Teachers College, Conway	22,721	105,921	.....	.....	9,913	8,224	14,841	161,620	20,756	.....	2,523	23,279	.....
Henderson State Teachers College, Arkadelphia	10,140	49,775	.....	.....	.....	3,000	19,495	82,410	20,018	2,544	4,606	27,168	.....

CALIFORNIA													
Humboldt State Teachers College, Arcata	17,816	84,230				4,722	13,200	119,968	16,718	400	7,675	24,793	
State Teachers College:													
Chico	25,417	138,518			923	7,690	19,989	192,537	12,178	8,921	10,859	31,958	
Fresno	31,394	240,582				12,084	27,294	311,354	8,787	18,000	26,778	53,565	
San Diego	29,342	183,462				11,892	34,350	259,046	28,768	13,769	55,683	98,120	
San Francisco	39,853	200,730			7,000	12,710	25,863	286,156	13,230	2,298	65,229	80,757	
San Jose	44,384	272,749				16,500	47,012	380,645		10,003	62,121	72,124	
Santa Barbara	22,268	126,793				3,675	18,493	171,229		8,685	2,200	10,885	
COLORADO													
Adams State Teachers College, Alamosa	12,511	52,779				3,718	7,721	76,729			3,955	3,955	
Colorado State Teachers College, Greeley	65,282	312,703		$7,141	23,520	16,227	75,333	500,206	16,170	22,698	161,208	200,076	
Western State Teachers College, Gunnison	19,300	93,650			600	3,600	19,200	136,350	16,400	6,000	7,500	29,900	
GEORGIA													
Bowdon State Normal and Industrial College, Bowdon	6,391	14,146					2,660	23,197	2,338	1,569		3,907	2,852
Georgia State Woman's College, Valdosta	26,138	67,596				4,397	2,870	101,001	38,068			38,068	
South George Teachers College, Collegeboro	19,521	43,264			2,555	2,159	6,826	74,325	20,571	1,236	5,433	27,240	
ILLINOIS													
Eastern Illinois State Teachers College, Charleston	36,468	219,268					56,430	312,166	16,139		9,769	25,908	
Illinois State Normal University, Normal	38,000	358,435			1,650	12,000	74,280	484,365	23,530	11,734	21,873	57,137	
Northern Illinois State Teachers College, De Kalb	31,782	190,143	1,933			7,120	63,617	294,595	36,955	4,293		41,248	
Southern Illinois State Normal University, Carbondale	16,998	299,612			5,323	7,594	52,586	382,113	12,724	12,240	16,344	41,308	
Western Illinois State Teachers College, Macomb	25,551	216,079			10,450		53,060	305,160	18,359			18,359	
INDIANA													
Ball State Teachers College, Muncie	45,831	315,159	8,751		3,279	17,553	68,200	458,782	42,688	11,288	52,736	106,712	
Indiana State Teachers College, Terre Haute	78,978	338,052	7,674		12,216	18,827	62,417	518,164	69,089	20,247	55,734	145,070	40,183
IOWA													
Iowa State Teachers College, Cedar Falls	106,357	549,301			49,174	27,656	161,489	893,977	107,043	9,255	36,118	152,416	

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 3—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
KANSAS													
Fort Hays Kansas State College, Hays	$35,954	$140,657	$1,881	----------	$10,196	$10,483	$39,815	$238,986	$20,609	$8,831	$5,914	$35,354	----------
Kansas State Teachers College:													
Emporia	37,467	273,875	----------	----------	19,531	30,646	112,733	474,252	35,874	6,000	2,399	44,273	----------
Pittsburg	20,418	348,475	----------	----------	3,770	16,075	62,180	450,918	31,686	6,590	6,838	45,014	----------
KENTUCKY													
Eastern Kentucky State Teachers College, Richmond	36,608	194,379	----------	----------	13,168	15,679	46,388	306,222	99,506	6,378	28,075	133,959	$88,229
Morehead State Teachers College, Morehead	33,898	116,925	----------	----------	2,762	4,478	56,421	214,484	57,523	4,155	14,183	75,861	----------
Murray State Teachers College, Murray	38,354	97,025	----------	----------	6,248	10,104	66,104	217,835	65,216	6,500	25,107	96,823	----------
Western Kentucky State Teachers College, Bowling Green	67,986	323,811	13,957	----------	----------	15,773	54,319	475,846	53,440	----------	7,925	61,365	1,207
LOUISIANA													
Louisiana State Normal College, Natchitoches	25,092	222,873	----------	----------	3,530	6,240	22,897	280,632	188,904	5,740	1,538	196,182	----------
MAINE													
State Normal School, Farmington	1,496	41,716	----------	----------	----------	207	6,900	50,319	59,659	----------	1,500	61,159	----------

MASSACHUSETTS												
State Teachers College:												
Bridgewater	7,385	100,562	.....	.....	.....	4,200	42,599	154,746	74,605	500	.....	75,105	.....
Fitchburg	17,727	115,519	.....	.....	.....	2,570	36,927	172,743	28,831	.....	.....	28,831	.....
Lowell	3,435	65,770	.....	.....	.....	1,399	14,883	85,683	.....	.....	250	250	.....
Salem	6,092	110,201	.....	.....	.....	.....	21,866	138,159	.....	150	3,950	4,100	.....
Worcester	11,040	71,300	.....	.....	.....	.....	15,780	98,120	4,300	.....	.....	4,300	.....
Teachers College of the City of Boston	329,600	171,858	.....	.....	.....	4,729	6,206	512,391	.....	.....	.....	.....	.....
MICHIGAN												
Central State Teachers College, Mount Pleasant	42,653	243,637	.....	.....	.....	10,435	34,446	331,171	.....	9,407	14,465	23,872	.....
Michigan State Normal College, Ypsilanti	99,880	534,307	.....	$3,367	45,028	31,912	165,253	929,752	.....	26,605	14,202	40,807	.....
Northern State Teachers College, Marquette	32,386	202,372	.....	.....	3,490	11,825	34,783	284,856	.....	3,753	6,690	10,443	.....
Western State Teachers College, Kalamazoo	71,694	631,413	.....	.....	49,115	22,626	133,371	908,219	.....	27,947	1,656	29,603	.....
MINNESOTA												
State Teachers College:												
Bemidji	13,440	71,008	7,101	.....	.....	.....	18,504	110,053	22,700	1,811	4,376	28,887	.....
Duluth	15,416	82,745	1,600	.....	.....	3,880	16,921	120,562	.....	.....	.....	.....	.....
Mankato	19,719	119,141	60	.....	.....	4,550	23,134	166,604	34,022	2,815	7,309	44,146	.....
Moorhead	19,120	113,887	.....	.....	.....	4,958	17,892	155,857	34,574	1,643	4,613	40,830	.....
St. Cloud	22,134	168,944	.....	6,000	.....	13,473	28,274	238,825	66,896	.....	13,210	80,106	.....
Winona	20,098	109,473	.....	.....	.....	3,235	18,756	151,562	41,000	1,500	2,609	45,109	2,000
MISSISSIPPI												
Delta State Teachers College, Cleveland	15,402	79,351	.....	.....	2,992	3,607	9,378	110,730	21,736	1,340	5,052	28,128	.....
State Teachers College, Hattiesburg	24,595	145,499	.....	.....	6,218	6,270	22,353	204,925	45,806	6,400	14,758	66,964	.....
MISSOURI												
Central Missouri State Teachers College, Warrensburg	25,194	194,309	.....	2,386	12,458	4,171	31,724	270,252	.....	10,429	.....	10,429	.....
Harris Teachers College, St. Louis	17,442	151,366	.....	.....	.....	3,534	21,616	193,958	.....	.....	.....	.....	.....
Northeast Missouri State Teachers College, Kirksville	37,368	165,949	.....	.....	1,600	6,084	26,695	237,696	.....	4,052	11,504	15,556	.....
Northwest Missouri State Teachers College, Maryville	21,695	145,883	.....	.....	.....	4,964	26,827	199,349	25,315	9,563	24,113	58,991	.....
Southeast Missouri State Teachers College, Cape Girardeau	21,932	130,074	653	2,113	432	8,602	42,321	206,177	19,813	7,304	6,242	33,359	15,913
Southwest Missouri State Teachers College, Springfield	36,289	199,497	.....	.....	3,412	8,844	41,869	289,911	11,911	11,471	48,776	72,158	.....
Stowe Teachers College,[1] St. Louis	12,733	80,889	.....	.....	.....	3,756	6,588	103,966	.....	.....	.....	.....	.....
Teachers College of Kansas City	8,260	65,922	.....	.....	5,300	4,510	15,236	99,228	.....	.....	1,775	1,775	.....

See footnotes on p. 319

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MONTANA													
Montana State Normal College, Dillon	$23,395	$84,600	.....	.....	$2,265	$4,910	$18,052	$133,222	$56,894	$6,430	$12,788	$76,112	.....
NEBRASKA													
Nebraska State Normal College, Chadron	23,336	105,306	.....	.....	1,203	5,284	26,015	161,144	9,486	3,316	4,550	17,352	$2,788
Nebraska State Teachers College:													
Kearney	31,595	142,605	.....	.....	2,830	11,910	42,335	231,275	42,130	6,975	792	49,897	.....
Wayne	12,000	145,000	.....	.....	5,000	4,500	35,000	201,500	27,500	.....	750	28,250	.....
Peru State Teachers College, Peru	35,323	113,834	.....	.....	1,287	6,899	24,779	182,122	57,483	9,166	.....	66,649	.....
NEW HAMPSHIRE													
Keene Normal School, Keene	12,136	97,382	.....	.....	.....	2,192	40,642	152,352	51,545	1,624	5,881	59,050	.....
Plymouth Normal School, Plymouth	8,054	48,992	.....	.....	.....	1,688	31,910	90,644	27,848	.....	1,287	29,135	.....
NEW JERSEY													
New Jersey State Teachers College, Upper Montclair	28,474	206,735	.....	.....	7,800	12,423	51,508	306,940	70,118	1,735	15,359	87,212	.....
State Teachers College and State Normal School, Trenton	42,884	242,675	.....	.....	5,900	8,600	81,724	381,783	125,300	3,200	13,206	141,706	250

NEW MEXICO													
New Mexico Normal University, Las Vegas	21,766	79,287			7,747	7,575	27,889	144,264	13,089	5,003		18,092	
New Mexico State Teachers College, Silver City	22,112	83,354				9,758	19,801	135,025	18,805	2,838	4,368	26,011	404
NEW YORK													
State College for Teachers, Albany	34,346	321,210				9,559	54,334	419,449			600	600	
State Teachers College, Buffalo	24,800	229,500			11,850	6,800	33,000	305,950					25,000
NORTH CAROLINA													
Appalachian State Teachers College, Boone	11,299	52,303				2,294	24,987	90,883	32,244		3,227	35,471	
East Carolina Teachers College, Greenville	28,838	182,066	$4,300			3,832	43,781	212,817	78,702			78,702	
Western Carolina Teachers College, Cullowhee	8,517	37,711			1,745	1,876	12,820	62,669	23,867	3,620	4,454	31,941	
Winston-Salem Teachers College,[1] Winston-Salem	8,725	32,275				1,602	10,659	53,261	16,025	12	2,162	18,199	
NORTH DAKOTA													
State Teachers College, Dickinson	13,090	71,216			250	3,552	19,825	107,933					
State Normal and Industrial School, Ellendale	7,655	49,739				2,641	18,547	78,582	10,822	2,065	1,624	14,511	
State Teachers College:													
Mayville	13,709	71,820			939	4,345	25,544	116,357	25,588	2,000	12,335	39,923	
Minot	16,937	130,685			1,639	4,780	41,163	195,204	16,665	3,432	39,130	59,277	
Valley City	19,927	138,150			2,140	8,006	50,068	218,291	20,307	3,038	27,029	50,374	
OHIO													
Bowling Green State College, Bowling Green	26,614	287,118				19,801	56,965	390,498	37,309	3,884	22,522	63,715	
Kent State College, Kent	35,327	315,260			11,373	13,425	73,167	448,552	52,573	11,551	57,294	121,418	
OKLAHOMA													
Central State Teachers College, Edmond	21,275	144,378			24,503	9,305	24,255	223,716		8,000	21,446	29,446	
East Central State Teachers College, Ada	25,650	155,759			10,776	10,250	19,550	221,985					
Northeastern State Teachers College, Tahlequah	17,249	115,762			16,479	3,475	22,582	175,547					
Northwestern State Teachers College, Alva	22,958	97,660				6,745	29,071	156,434			5,900	5,900	
Southeastern State Teachers College, Durant	23,600	174,460				6,520	27,600	232,180		4,000	1,500	5,500	
Southwestern State Teachers College, Weatherford	13,681	108,000			6,000	2,500	38,259	168,440		8,000	1,000	9,000	

See footnotes on p 319

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
PENNSYLVANIA													
State Teachers College:													
Bloomsburg	29,618	169,481	.....	.....	.....	7,300	57,575	263,974	70,946	4,605	22,809	98,360	.....
Clarion	21,867	64,884	.....	.....	.....	3,459	27,853	118,063	28,892	3,173	10,499	42,564	.....
East Stroudsburg	30,510	179,970	.....	.....	.....	4,585	40,220	255,285	90,395	6,265	15,075	111,735	.....
Edinboro	31,963	148,885	.....	.....	.....	5,922	38,290	225,060	26,377	3,355	8,972	38,704	.....
Indiana	50,665	311,637	7,988	.....	.....	9,699	92,272	472,271	181,132	4,333	23,573	209,038	.....
Kutztown	22,340	124,578	.....	.....	.....	5,763	51,528	204,209	58,564	3,763	22,748	85,075	.....
Lock Haven	27,499	117,593	.....	.....	.....	6,205	32,766	184,063	51,104	6,082	12,173	69,359	.....
Millersville	25,659	118,214	.....	.....	.....	8,347	38,608	190,828	53,078	3,610	14,371	71,059	.....
Shippensburg	24,081	136,654	1,402	.....	.....	5,348	35,084	202,569	63,744	5,404	14,049	83,197	.....
Slippery Rock	34,777	104,015	.....	.....	633	7,115	53,545	200,085	62,834	3,055	29,124	95,013	.....
West Chester	40,214	221,291	.....	.....	.....	10,900	68,198	400,603	155,473	7,419	31,717	194,609	.....
RHODE ISLAND													
Rhode Island College of Education, Providence	12,600	145,732	.....	.....	365	5,900	31,160	195,757	.....	.....	.....	.....	.....
SOUTH DAKOTA													
Northern Normal and Industrial School, Aberdeen	42,934	145,923	.....	.....	4,400	6,325	49,192	248,774	26,567	6,223	26,828	59,618	.....
TENNESSEE													
State Teachers College:													
Johnson City	20,960	122,149	.....	.....	.....	.....	.....	143,109	26,290	6,512	6,951	39,753	.....
Memphis	14,000	126,096	.....	.....	.....	3,920	40,022	184,038	30,435	5,722	15,541	51,698	.....
Murfreesboro	15,025	111,537	.....	.....	.....	5,883	18,210	150,655	37,838	.....	23,276	61,114	.....

TEXAS												
East Texas State Teachers College, Commerce	45,431	238,618	.....	.....	15,959	11,117	36,899	348,024	14,195	12,595	21,949	48,739	.....
North Texas State Teachers College, Denton	27,223	340,208	.....	.....	.....	21,555	69,677	458,663	.....	14,526	20,849	35,375	.....
Sam Houston State Teachers College, Huntsville	38,255	208,808	.....	.....	15,150	9,458	35,092	306,763	8,562	12,000	20,128	40,690	100
Southwest Texas State Teachers College, San Marcos	16,863	231,443	.....	.....	.....	11,056	41,266	300,628	19,524	8,541	17,585	45,650	.....
Stephen F. Austin State Teachers College, Nacogdoches	26,276	168,243	900	.....	3,422	8,635	13,728	224,204	.....	9,503	24,362	33,865	.....
Sul Ross State Teachers College, Alpine	21,473	97,633	.....	.....	3,172	4,050	13,465	139,843	325	3,219	9,391	12,935	.....
West Texas State Teachers College, Canyon	24,386	208,228	.....	.....	4,677	8,239	32,228	277,758	20,980	26,108	45,296	92,384	1,005
VIRGINIA													
State Teachers College:													
East Radford	19,689	100,643	.....	.....	5,226	6,871	23,188	155,567	65,895	.....	13,264	79,159	8,525
Farmville	20,311	138,742	.....	.....	.....	6,254	45,104	210,411	85,923	1,447	13,712	101,082	7,969
Fredericksburg	13,619	92,310	.....	.....	.....	2,948	40,731	160,608	45,754	.....	18,592	64,346	.....
Harrisonburg	21,904	131,588	.....	.....	.....	4,960	28,964	187,416	108,347	.....	18,149	126,496	7,136
WEST VIRGINIA													
Bluefield State Teachers College,[1] Bluefield	17,750	43,650	.....	.....	.....	1,700	11,122	74,222	16,350	5,300	2,055	23,705	.....
Concord State Teachers College, Athens	15,000	87,500	.....	.....	5,000	3,500	3,000	114,000	48,000	18,000	1,500	67,500	.....
Glenville State Teachers College, Glenville	10,500	64,570	.....	.....	200	2,300	10,800	88,370	29,383	5,400	.....	34,783	.....
Marshall College, Huntington	31,419	266,035	.....	.....	1,927	9,047	41,512	349,940	18,799	27,190	3,100	49,089	.....
Shepherd State Teachers College, Shepherdstown	3,000	58,000	.....	.....	1,000	.....	14,640	76,640	16,500	4,000	5,500	26,000	.....
West Liberty State Teachers College, West Liberty	14,190	64,561	.....	.....	2,163	2,560	8,786	92,270	28,931	3,616	661	33,208	.....
WISCONSIN													
State Teachers College:													
Eau Claire	10,800	123,070	.....	.....	.....	7,000	24,000	164,870	5,500	4,800	1,000	11,300	.....
La Crosse	14,786	160,665	.....	.....	.....	7,100	28,059	210,610	2,250	4,650	9,850	16,750	.....
Milwaukee	30,394	254,171	.....	.....	.....	12,240	40,517	337,322	12,112	10,020	28,241	50,373	3,110
Oshkosh	18,048	155,083	.....	.....	.....	6,650	16,990	197,769	5,607	4,690	11,067	21,364	.....
Platteville	14,240	111,825	.....	.....	.....	6,541	19,590	152,196	.....	4,500	5,500	10,000	.....
River Falls	13,715	131,645	.....	.....	.....	7,050	28,330	180,740	9,175	4,125	2,850	16,150	.....
Stevens Point	12,520	128,300	.....	.....	.....	7,130	21,100	169,050	24,166	3,248	2,701	30,115	.....
Superior	18,676	167,854	.....	.....	.....	7,300	20,374	214,104	19,015	5,195	7,316	31,526	.....
Whitewater	13,816	128,920	.....	.....	.....	6,830	25,966	175,532	.....	4,500	265	4,765	.....
Stout Institute, Menomonie	22,819	154,705	.....	.....	.....	6,015	69,738	253,277	45,493	3,174	.....	48,667	.....

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931–32—Continued

PART 4.—TEACHERS COLLEGES, PRIVATELY CONTROLLED

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
CONNECTICUT													
Arnold College for Hygiene and Physical Education, New Haven	$17,297	$36,248	$1,162	.....	.....	$2,300	$14,834	$71,841	$43,821	.....	.....	$43,821	.....
ILLINOIS													
National College of Education, Evanston	32,668	87,418	.....	.....	.....	7,972	15,011	143,069	100,838	.....	$67,545	168,383	$120,819
Pestalozzi Froebel Teachers College, Chicago	1,160	20,969	.....	.....	.....	130	9,149	31,408	6,917	.....	.....	6,917	1,805
INDIANA													
Central Normal College, Danville	7,126	37,878	.....	.....	$3,602	720	6,996	56,322	.....	$3,562	7,728	11,290	15,695
Normal College of the American Gymnastic Union, Indianapolis	9,600	16,114	.....	.....	.....	.....	4,658	30,372	13,137	1,500	7,880	22,517	13
NEW JERSEY													
Panzer College of Physical Education and Hygiene, East Orange	2,452	19,732	.....	.....	400	1,900	3,620	28,104	.....	.....	.....	.....	7,220
NEW YORK													
Ithaca College, Ithaca	61,691	153,868	2,135	.....	.....	501	28,083	246,278	28,705	4,352	2,143	35,200	73,578

NORTH CAROLINA													
Asheville Normal and Teachers College, Asheville							23,850	23,850	24,515			24,515	
TENNESSEE													
George Peabody College for Teachers, Nashville	158,000	354,676		$80,715	11,253	20,964	68,387	693,995	80,507		27,849	108,356	

PART 5.—STATE NORMAL SCHOOLS PUBLICLY CONTROLLED

CONNECTICUT													
State Normal Schools:													
Danbury	$8,591	$101,367				$2,371	$8,153	$120,482	$25,956			$25,956	
New Britain	10,038	140,747				3,411	41,286	195,482	29,848			29,848	
New Haven	10,200	139,800				3,890	6,610	160,500	3,619			3,619	
Willimantic	11,744	93,436				3,090	18,741	127,011	27,318			27,318	
GEORGIA													
Americus Normal College, Americus	5,271	17,432				1,950	8,840	33,493	9,796		$572	10,368	$1,770
Georgia Normal and Agricultural College,[1] Albany	8,725	23,268			$443	864	13,499	46,799	6,951	$281	1,674	8,906	9,680
IDAHO													
Albion State Normal School, Albion	17,804	54,507				3,872	37,012	113,195	34,073	1,498	6,686	42,257	20,944
Lewiston State Normal School, Lewiston	21,047	73,846				4,028	41,242	140,161	26,779	2,947	7,412	37,138	
MAINE													
Aroostook State Normal School, Presque Isle	1,701	30,022				323	7,095	39,141	23,238	90		23,328	
Eastern State Normal School, Castine	1,480	22,138				260	5,273	29,151	24,298	469		24,767	
Madawaska Training School, Fort Kent	802	20,256				114	6,617	27,789	6,175			6,175	
State Normal School, Gornam	8,500	53,000				1,000	7,500	78,000	42,000	1,000		43,000	
Washington State Normal School, Machias	1,713	28,966				166	6,528	37,373	18,999	840	840	20,679	
MARYLAND													
Maryland Normal School,[1] Bowie	7,100	21,557				1,300	16,022	45,979					
Maryland State Normal School:													
Salisbury	20,039	34,600				2,700	8,068	65,407	20,471		1,298	21,769	
Towson	24,679	120,757				9,996	33,008	188,440	95,792		3,813	99,605	
State Normal School, Frostburg	14,850	36,000				4,500	9,000	64,350	8,500	400	9,900	18,800	

See footnotes on p 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 5.—STATE NORMAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MASSACHUSETTS													
State Normal Colleges:													
Hyannis	$9,305	$32,317				$618	$14,943	$57,183	$22,584			$22,584	
North Adams	11,167	48,635			$500	2,100	19,982	82,384	17,817			17,817	
Westfield	14,416	39,069					21,704	75,219	8,886			8,886	$150
MONTANA													
Eastern Montana Normal School, Billings	15,063	53,161			536	2,554	17,359	89,273	4,347		$10,114	14,461	
NEW JERSEY													
New Jersey State Normal Schools:													
Jersey City	20,000	135,648			2,800	5,750	22,701	186,899			2,020	2,020	
Newark	23,770	166,510			6,400	5,580	32,000	234,260					
Paterson	17,444	83,773			4,500	5,050		111,067			3,210	3,210	
NEW YORK													
State Normal Schools:													
Brockport	9,700	66,000				3,100	29,687	108,487					
Cortland	13,403	171,003				6,116	21,538	212,150					
Fredonia	16,003	135,355			1,150	5,585	17,600	175,783		$1,065	10,840	11,905	
New Paltz	15,394	134,456				5,600	16,742	172,192					
Oneonta	11,100	151,534				2,600		165,234					
Oswego	16,900	127,735				3,000	27,200	174,835					
Plattsburgh	9,900	83,350				2,600	7,300	103,150					

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 6.—CITY AND COUNTY NORMAL SCHOOLS

Institution	Educational and general								Auxiliary enterprises and activities				
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	Other noneducational expenditures
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ILLINOIS													
Chicago Normal College, Chicago	$22,158	$177,323	.....	.....	.....	$3,796	$60,207	$263,484	.....	.....	.....	.....	.....
Peoria Kindergarten Training School, Peoria	.....	1,790	.....	.....	.....	.....	.....	1,790	.....	.....	.....	.....	.....
KENTUCKY													
Louisville Normal School, Louisville	430	38,744	.....	.....	.....	2,844	2,707	44,225	.....	.....	.....	.....	.....
Louisville Colored Normal School, Louisville	68	1,644	.....	.....	.....	.....	102	1,804	.....	.....	.....	.....	.....
MASSACHUSETTS													
Training School for Teachers of Mechanic Arts, Boston	200	5,609	.....	.....	.....	.....	1,362	7,171	.....	.....	.....	.....	.....
NEW YORK													
City Normal School, Syracuse	8,467	63,691	.....	.....	.....	.....	10,782	82,940	.....	.....	.....	.....	.....
OHIO													
Dayton Junior Teachers College, Dayton	4,881	16,072	.....	.....	.....	.....	2,035	22,988	.....	.....	.....	.....	.....

PENNSYLVANIA													
Philadelphia Normal School, Philadelphia	15,288	139,940				3,400	20,090	178,718					
VIRGINIA													
Richmond Normal School, Richmond	4,732	21,259				495	1,704	28,190					

CURRENT EXPENDITURES OF COUNTY NORMAL SCHOOLS, 1931-32

Michigan [20]	$650	$54,732					$390	[21] $80,176					
Wisconsin [22]	12,127	102,839				$965	21,918	[23] $173,995	$1,080			$1,080	

PART 7.—NORMAL SCHOOLS, PRIVATELY CONTROLLED

CALIFORNIA													
Miss Fulmer's School, Los Angeles	$3,996	$7,816					$621	$12,433	$4,360			$4,360	
CONNECTICUT													
Fannie A. Smith Kindergarten Training School, Bridgeport	1,619	13,691		$600			6,794	22,704	6,084		$100	6,184	$2,793
ILLINOIS													
Chicago Teachers College, Chicago	17,504	21,700					3,325	42,529	4,085		2,556	6,641	2,354
Concordia Teachers College, River Forest		35,700				$1,230	15,560	52,490	32,380	$1,375	632	34,387	
Kendall College of Physical Education, Chicago	8,226	22,365				500	8,787	39,878	14,256			14,256	10,826
MASSACHUSETTS													
Nursery Training School of Boston		3,051					11,514	14,565					3,593
Posse-Nissen School of Physical Education, Boston	4,600					1,350	28,812	34,762	12,917			12,917	
Springfield Normal Kindergartern-Primary Training School, Springfield	1,400	1,300						2,700					
Wheelock School, Boston	9,463	35,149					26,932	71,544	32,421			32,421	
MINNESOTA													
Dr. Martin Luther College, New Ulm	1,500	25,000					17,306	43,800	12,000	1,000		13,000	
Miss Wood's Kindergarten-Primary Training School, Minneapolis	5,672	19,232				135	2,082	27,121					

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 7.—NORMAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NEBRASKA													
Concordia Teachers College, Seward	.....	.....	.....	.....	.....	$300	$12,589	$12,889	.....	$852	$1,300	$2,152	.....
NEW YORK													
Ethical Culture Schools, New York	$7,000	$17,575	.....	.....	.....	.....	1,400	25,975	.....	.....	.....	.....	.....
Froebel League School, New York	6,400	15,200	.....	.....	.....	.....	3,954	25,554	.....	.....	.....	.....	.....
Harriet Melissa Mills Training School, New York	6,194	33,479	.....	.....	.....	.....	14,064	53,737	.....	.....	.....	.....	.....
Jenny Hunter Kindergarten Training School, New York	.....	10,020	.....	.....	.....	.....	5,000	15,020	.....	.....	.....	.....	$1,750
Savage School of Physical Education, New York	15,996	38,042	.....	.....	.....	1,000	26,937	81,975	.....	3,000	.....	3,000	500
OREGON													
Marylhurst Normal School, Oswego	4,500	31,038	.....	.....	.....	.....	14,696	50,234	$5,728	.....	.....	5,728	.....
Mount Angel Normal School, Mount Angel	.....	.....	.....	.....	.....	.....	1,200	1,200	.....	.....	.....	.....	.....
PENNSYLVANIA													
Illman Training School for Kindergarten and Primary Teachers, Philadelphia	2,372	31,382	.....	.....	.....	1,675	6,783	42,212	9,536	.....	.....	9,536	1,960

WASHINGTON												
Holy Names Normal School, Spokane	.....	45,720	.....	.....	.....	200	7,400	53,320	6,214	.....	.....	6,214	.....

PART 8.—JUNIOR COLLEGES, PUBLICLY CONTROLLED

ALABAMA												
State Agricultural and Mechanical Institute [1]	$8,974	$17,436	.....	.....	.....	$337	$9,604	$36,351	$9,900	$1,510	$276	$11,686	$5,563
ARIZONA												
Junior College, Phoenix	7,951	63,264	.....	.....	.....	2,869	10,519	84,603	.....	4,218	7,085	11,303	.....
ARKANSAS												
Arkansas Polytechnic College	7,200	42,600	.....	.....	.....	1,500	45,670	96,970	25,564	6,943	4,002	36,509	.....
Junior College,												
El Dorado	2,753	6,929	.....	.....	.....	.....	.....	9,682	.....	.....	.....	.....	.....
Fort Smith	619	6,915	.....	.....	.....	238	1,051	8,823	.....	698	.....	698	1,128
Little Rock	4,300	26,694	.....	.....	.....	1,270	5,155	37,419	.....	680	550	1,230	.....
State Agricultural and Mechanical College, Jonesboro	8,317	53,233	.....	.....	$118	2,170	80,171	144,009	14,552	1,882	.....	16,434	.....
State Agricultural and Mechanical College, Magnolia	15,705	41,771	.....	.....	.....	2,997	21,344	81,817	38,811	4,780	22,339	65,930	.....
State Agricultural and Mechanical College, Monticello	10,709	40,994	$13,936	.....	.....	1,432	32,097	99,168	35,391	8,580	3,890	47,861	12,597
CALIFORNIA												
California Polytechnic School	20,940	82,756	28,179	.....	.....	.....	21,657	153,532	56,996	2,235	600	59,831	130
Central Junior College	3,600	18,000	.....	.....	.....	2,000	4,500	28,100	.....	.....	.....	.....	.....
Chaffey Junior College	13,912	78,556	.....	$9,311	.....	3,055	21,552	126,386	.....	.....	5,000	5,000	.....
Citrus Junior College [16]	2,000	15,000	.....	.....	.....	2,000	3,000	22,000	.....	.....	500	500	500
Compton District Junior College	15,518	70,450	.....	.....	.....	1,857	45,267	133,092	.....	.....	.....	.....	.....
Junior College:													
Bakersfield	9,278	51,741	.....	.....	.....	484	7,261	68,764	.....	5,568	10,167	15,735	.....
Brawley	1,610	74,184	.....	.....	.....	.....	24,725	100,519	.....	.....	11,896	11,896	.....
Fullerton	7,805	110,701	.....	.....	.....	5,998	54,130	178,632	.....	.....	4,847	4,847	.....
Glendale	5,886	106,603	.....	.....	.....	3,606	52,902	168,997	.....	.....	373	373	.....
Hollister [19]	.....	98,000	.....	.....	.....	6,000	20,000	124,000	.....	.....	.....	.....	.....
Long Beach	6,053	168,510	.....	.....	.....	8,016	57,256	239,835	.....	.....	.....	.....	.....
Los Angeles	36,959	395,871	.....	.....	.....	8,000	.....	440,830	24,643	.....	85,637	110,280	.....
Modesto	5,400	114,794	.....	.....	6,337	7,292	14,254	148,077	.....	.....	.....	.....	.....
Pasadena	21,525	268,122	.....	.....	.....	4,921	60,075	354,543	44,658	8,263	58,796	111,717	100
Porterville	6,711	98,306	.....	.....	.....	.....	25,319	130,336	.....	.....	12,232	12,232	.....

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 8.—JUNIOR COLLEGES, PUBLICLY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other nonedu-cational expendi-tures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
CALIFORNIA—continued													
Junior College—Continued.													
Reedley	$4,750	$9,450	.....	.....	.....	$1,100	$2,400	$17,700	.....	.....	.....	.....	.....
Riverside	8,831	98,606	.....	.....	.....	4,354	13,292	120,083	.....	$6,433	$6,683	$13,146	.....
Sacramento	5,922	234,454	.....	.....	.....	13,649	27,157	281,182	.....	.....	1,695	1,695	$3,917
Salinas	1,800	14,666	.....	.....	.....	1,450	1,250	19,166	.....	.....	.....	.....	.....
San Bernardino	10,669	102,764	.....	.....	$4,971	5,305	28,488	152,197	.....	.....	.....	.....	.....
San Jose	2,000	123,215	.....	.....	.....	6,900	10,220	142,335	.....	.....	.....	.....	.....
San Mateo	15,686	127,260	.....	.....	.....	5,707	24,411	173,064	.....	4,109	18,461	22,570	.....
Santa Ana	8,581	92,381	.....	.....	.....	3,188	80,221	184,371	.....	.....	.....	.....	.....
Santa Rosa	4,011	46,927	.....	.....	.....	2,170	13,798	66,906	.....	.....	1,674	1,674	.....
Taft	5,850	187,400	.....	.....	.....	600	51,200	245,050	.....	.....	2,000	2,000	.....
Marin Union Junior College	8,384	54,450	.....	.....	.....	2,109	11,173	76,116	.....	2,442	12,024	14,466	.....
Yuba County Junior College	5,285	48,125	.....	.....	.....	2,000	8,635	64,045	.....	1,225	4,410	5,635	.....
COLORADO													
Fort Lewis School of the Colorado Agricultural College	7,000	21,000	.....	.....	.....	.....	27,000	55,000	.....	.....	.....	.....	.....
Grand Junction State Junior College [11]	.....	8,159	.....	.....	.....	.....	977	9,136	.....	1,962	1,062	3,024	.....
DELAWARE													
State College for Colored Students	9,949	43,124	.....	.....	.....	1,474	9,161	63,708	$24,232	777	1,058	26,067	.....

FLORIDA												
Junior College, St. Petersburg	2,500	22,920				1,500	890	28,819		800	400	1,200	
GEORGIA												
Junior College of Augusta	4,836	23,305				1,400	3,900	33,441					
South Georgia State College [14]	4,000	27,626					4,793	36,419					
ILLINOIS												
Crane Junior College [15]	15,200	470,691				2,900	33,357	522,148	8,427		8,192	16,619	160
Junior College, Joliet	2,850	40,775				2,150	13,000	58,775		420	450	870	
La Salle-Peru-Oglesby Junior College	4,026	24,823				2,582	2,312	33,742	5,974	497	6,782	13,253	30
Lyons Township Junior College	2,575	22,437				500		25,512					
Morton Junior College	6,500	101,200			1,000	6,000	20,304	135,004		900	5,700	6,600	
Thornton Junior College	3,586	26,268				2,482	2,421	34,757		520	1,283	1,803	
IOWA												
Ellsworth Junior College	893	15,643				648	2,898	20,082		371	1,422	1,793	
Junior College:													
Boone	980	5,184				150	975	7,289		528	62	590	10
Burlington [16]	1,000	13,810					600	15,410		500		500	
Charlton	450	4,075						4,525					
Clarinda		8,680				450	2,220	11,350					
Creston								[7] 16,651		1,569	254	1,823	
Eagle Grove	200	4,450				75	400	5,125	400	214	500	1,114	
Estherville		6,400					500	6,900					
Fort Dodge [16]	2,727	7,666						10,393					
Marshalltown	2,000	9,500				250		11,750		250		250	
Mason City [14]		11,067						11,067					
Muscatine	200	8,390				210		8,800		720		720	
Red Oak	350	5,550				325		6,225			325	325	
Washington [16]	1,000	6,315				335	1,790	9,440		1,060	855	1,915	
Waukon	3,300	6,500				1,200		11,000					
Webster City		8,600					1,200	9,800					
KANSAS												
Junior College:													
Arkansas City	600	15,208					400	16,208					
Coffeyville	3,817	19,656				775	8,454	27,702		1,244	2,401	3,645	
El Dorado	2,358	13,168				1,140	1,890	18,546		1,447	1,311	2,758	
Fort Scott								[7] 22,519					
Garden City								[7] 9,705		885	1,319	2,204	
Hutchinson	3,974	24,798				242	2,911	31,925		2,782		2,782	
Independence	500	14,557					1,041	16,098					
Iola	1,766	13,594				200	825	16,385		725		725	
Kansas City	3,000	49,152				552		52,704		1,936	1,389	3,325	
Parsons	1,095	19,165					3,520	23,780			5,087	5,087	

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 8.—JUNIOR COLLEGES, PUBLICLY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
LOUISIANA													
Ouachita Parish Junior College	$3,150	$16,980	.....	.....	.....	$900	$1,301	$22,331	.....	$1,598	$1,525	$3,123	$36,617
Southeastern Louisiana College	5,552	21,710	.....	.....	.....	1,400	1,490	30,152	.....	.....	.....	.....	.....
MARYLAND													
Princess Anne Academy [1]	4,417	23,518	.....	.....	.....	.....	12,567	40,502	.....	.....	.....	.....	.....
MICHIGAN													
Junior College:													
Bay City	4,400	33,362	.....	.....	.....	.....	.....	37,762	.....	800	3,214	4,014	.....
Flint	6,865	39,587	.....	.....	.....	.....	5,722	52,174	.....	.....	.....	.....	.....
Grand Rapids	9,887	135,715	.....	.....	.....	3,000	22,162	170,764	.....	.....	.....	.....	.....
Highland Park	6,027	29,130	.....	.....	.....	2,668	7,334	45,159	.....	.....	4,680	4,680	.....
Jackson	3,155	23,047	.....	.....	.....	1,871	3,060	31,133	.....	.....	5,050	5,050	.....
Muskegon	707	29,561	.....	.....	.....	560	3,296	34,124	.....	.....	.....	.....	.....
Port Huron	5,285	28,179	.....	.....	.....	1,296	4,737	39,497	$1,350	1,492	7,105	9,947	3,020
MINNESOTA													
Itasca Junior College	2,450	18,277	.....	.....	.....	600	6,645	27,972	.....	700	1,685	2,385	.....
Junior College:													
Duluth	6,831	44,895	.....	.....	.....	1,270	8,274	61,270	.....	3,020	6,824	9,844	.....
Ely	2,750	14,121	.....	.....	.....	90	4,669	21,630	.....	.....	105	105	.....
Eveleth	5,555	34,125	.....	.....	.....	4,784	6,800	51,264	.....	1,226	1,961	3,187	.....
Hibbing	7,830	74,590	.....	.....	.....	.....	.....	82,420	.....	.....	.....	.....	.....
Rochester	3,950	16,459	.....	.....	.....	500	4,728	25,637	.....	1,000	1,000	2,000	.....
Virginia	9,860	48,040	.....	.....	.....	2,568	20,369	80,837	1,075	.....	.....	1,075	.....

MISSISSIPPI													
Copiah-Lincoln Junior College	7,880	24,468				1,580	11,148	45,076					
Harrison-Stone-Jackson Junior College	7,254	30,164				1,270	13,679	52,367	33,065	3,049	717	36,831	25,584
Hinds Junior College	4,500	23,700				1,500	3,000	32,700					
Holmes Junior College	4,958	16,714				1,455	6,308	29,435			1,863	1,863	4,241
Newton County Junior College								[7] 19,500					
Pearl River Junior College	3,500	20,800				1,500	2,500	28,300					
Sunflower Junior College	1,000	27,591					3,247	31,838	24,023	2,936	688	27,647	
MISSOURI													
Junior College:													
Flat Rock	2,485	13,360				810	1,488	18,143		709		709	
Jefferson City	847	13,200				1,125	2,062	16,824		484	911	1,395	
Kansas City	14,137	169,787					30,117	214,041					
Moberly	8,650	20,670				675	4,700	34,695					
Monett [16]		4,800				500	400	5,700					
St. Joseph	4,750	18,296				1,500	2,747	27,293		800		800	
Trenton	2,350	12,250				400	603	15,603					
MONTANA													
Northern Montana College	12,003	29,368				2,502	2,646	46,519					
NEBRASKA													
Junior College:													
McCook		11,408				595	2,100	14,103		2,141		2,141	
Norfolk	2,867	14,999				241	51	18,158		575		575	
NEW MEXICO													
New Mexico Military Institute	18,817	73,330				2,835	53,234	148,216	61,600	6,198	16,640	84,438	
NORTH CAROLINA													
Biltmore Junior College	120	8,232						8,352		445	572	1,017	
NORTH DAKOTA													
North Dakota School of Forestry	6,272	23,952				906	9,686	40,816	1,800	1,109	1,218	4,127	
North Dakota State School of Science	12,470	51,754				2,000	24,154	90,378					
OKLAHOMA													
Cameron State Agricultural College								[7] 50,215					
Conners State Agricultural College	7,250	25,571				350	15,646	48,817	350	850		1,200	
Eastern Oklahoma College		42,711					10,000	52,711		750		750	
Junior College: Okmulgee								[7] 9,700					
Murray State School of Agriculture	7,165	40,335				1,500	16,210	65,210			1,000	1,000	

See footnotes on p 319.

TABLE 22. EXPENDITURES, CURRENT, 1931-32—Continued

PART 8.—JUNIOR COLLEGES, PUBLICLY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
OKLAHOMA—continued													
Northeastern Oklahoma Junior College	$5,200	$22,200	.....	.....	.....	$900	$1,035	$29,335	.....	$900	.....	$900	.....
Oklahoma Military Academy	9,509	24,697	.....	.....	.....	.....	19,763	53,969	$3,960	2,520	$6,840	13,320	.....
University Preparatory School and Junior College	7,220	43,993	.....	.....	.....	1,500	10,066	62,779	.....	2,130	.....	2,130	.....
PHILIPPINE ISLANDS													
Northern Luzon Junior College	1,970	12,040	.....	.....	.....	2,000	600	16,610	.....	500	200	700	.....
TEXAS													
Edinburg College	5,165	21,293	.....	.....	.....	.....	.....	26,458	.....	308	1,001	1,309	.....
Houston Colored Junior College	1,018	8,380	.....	.....	.....	1,846	2,000	13,244	.....	.....	.....	.....	.....
John Tarleton Agricultural College	22,898	165,147	$7,203	.....	.....	4,689	87,435	287,372	22,544	4,130	34,165	60,839	.....
Junior College:													
Amarillo	9,618	38,444	.....	.....	.....	.....	6,423	54,485	.....	1,753	.....	1,753	$1,278
Brownsville	6,533	12,800	.....	.....	.....	720	2,020	22,073	720	.....	100	820	.....
Clarendon	525	7,245	.....	.....	.....	810	724	9,304	32	.....	.....	32	.....
Gainesville	2,500	9,605	.....	.....	.....	600	.....	12,705	.....	.....	.....	.....	.....
Hillsboro	576	10,863	.....	.....	.....	921	1,324	13,684	.....	.....	.....	.....	.....
Houston	6,682	42,419	.....	.....	.....	1,658	5,351	56,110	.....	.....	.....	.....	.....
Paris	2,700	14,114	.....	.....	.....	960	1,205	18,979	.....	2,600	1,650	4,250	.....
Ranger	1,377	3,710	.....	.....	.....	502	390	5,979	.....	.....	.....	.....	.....
San Antonio	5,060	30,516	.....	.....	.....	1,125	4,130	40,821	.....	.....	.....	.....	.....

Temple	633	8,881				717	1,037	11,268					
Texarkana	2,074	15,253				1,260	1,897	20,484		3,764	772	4,536	11,977
Victoria	4,680	10,110				540	2,550	17,880					
North Texas Agricultural College	27,860	154,790				3,000	21,588	207,238	18,700	3,455	17,385	39,540	
San Angelo College	1,300	21,584				630	2,233	25,747		214	68	282	
South Park Junior College	2,000	30,000				2,000		34,000					
WASHINGTON													
Junior College													
Centralia	1,058	11,350					507	12,915			615	615	
Mount Vernon								[7] 5,850		50		50	
Yakima	484	15,830				180	2,516	19,010			3,841	3,841	
WEST VIRGINIA													
Potomac State School	6,950	45,515		3,025		1,600	10,062	67,152	21,748	3,482		25,230	

PART 9.—JUNIOR COLLEGES, PRIVATELY CONTROLLED

ALABAMA													
Marion Institute	$7,837	$20,305				$1,890	$13,223	$42,755	$14,283	$968		$15,251	$8,840
St. Bernard College [16]	1,000	15,000					25,000	41,000					600
ARIZONA													
Gila Junior College	6,943	21,010				1,446	5,395	34,794			$5,762	5,762	448
ARKANSAS													
Central College	12,312	14,333				1,341	7,065	35,051	9,965			9,965	
Galloway Woman's College	14,575	20,158				1,327	12,932	48,992	17,078		1,534	18,612	8,005
Jonesboro College [16]	4,800	21,254			$4,148	360	5,191	35,753	3,037	1,592	450	5,079	
CALIFORNIA													
Beulah College	788	5,550				224	735	7,297	3,891	59	1,381	5,331	2,734
College of Notre Dame	7,928	10,216					19,775	37,919	25,249			25,249	39,006
Cumnock College	24,824	45,099					3,215	73,138		1,066	11,532	12,598	
Los Angeles Pacific College	4,174	[9] 11,277				(11)	6,718	22,169	3,190	250	1,291	4,731	1,455
Menlo School and Junior College	42,856	63,715				3,689	30,282	140,542	51,325	15,313	3,281	69,919	
Southern California Junior College	6,412	17,600	$6,450			150	100,453	131,065	27,061		2,878	29,939	
Williams Junior College	14,049	31,051					8,650	53,750	3,195			3,195	4,521
COLORADO													
Colorado Woman's College	28,695	41,775				900	18,020	84,390	37,977		5,456	43,433	75,173
Denver Junior College	4,200	5,528				35	2,340	12,103					

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 9.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
CONNECTICUT													
Junior College of Connecticut	$18,453	$34,372	$258			$1,321	$3,873	$58,277			$2,960	$2,960	$8,965
Marot Junior College	1,205	28,756				2,600	41,661	74,222			4,635	4,635	3,920
FLORIDA													
Bethune-Cookman College [1]	16,883	21,269				1,388	8,666	48,206	$13,775	$1,206	2,467	17,448	2,320
Palmer College	1,872	4,819				259	3,423	10,373	4,096		150	4,246	1,318
GEORGIA													
Andrew College	9,375	19,430				171	3,567	32,543	7,368		380	7,748	
Lucy Cobb Institute [10]		10,000					8,000	18,000					
Reinhardt College [10]	5,443	9,514					7,376	22,333	7,647			7,647	
Young L. G. Harris College [10]	4,000	19,000					8,500	31,500	21,000		1,500	22,500	
IDAHO													
Ricks College	4,351	34,497				821	6,786	46,455		865	1,200	2,065	1,200
ILLINOIS													
Blackburn College	13,300	34,000				1,000	11,700	60,000	56,200	400	6,700	63,300	3,700
Broadview College	21,314	17,322				357	10,735	50,228	42,831		66,960	109,791	2,687
Central Y.M.C.A. College	17,100	69,992				2,700	16,950	106,642		4,000	7,474	11,474	17,837
Chicago Junior College	2,137	23,337				400	5,791	31,665		263	1,410	1,673	15,819

Ferry Hall	13,741	46,183				1,358	46,289	107,571	22,256	539	10,034	32,829	42,932
Frances Shimer Junior College and Preparatory School	25,475	35,756				1,788	21,509	84,528	24,044		13,256	37,300	2,270
Lincoln College [16]	4,420	12,997				600	3,276	21,293					3,007
North Park College	11,104	43,266				800	7,358	62,528	1,019	929	3,976	5,924	
Springfield Junior College	1,011	24,014				1,754	1,059	27,838	432		1,723	2,155	7,757
INDIANA													
Concordia College	3,520	19,889				120	16,140	39,669	14,048	4,709	11,707	30,464	169
St Joseph's College	5,000	7,500				1,500	35,000	49,000	25,000	2,000	3,600	30,600	
Vincennes University	280	14,741				9	1,901	16,931		135	3,539	3,674	195
IOWA													
Briar Cliff Junior College		2,880					6,328	9,208	1,900			1,900	4,800
Graceland College	8,220	30,433				2,535	18,162	59,350	37,136	1,382	10,778	49,296	
Grundy Junior College		7,875				50	1,460	9,385					
Lenox College	300	4,925				100	1,950	7,275	2,250	525		2,775	895
Mount St. Clare Junior College	25,000	27,000					26,000	78,000	4,500			4,500	42,000
Northwestern Junior College	1,683	12,745				200	3,206	17,834		1,450	1,268	2,718	981
Waldorf Lutheran College	7,141	21,691				740	8,969	38,541	11,448	1,679	4,067	17,194	2,463
Wartburg Normal College		26,822				191	5,081	32,094	9,654	397		10,051	
KANSAS													
Central Academy and College	2,500	13,500				300	3,000	19,300	6,000			6,000	5,500
College of Paola	500	150				300	2,900	3,850	2,500	75	175	2,750	
Hesston College	2,515	7,515			$175	299	2,383	12,887	2,825		1,460	4,285	80
Highland College	2,000	9,000				675	802	12,477			497	497	
St. John's College	4,040	22,336				750	8,240	35,366	11,225	797	7,679	19,701	
Tabor College	1,245	9,638				196	1,739	12,837	1,231			1,231	2,195
KENTUCKY													
Bethel Woman's College	9,619	14,447				1,367	3,929	29,362	15,396		383	15,779	9,256
Campbellsville College	2,025	9,171				800	2,805	14,801	6,486	150	1,559	8,195	3,710
Caney Junior College	10,582	10,087					18,939	39,608	10,899		373	11,272	1,260
Cumberland College	5,262	33,859					10,235	49,356	20,440	498		20,938	705
Lees College	5,950	12,033				1,175	2,287	21,445	9,814	220	1,116	11,150	2,15
Mount St. Joseph Junior College [16]		500				1,000	4,550	6,050	200			200	
Pikeville College	8,354	24,092				1,100	4,422	37,968	9,488			9,488	2,176
St. Mary's College [16]		2,100			75	150	800	3,125	300		500	800	
LOUISIANA													
Dodd College	13,300	20,250						33,550					
MARYLAND													
Blue Ridge College	3,050	18,105				800	4,280	26,235	5,170	590	1,840	7,600	1,210

See footnotes on p 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 9.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MASSACHUSETTS													
Atlantic Union College	$6,776	$48,458				$330	$5,846	$81,410	$35,398		$6,275	$41,673	
Bradford Junior College	65,363	60,861				2,935	69,876	199,035	22,003	$261		22,264	$5,128
Lasell Junior College	45,848	75,815					121,776	243,439					
MICHIGAN													
Ferris Institute	8,542	62,560				1,200	5,695	77,997		5,900	7,557	13,457	5,752
Spring Arbor Seminary and Junior College	4,815	13,996				369	6,233	25,413	12,569	200	2,388	15,157	3,030
MINNESOTA													
Concordia College	2,220	32,800					13,192	48,212	19,716	1,050	5,010	25,776	
St. Paul-Luther College	2,600	34,007				295	7,147	44,049	8,025	1,048	3,259	12,332	
MISSISSIPPI													
All Saints' College	4,596	9,547				764	3,936	18,843	5,658	750	1,000	7,408	2,054
Clarke Memorial College	2,250	6,505				576	852	10,183	300	240		540	
Grenada College	6,243	19,830					2,650	28,723	9,656		354	10,010	2,660
Hillman College								[1] 7,638					1,058
Mississippi Synodical College [18]	5,000	15,960				500	11,092	32,552	13,000		2,380	15,380	
Whitworth College	12,554	17,810				811	7,952	39,127	15,257		2,608	17,865	4,599

MISSOURI												
Central Wesleyan College	6,240	11,259	.....	.....	.....	150	1,308	18,957	7,500	755	598	8,851	.....
Christian College	20,444	46,602	.....	.....	.....	1,657	81,160	149,863	43,897	.....	.....	43,897	8,920
Cottey College	23,140	21,696	.....	.....	.....	1,798	6,812	53,446	20,522	.....	1,995	22,517	1,090
Hannibal-La Grange College	6,322	22,211	.....	.....	.....	876	4,781	34,190	28,774	1,740	126	30,640	800
Kemper Military School	79,297	50,300	.....	.....	.....	1,493	56,675	186,765	39,605	5,318	4,765	49,688	23,740
Kidder Institute	2,098	6,439	.....	.....	.....	.....	1,616	10,153	1,495	250	.....	1,745	1,678
Ozark Wesleyan College	9,434	21,042	.....	.....	.....	720	4,195	35,391	723	599	1,484	2,806	25,583
St. Paul's College	2,100	14,005	.....	.....	.....	.....	2,831	18,936	11,520	300	640	12,460	.....
Southwest Baptist College	10,182	18,218	.....	.....	.....	935	3,656	32,991	11,148	1,378	1,827	14,353	6,895
Stephens College	47,843	137,698	.....	$38,413	.....	9,750	46,295	279,999	98,333	.....	7,917	106,250	2,121
The Principia	19,605	45,027	.....	.....	.....	5,558	24,497	94,677	61,314	5,308	10,627	77,249	32,553
Wentworth Military Academy	44,217	30,189	.....	.....	.....	.....	43,069	117,475	.....	2,588	.....	2,588	10,870
Western College [1]	1,400	8,000	.....	.....	.....	.....	1,460	10,860	3,060	225	.....	3,285	.....
William Woods College	33,392	38,167	.....	.....	.....	1,256	20,868	93,683	39,141	.....	2,351	41,492	12,359
Will Mayfield College [16]	3,153	9,850	.....	.....	.....	200	803	14,011	3,922	1,962	.....	5,884	.....
NEBRASKA													
College of St. Mary	7,400	22,700	.....	.....	.....	1,650	6,000	37,750	8,750	.....	6,000	14,750	.....
Hebron College and Academy	.....	24,571	.....	.....	.....	200	6,432	31,203	.....	600	.....	600	.....
Luther College	3,300	21,500	.....	.....	.....	.....	3,200	28,000	8,758	500	.....	9,258	.....
NEW HAMPSHIRE													
Colby Junior College	22,884	34,979	.....	.....	.....	3,058	7,929	68,850	38,198	100	9,035	47,333	.....
NEW JERSEY													
Centenary Collegiate Institute	11,854	22,692	.....	.....	.....	515	13,746	48,807	18,835	.....	250	19,085	4,273
NEW YORK													
Mason Junior College [16]	46,530	34,000	.....	.....	.....	.....	36,236	116,766	53,820	.....	19,137	72,957	.....
Packer Collegiate Institute	27,246	187,325	.....	.....	.....	2,100	38,012	254,683	20,451	.....	15,661	36,112	.....
Sarah Lawrence College for Women	46,328	126,114	.....	.....	.....	8,087	57,090	237,619	74,588	.....	31,401	105,989	69,947
NORTH CAROLINA													
Belmont Abbey Junior College [16]	3,000	1,351	.....	.....	.....	500	2,500	7,351	30,000	4,047	.....	34,047	2,000
Campbell College	11,582	24,099	.....	.....	.....	507	10,149	46,347	11,995	1,771	2,652	16,418	491
Davenport College [16]	9,103	15,305	.....	.....	.....	643	9,705	34,756	16,190	.....	4,261	20,451	4,439
Lees-McRae College	6,628	9,251	.....	.....	.....	541	3,486	19,906	9,471	578	300	10,349	.....
Louisburg College	9,494	14,477	.....	.....	.....	1,260	8,997	34,228	17,680	.....	3,294	20,974	3,214
Mars Hill College	4,584	47,299	$5,726	.....	.....	2,300	4,249	64,158	46,550	.....	4,090	50,640	.....
Mitchell College	7,409	10,608	.....	.....	.....	643	2,914	21,574	6,156	.....	556	6,712	2,374
Peace, a Junior College for Women	11,140	13,750	.....	.....	$1,600	1,080	12,000	39,570	14,618	.....	1,000	15,618	.....
Pineland Junior College	.....	1,000	.....	.....	.....	300	3,525	4,825	2,880	.....	.....	2,880	8,674

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 9.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NORTH CAROLINA—continued													
Presbyterian Junior College for Men	$3,000	$10,821				$900	$1,520	$16,241	$6,900		$552	$7,452	
Rutherford College	6,868	10,727				450	4,471	22,516	10,435	$750		11,185	$3,000
St. Genevieve-of-the-Pines Junior College	10,000	20,000				1,700	3,580	35,280	4,500		1,500	6,000	4,270
St. Mary's School	16,056	33,157					11,958	61,171	48,951		1,300	50,251	
Weaver College	10,310	9,910				336	3,046	23,602	13,022	1,728	732	15,483	
Wingate Junior College	1,800	14,500					1,500	17,800					
OHIO													
Fenn College	21,963	130,663				5,036	24,968	182,630		6,505	14,121	20,626	
Rio Grande College	7,905	12,300				1,700	3,200	25,105	2,786	3,050	3,664	9,500	2,422
Urbana Junior College	5,711	13,050				869	1,900	21,530		1,934	1,170	3,104	
OKLAHOMA													
Bacone College								[1] 99,687					
Oklahoma Presbyterian College	3,700	10,860				500	2,340	17,400	8,500			8,500	
OREGON													
Columbia University		18,000					11,390	29,390					8,000
Mount Angel College and Seminary	1,000	38,250					3,000	42,250	16,900			16,900	

PENNSYLVANIA													
Ogontz School	13,000	73,291					39,878	126,169					6,865
Penn Hall School and Junior College	18,572	44,617				1,349	32,539	97,077	17,406	1,105	8,605	27,116	22,685
Williamsport Dickinson Seminary	23,601	43,446				2,598	10,113	79,758	43,339	4,712	4,527	52,578	11,545
SOUTH CAROLINA													
Anderson College [16]	6,680	24,973				1,000	8,500	41,153	13,543	1,000	7,393	21,936	3,806
SOUTH DAKOTA													
Freeman Junior College		5,940				108	727	6,775		258		258	2,473
Notre Dame Junior College								[7] 2,450					
Wessington Springs College	10,800	16,600				1,575	8,650	37,625	7,000		250	7,250	3,000
TENNESSEE													
David Lipscomb College	8,000	31,000				1,200	12,800	53,000	15,000	1,800	2,700	19,500	12,500
Freed-Hardeman College		17,850				700	3,300	21,850	17,400	225		17,625	
Hiwassee College	3,400	10,000				1,000	3,100	17,500	18,000	1,200	900	20,100	8,000
Nashville Agricultural Normal Institute	20,100	26,900				1,662	25,411	74,073	36,892			36,892	
Martin College	4,800	13,871					4,250	22,921					
Tennessee Wesleyan College	7,013	23,284	3,215			450	8,921	42,883	3,047	3,943	3,487	10,477	9,636
Trevecca College	7,655	15,821				453	4,337	28,266	10,711		4,789	15,500	4,359
Ward Belmont School	([11])	[17] 243,673				7,425	208,236	459,334			16,305	16,305	32,215
TEXAS													
Blinn Memorial College	2,700	16,721				1,402	6,608	27,431					
Burleson College [16]	2,000	10,347				1,118	898	14,363	11,267	3,180	752	15,199	
Butler College [1]	1,215	7,760				514	2,983	12,472	1,371		25	1,396	
Clifton Junior College								[7] 11,923		556		556	
College of Marshall [16]	17,931	22,599				610	4,960	46,100	16,293	4,010	1,607	21,910	4,126
Guadalupe College [1]	2,900	9,500				5	1,700	14,105					
Jacksonville College	1,481	12,630				900	4,013	19,024					698
Jarvis Christian College [1] [16]	8,123	11,131				605	6,199	26,058	14,585	996	8,371	23,952	732
Lon Morris College	5,433	12,830				650	2,480	21,393					
Mary Allen Junior College [1]	2,700	10,985			1,200	1,025	3,660	19,570	6,415	58	1,320	7,793	1,116
Paul Quinn College [1]	3,330	7,913					3,805	15,048	1,297			1,297	
Randolph Junior College	6,700	13,269				427	639	21,035	4,713	13		4,726	349
St. Philip's Junior College [1]								[7] 8,000					10,300
Schreiner Institute	9,900	36,500				1,800	16,000	64,200	39,000	3,500	31,468	73,968	
Southwestern Junior College	4,547	15,596				589	8,480	29,212	36,761		4,457	40,218	
Texas Lutheran College	3,699	23,226				590	8,694	36,209	10,873	1,760	2,857	15,490	7,632
Texas Military College	10,391	13,714				423	4,361	28,889	8,362		27	8,389	
Wayland Baptist College	6,252	11,342				672	4,075	22,341	6,572	3,760	2,166	12,498	
Weatherford College	8,056	14,330				270	2,305	24,961		1,483		1,483	5,024
Wesley College	3,225	16,407				672	3,780	24,084	11,760	2,237	11,909	25,906	

See footnotes on p. 319.

TABLE 22.—EXPENDITURES, CURRENT, 1931-32—Continued

PART 9.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Institution	Educational and general								Auxiliary enterprises and activities				Other noneducational expenditures
	Administration and general control	Resident instruction and nonbudgeted research		Organized research, separately budgeted	Extension	Libraries	Physical plant operation and maintenance	Total	Dormitories and dining halls	Athletics	Other activities	Total	
		Colleges, schools, and departments	Related activities										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
TEXAS—continued													
Westminster College	$3,800	$7,400				$500	$951	$12,651		$545		$545	
Westmoorland College	12,000	16,000				1,100	8,100	37,200	$16,400			16,400	$10,200
UTAH													
College of St. Mary-of-the-Wasatch		1,180					8,643	9,823					
Dixie College	5,135	28,393				268	5,394	39,190		717	$4,352	5,069	134
Snow College	610	38,235				1,255	3,460	43,610	787	1,354	2,892	5,033	1,005
Weber College	11,400	39,300				2,700	17,700	71,100		6,000		6,000	
Westminster College	8,959	39,918				2,000	22,716	73,593	21,482	2,000	4,500	27,982	10,344
VIRGINIA													
Averett College [10]	5,000	36,897				1,400	9,293	52,590		450		450	
Blackstone College for Girls	13,607	18,704				820	5,160	38,291	26,280			26,280	12,325
Bluefield College	5,000	17,153				1,206	6,047	29,406	11,605	5,853	2,834	20,292	
Marion Junior College	4,630	7,141					7,439	19,210	979			979	2,316
Southern College [10]	12,000	12,000				200	5,800	30,000	8,400		1,400	9,800	
Sullins College	7,000	3,000				1,500	10,200	21,700	25,000			25,000	580
Virginia Intermont College	7,200	37,700				1,500	10,456	56,856	35,493			35,493	
WASHINGTON													
Pacific Lutheran College	8,500	38,845				847	7,191	55,383	11,851		5,080	16,931	10,093

WEST VIRGINIA													
Alderson Junior College [16]	3,000	15,000	----------	----------	----------	500	7,350	25,850	7,800	4,000	600	12,400	----------
Broaddus College [16]	7,434	19,111	----------	----------	$300	500	6,886	34,231	15,000	----------	10,984	25,984	680
Greenbrier College [16]	5,000	25,686	----------	----------	----------	975	5,169	36,830	10,357	----------	6,153	16,510	----------
Storer College [1]	4,367	15,172	----------	----------	250	650	9,734	30,173	11,618	709	1,149	13,476	706
WISCONSIN													
Concordia College	889	31,880	----------	----------	----------	2,000	17,802	52,571	7,137	----------	704	7,841	669

[1] Negro.
[2] Data not available.
[3] Includes Georgia State College of Agriculture and the Mechanic Arts.
[4] Included in report for University of Georgia.
[5] Includes $152,542 expended for departmental equipment, new and replacements.
[6] Includes some capital expenditures.
[7] Detailed analysis of educational and general expenditures not available.
[8] Included in next column.
[9] Includes athletics.
[10] Includes related activities, organized research, and extension.
[11] Included in resident instruction: Colleges, schools, and departments.
[12] Estimated from budget.
[13] Statistics of calendar year 1931.
[14] Includes dormitories and dining halls.
[15] Included in physical plant operation and maintenance.
[16] Statistics of 1930.
[17] Includes administration and general control.
[18] Includes preceding column.
[19] Includes extension and some charges for administration and general control.
[20] Includes libraries.
[21] Estimated
[22] Includes research.
[23] Included with administration.
[24] Includes extension.
[25] Formerly Mount St. Charles College.
[26] Report for 10-month period ending June 30, 1932.
[27] Includes related activities.
[28] Includes Union College, Albany Law School, and Albany Medical College.
[29] Report for 8-month period ending Apr. 30, 1932.
[30] 18 institutions.
[31] Includes $24,404 unitemized educational and general.
[32] 14 institutions.
[33] Includes $36,146 unitemized educational and general

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32

PART 1—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
Alabama College, Montevallo	$2,577	$7,898	$10,475	25,412	$48,000	$1,395,000	$292,000	$582,722			$2,317,722
Alabama Polytechnic Institute, Auburn		9,116	9,116	60,200	405,000	2,413,800	458,960	253,500	$56,343		3,587,603
University of Alabama, University	65,197	19,941	85,138	75,000	175,000	3,129,853	608,272	3,228,842	99,805	$235,282	7,477,054
Alaska Agricultural College and School of Mines, College	36,492	13,679	50,171	11,534	12,000	262,987	226,845				501,832
University of Arizona, Tucson	98,339	22,326	120,665	101,100	550,088	1,773,564	1,071,457	709,356	58,507	1,126	4,164,098
Agricultural, Mechanical and Normal College, Pine Bluff[1]				4,100	35,025	484,383	54,267				573,675
University of Arkansas, Fayetteville	32,698	52,181	84,879	122,542	155,000	1,430,000	1,046,339	132,667	41,831		2,805,837
University of California, Berkeley	2,519,957	828,580	3,348,537	1,236,696	8,878,507	26,022,111	11,078,336	13,914,231	2,616,457	1,607,716	64,118,358
Colorado Agricultural College, Fort Collins	10,142	7,000	17,142	72,205	350,000	3,221,000	588,600	454,464	13,250		4,627,314
Fort Lewis School of the Colorado Agricultural College, Hesperus	17,000		17,000	4,500	106,000	490,000	82,400		500		678,900
Colorado School of Mines, Golden	2,272	17,916	20,188	25,150	129,453	489,739	519,005			31,939	1,170,136
University of Colorado, Boulder	29,574	45,120	74,694	246,773	482,915	5,408,396	1,596,468	185,464	57,631	405,964	8,136,839
Connecticut Agricultural College, Storrs	121,307	89,779	211,086	28,025	118,350	2,181,919	514,220	145,344	20,778		2,980,611
University of Delaware, Newark	94,073	11,240	105,313	43,000	315,575	2,535,051	992,345	604,360	20,968		4,468,299
Gallaudet College, Washington, D.C.	3,000	208	3,208	8,000	1,236,000	710,000	90,500	70,000	3,600		2,110,100
Florida Agricultural and Mechanical College, Tallahassee[1]	50,000	3,701	53,701	12,000	36,000	978,000	101,737				1,115,737
Florida State College for Women, Tallahassee	99,730	15,926	115,656	50,445	126,897	2,805,000	359,110	100,000	16,255		3,407,262
University of Florida, Gainesville	120,444	66,991	187,435	103,196	257,870	3,060,033	1,822,316	325,488			5,465,707
Georgia School of Technology, Atlanta	38,438	25,600	64,038	25,395	444,340	2,085,000	778,000	490,000	80,000	11,000	3,888,340
Georgia State College for Men, Tifton				8,279	47,250	201,240	65,350				313,840
Georgia State College for Women, Milledgeville	63,563	10,350	73,913	23,000	160,000	1,348,700	140,000				1,648,700
Georgia State Industrial College, Industrial College[1]	2,214	3,418	5,632	4,000	153,214	217,000	22,322				392,536
Medical Department, University of Georgia, Augusta				7,500			50,000	25,000			75,000
North Georgia College, Dahlonega				11,000	6,000	126,000	30,000	50,000			212,000
University of Georgia, Athens	238,224	26,960	265,184	70,500	925,000	2,475,000	895,681	428,550	764,000	123,000	5,611,231
Georgia State College of Agriculture and the Mechanic Arts, Athens[1]	104,418	20,521	124,939	70,500	425,000	1,335,000	450,681	242,202			2,452,883

University of Hawaii, Honolulu	14,343	27,777	42,120	71,389	1,051,390	1,173,510	583,031		19,772		2,827,703
University of Idaho, Moscow	39,562	13,989	53,551	93,000	153,000	1,365,000	632,000	2,080,375	5,795		4,236,170
Southern Branch, University of Idaho, Pocatello	19,950	31,640	51,590		116,000	795,000	236,637		3,000		1,150,637
University of Illinois, Urbana	871,330	252,497	1,123,827	916,452	1,611,929	20,867,088	6,324,613	863,039	313,906	670,230	30,650,805
Indiana University, Bloomington	428,615	216,163	644,778	247,334	679,127	7,510,006	2,460,453	1,272,608	44,020	945,677	12,911,891
Purdue University, Lafayette	319,443	252,432	571,875	123,245	764,492	6,327,771	1,649,355	406,017	51,393	475,398	9,674,426
Iowa State College of Agriculture and Mechanic Arts, Ames	39,825	82,685	122,510	203,851	662,888	7,342,956	2,545,990	695,163			11,246,997
State University of Iowa, Iowa City	206,181	260,156	466,337	410,620	1,662,437	12,195,857	4,923,665	815,532	120,196		19,717,687
Kansas State College of Agriculture and Applied Science, Manhattan	28,649	138,947	162,596	104,470	679,457	2,409,984	1,577,894	505,509	11,788		5,184,632
Municipal University of Wichita	44,763	6,095	50,858	50,000	139,723	730,442	288,716	90,770	11,416	4,000	1,265,067
University of Kansas, Lawrence	22,000	98,376	120,376	228,396	559,100	5,471,880	2,675,950	240,000	64,068		9,010,998
Kentucky State Industrial College, Frankfort [1]	33,011	6,133	39,144	6,443	40,000	384,100	81,567				505,667
Louisville Municipal College for Negroes				3,595	154,564	(2)					154,564
University of Kentucky, Lexington	82,781	25,612	108,393	146,869	592,186	3,291,191	935,775	184,075			5,003,227
University of Louisville	69,847	33,589	103,436	52,533	1,073,429	(2)	465,481	893,510			2,432,420
Louisiana Polytechnic Institute, Ruston		5,592	5,592	11,400	50,000	773,000	120,000				943,000
Louisiana State University and Agricultural and Mechanical College, Baton Rouge	2,406,916	174,828	2,581,744	116,000	440,000	7,515,428	1,277,501				9,232,929
Southern University and Agricultural and Mechanical College, Scotlandville [1]		3,854	3,854	6,006	150,000	519,295	85,100			9,097	763,492
Southwestern Louisiana Institute, Lafayette	3,250	13,508	16,758	17,000	35,626	537,750	139,000		10,076		722,452
University of Maine, Orono	143,567	41,963	185,530	118,505	58,413	1,564,501	753,723	879,872	24,396	238,303	3,519,208
United States Naval Academy, Annapolis				75,000	396,475	15,869,434	227,500				16,493,409
University of Maryland, College Park	922,119	107,483	1,029,602	84,040	197,272	4,563,727	1,992,542	521,491	133,358	2,247	7,410,637
Lowell Textile Institute, Lowell	3,583	5,261	8,844	2,291	109,639	330,850	366,392				806,881
Massachusetts State College, Amherst	36,784	9,193	45,977	91,000	176,693	2,080,948	990,832	64,735	79,332		3,392,540
Colleges of the City of Detroit [4]	1,150	3,217	4,367	49,100	635,070	1,267,660	434,620	2,500	6,300	8,000	2,354,150
Detroit College of Medicine and Surgery				30,000	57,800	483,060	144,854				685,714
Michigan College of Mining and Technology, Houghton	100,000	27,491	127,491	17,660	172,570	918,689	766,955		28,443		1,886,657
Michigan State College of Agriculture and Applied Science, East Lansing	145,131	78,239	223,370	89,400	399,804	5,054,564	1,921,539	1,055,273	17,417		8,448,597
University of Michigan, Ann Arbor	139,675	374,211	513,886	839,338	4,865,373	27,142,414	10,731,000	4,428,140	394,080	3,837,443	51,398,450
University of Minnesota, Minneapolis	648,771	327,045	975,816	788,011	4,934,868	18,160,797	6,322,787	10,343,820	643,895	110,353	40,516,520
Alcorn Agricultural and Mechanical College, Alcorn [1]		813	813	9,500	9,426	474,440	182,507				666,373
Mississippi State College, State College	29,604	45,027	74,631	52,168	345,695	2,469,038	1,213,841	239,788			4,268,362
Mississippi State College for Women, Columbus				30,462	195,500	1,972,472	232,553	156,600			2,557,125
University of Mississippi, University				40,000	128,000	2,214,658	508,908		1,615	424,359	3,277,540
Lincoln University, Jefferson City [1]	43,709	55,009	98,718	11,000	80,000	557,000	101,500				738,500
University of Missouri, Columbia	19,617	24,650	44,267	331,000	576,492	5,654,701	2,822,002	1,736,633	186,704		10,976,532
Montana School of Mines, Butte	225	9,287	9,512	8,954	24,643	667,922	203,996	1,325,018		13,710	2,235,289
Montana State College of Agriculture and Mechanic Arts, Bozeman	18,966	23,086	42,052	41,776	243,600	1,738,623	515,370	828,792		5,000	3,331,385
State University of Montana, Missoula	2,080	13,396	15,476	170,000	122,925	1,203,641	494,549	838,183	7,681	28,564	2,695,543
Municipal University of Omaha		9,572	9,572	11,470	(2)	173,797	42,469	20,755	1,000		238,021
University of Nebraska, Lincoln	288,527	23,081	311,608	264,755	2,865,550	5,762,369	2,736,324	960,927	144,743	116,446	12,586,359
University of Nevada, Reno	7,836	3,627	11,463	54,337	145,906	1,802,873	419,689	345,194	25,588		2,739,250

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931–32.—Continued

PART 1.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
University of New Hampshire, Durham	$362,176	$33,311	$395,487	72,434	$130,694	$3,026,756	$579,950	$1,115,726	$277,969	----------	$5,131,095
Newark College of Engineering (including Newark Technical School)	2,200	14,800	17,000	21,000	130,000	674,845	160,324	5,000	5,000	----------	975,169
New Mexico College of Agriculture and Mechanic Arts, State College	----------	15,282	15,282	27,000	50,000	735,200	340,000	121,500	----------	----------	1,246,700
New Mexico School of Mines, Socorro	----------	----------	----------	3,500	25,000	264,615	81,969	----------	----------	----------	371,584
University of New Mexico, Albuquerque	7,896	848	8,744	42,471	[6] 539,902	640,725	467,099	633,422	19,393	----------	2,300,541
Brooklyn College	----------	----------	----------	13,000	----------	----------	244,315	----------	----------	----------	244,315
The City College, New York	----------	----------	----------	122,127	3,669,500	7,517,500	1,729,800	113,563	----------	----------	13,030,363
Hunter College of the City of New York	3,326,400	335,000	3,661,400	53,465	7,360,000	4,826,400	685,000	----------	----------	----------	12,871,400
New York State College of Forestry, Syracuse	9,000	----------	9,000	9,705	303,000	1,060,000	235,000	----------	775	----------	1,598,775
United States Military Academy,[1] West Point	----------	----------	----------	----------	----------	32,019,673	----------	----------	----------	----------	32,019,673
Agricultural and Technical College of North Carolina,[1] Greensboro	----------	7,243	7,243	15,000	177,961	739,292	179,189	----------	----------	----------	1,096,442
North Carolina College for Negroes, Durham	8,500	3,950	12,450	11,500	154,000	625,000	18,000	----------	----------	----------	797,000
North Carolina College for Women, Greensboro	----------	18,736	18,736	62,212	723,893	5,329,768	705,426	----------	----------	----------	6,759,087
North Carolina State College of Agriculture and Engineering, Raleigh	5,674	9,605	15,279	31,000	177,856	3,965,597	713,500	125,000	20,000	----------	5,001,953
University of North Carolina, Chapel Hill	256,243	18,858	275,101	245,698	407,314	7,877,755	1,363,523	1,543,737	432,103	$251,275	11,875,707
North Dakota Agricultural College, State College	134,696	35,539	170,235	50,406	143,710	1,386,919	627,073	1,305,710	16,000	----------	3,479,412
University of North Dakota, University	19,657	8,911	28,568	105,800	50,000	1,653,490	755,550	1,700,000	38,513	59,950	4,257,503
Miami University, Oxford, Ohio	11,408	12,118	23,526	118,000	280,000	5,780,600	552,000	133,812	16,000	----------	6,762,412
Ohio State University, Columbus	519,545	293,239	812,784	395,206	2,350,848	14,292,500	5,438,326	1,043,658	121,964	----------	23,247,296
Ohio University, Athens	236,431	11,576	248,007	75,000	492,194	2,460,263	1,023,141	84,615	----------	----------	4,060,213
University of Akron	40,890	9,390	50,280	32,225	366,000	490,477	232,251	91,114	50,432	269,973	1,500,247
University of Cincinnati	821,489	242,957	1,064,446	305,625	695,562	5,706,133	1,816,628	8,612,525	354,095	----------	17,184,943
University of the City of Toledo, Ohio	----------	3,740	3,740	29,398	374,310	2,151,494	250,000	----------	12,860	----------	2,788,664
Colored Agricultural and Normal University, Langston, Okla	291	3,342	3,633	7,000	40,581	575,970	24,635	----------	----------	----------	641,186
Oklahoma Agricultural and Mechanical College, Stillwater	47,022	85,771	132,793	68,385	257,998	2,400,602	1,202,704	3,049,244	----------	----------	6,910,548
Oklahoma College for Women, Chickasha	----------	6,873	6,873	18,000	73,805	1,066,174	240,680	----------	----------	----------	1,380,659

Panhandle Agricultural and Mechanical College, Goodwell	125	3,985	4,110	5,725	54,000	407,700	81,311	----------	----------	----------	543,011
University of Oklahoma, Norman	----------	----------	----------	140,000	128,701	3,596,113	1,560,167	----------	165,813	----------	5,450,794
Oregon State College, Corvallis	2,500	60,736	63,236	102,009	611,446	4,313,596	1,970,511	204,563	79,176	----------	7,179,292
University of Oregon, Eugene	----------	43,250	43,250	242,800	548,725	2,647,005	1,583,616	235,553	4,719	12,452	5,032,070
Pennsylvania State College, State College	735,782	116,994	852,776	133,640	219,522	8,085,768	1,576,243	517,000	326,779	98,158	10,823,470
University of Puerto Rico, Rio Piedras	46,059	106,913	152,972	34,497	128,052	766,048	481,964	450,110	1,332	226,426	2,053,932
Rhode Island State College, Kingston	20,000	17,821	37,821	31,886	25,000	1,508,000	330,094	50,000	----------	----------	1,913,094
The Citadel, the Military College of South Carolina, Charleston	50,559	7,014	57,573	10,000	900,000	1,692,277	183,270	----------	----------	----------	2,775,547
Clemson Agricultural College, Clemson College	10,000	----------	10,000	15,407	313,420	2,043,797	882,241	154,439	----------	----------	3,393,897
College of Charleston	----------	1,156	1,156	25,217	150,000	325,000	105,000	363,750	78,500	850	1,023,100
Colored Normal, Industrial Agricultural and Mechanical College of South Carolina, Orangeburg	7,506	7,790	15,296	7,200	95,000	790,856	211,890	----------	----------	----------	1,097,746
Medical College of the State of South Carolina, Charleston	----------	----------	----------	8,000	40,000	243,800	92,050	----------	----------	----------	375,850
University of South Carolina, Columbia	142,000	17,000	159,000	110,000	1,024,254	1,942,550	930,000	----------	21,000	----------	3,917,804
Winthrop College, Rock Hill	49,248	10,006	59,254	38,650	540,000	2,179,500	655,500	----------	----------	----------	3,375,000
South Dakota State College of Agriculture and Mechanic Arts, Brookings	100,248	----------	100,248	47,137	108,480	1,389,668	738,218	517,090	----------	----------	2,753,456
South Dakota State School of Mines, Rapid City	16,376	7,927	24,303	14,000	41,574	450,725	381,166	400,000	3,104	----------	1,276,569
University of South Dakota, Vermillion	31,989	----------	31,989	76,000	80,000	1,700,000	580,000	----------	----------	----------	2,360,000
Tennessee Agricultural and Industrial State Teachers College,[1] Nashville	179,538	329	179,867	12,000	142,250	1,103,000	109,000	----------	----------	----------	1,354,250
Tennessee Polytechnic Institute, Cookeville	10,275	10,875	21,150	15,000	48,325	500,000	73,000	----------	2,138	----------	623,463
University of Tennessee, Knoxville	----------	42,286	42,286	128,530	2,067,046	5,029,498	1,424,922	452,959	----------	----------	8,974,425
Agricultural and Mechanical College of Texas, College Station	444,015	126,632	570,647	50,575	513,481	6,115,631	1,922,288	209,000	1,252	2,275,497	11,037,149
College of Industrial Arts, Denton	23,422	876	24,298	46,000	286,000	2,201,450	580,230	----------	----------	----------	3,067,680
College of Mines and Metallurgy, El Paso	2,000	8,988	10,988	5,907	32,899	228,603	92,421	----------	300	----------	354,223
Medical Branch, The University of Texas, Galveston	299,172	67,556	366,728	22,660	125,337	1,647,988	448,288	15,000	----------	----------	2,236,613
Prairie View State Normal and Industrial College,[1] Prairie View	17,543	26,312	43,855	10,039	63,716	1,078,601	322,651	----------	----------	----------	1,464,968
Texas College of Arts and Industries, Kingsville	1,417	9,325	10,742	13,614	43,433	392,062	118,720	----------	----------	----------	554,220
Texas Technological College, Lubbock	8,516	34,687	43,203	30,289	150,000	1,781,189	558,555	----------	8,415	12,064	2,510,223
University of Texas, Austin	1,643,961	125,154	1,769,115	471,055	2,260,049	8,001,852	3,279,297	30,143,190	62,794	941,911	44,689,093
University of Utah, Salt Lake City	297,498	17,659	315,157	110,093	300,000	2,250,000	775,000	100,839	24,433	----------	8,450,272
Utah State Agricultural College, Logan	----------	18,180	18,180	55,446	92,400	1,407,700	253,571	----------	----------	----------	1,753,671
Branch Agricultural College, Cedar City	27,446	5,142	32,588	8,000	22,550	244,000	59,647	----------	326,197	----------	652,394
University of Vermont and State Agricultural College, Burlington	----------	8,615	8,615	133,276	182,050	1,410,367	(5)	1,353,615	274,893	537,307	3,758,232
College of William and Mary, Williamsburg	----------	----------	----------	79,870	159,500	3,176,357	----------	814,216	82,586	----------	4,232,659
Medical College of Virginia,[1] Richmond	----------	----------	----------	12,000	----------	1,263,699	193,802	138,230	----------	----------	1,595,731
University of Virginia, Charlottesville	386,765	31,488	418,253	200,644	787,500	5,112,868	666,637	6,883,296	3,530,710	726,581	17,707,592
Virginia Agricultural and Mechanical College and Polytechnic Institute, Blacksburg	17,119	71,236	88,355	65,000	310,000	3,205,000	1,211,000	344,312	40,000	----------	5,110,312
Virginia Military Institute, Lexington	24,275	9,158	33,433	40,993	107,429	1,714,111	336,840	31,000	122,042	42,895	2,354,317
Virginia State College for Negroes, Petersburg	15,171	2,764	17,935	15,207	109,625	1,135,725	183,409	173,000	----------	----------	1,601,759
State College of Washington, Pullman	126,906	31,442	158,348	225,000	286,839	3,357,546	683,060	3,195,141	61,365	2,936,019	10,519,970

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 1—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
University of Washington	$308,101	$39,718	347,819	316,220	$5,493,481	$5,955,042	$3,297,316	(6)	$34,758	.....	$14,780,597
New River State School, Montgomery, W.Va.	500	10,000	10,500	18,000	40,000	425,000	90,000	.....	.....	.....	555,000
West Virginia State College,[1] Institute	5,000	2,009	7,009	17,213	50,894	940,702	234,632	.....	.....	.....	1,226,228
West Virginia University, Morgantown	166,540	62,886	229,426	114,494	5,795,400	1,281,513	1,263,332	$115,000	.....	.....	8,455,245
University of Wisconsin, Madison	462,844	359,554	822,398	718,500	1,820,891	14,569,148	5,010,618	826,239	107,837	.....	22,337,733
University of Wyoming, Laramie	33,929	13,304	47,233	110,039	702,870	1,663,100	1,035,713	2,406,005	52,794	$2,333,830	8,194,312

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED

ALABAMA											
Athens College for Young Women, Athens	$1,247	$3,325	$4,572	3,500	$25,000	$275,000	$31,000	$200,000	.....	.....	$531,000
Birmingham-Southern College, Birmingham	27,810	10,616	38,426	30,000	1,000,000	725,000	69,433	756,267	.....	.....	2,550,700
Howard College, Birmingham	22,000	2,292	24,292	21,600	147,976	240,911	101,628	735,744	$1,370	$10,000	1,237,629
Judson College, Marion	5,000	5,614	10,614	13,062	77,356	368,991	156,652	525,828	.....	.....	1,148,827
Spring Hill College, Spring Hill	136,000	3,000	139,000	20,000	280,000	1,230,000	97,500	46,362	3,676	.....	1,657,538
Talladega College,[1] Talladega	2,000	5,000	7,000	29,000	29,400	1,106,900	152,000	650,000	.....	.....	1,938,300
Woman's College of Alabama, Montgomery	.....	2,114	2,114	12,390	106,007	659,616	127,277	323,427	39,468	38,163	1,295,958
ARKANSAS											
Arkansas Baptist College,[1] Little Rock	.....	75	75	2,180	75,000	(6)	5,500	.....	.....	.....	80,500
Arkansas College,[1] Batesville	.....	.....	.....	12,000	58,000	300,716	12,000	181,166	.....	.....	549,882
College of the Ozarks, Clarksville	87,813	54	37,867	12,600	64,492	436,588	110,989	457,553	4,210	7,250	1,111,082
Hendrix-Henderson College, Conway	16,192	46,682	62,874	29,900	52,348	491,352	119,224	997,509	19,758	.....	1,680,191
Ouachita College, Arkadelphia	.....	.....	.....	12,100	67,272	306,000	59,185	519,223	.....	.....	941,680
St. Johns Seminary, Little Rock	.....	.....	.....	6,000	.....	400,000	25,000	.....	.....	.....	425,000

CALIFORNIA											
Berkeley Baptist Divinity School, Berkeley				10,000	149,789	(9)	23,140	1,088,301	17,666	2,879	1,281,755
California Christian College, Los Angeles				6,000	526,260	544,447	87,433	339,657	19,359	166,700	1,683,856
California Institute of Technology, Pasadena	373,951	155,985	529,936	32,409	372,070	4,917,271	1,211,801	6,227,602	246,799	6,384,605	19,360,148
Church Divinity School of the Pacific, San Francisco				2,500	30,100	49,063	5,127	99,657		34,213	218,160
College of Medical Evangelists, Loma Linda	79,236	33,128	112,364	3,427	155,453	897,079	519,442		33,803		1,605,777
College of Physicians and Surgeons, San Francisco	126	1,797	1,923	6,000	120,000	(9)	126,687			179,500	426,187
College of the Pacific, Stockton	4,548	6,056	10,604	26,000	183,328	884,708	393,188	453,897	28,410	55,631	1,959,122
Golden Gate College, San Francisco		194	194	1,400			6,000				6,000
Immaculate Heart College, Hollywood	2,206	3,782	5,968		(9)	332,163	112,296				444,459
La Verne College, La Verne				6,450	95,000	228,000	97,150	52,946	5,058		478,154
Lincoln College of Law, Bakersfield		800	800								
Loyola University,[7] Venice					300,000	500,000					800,000
Mills College, Mills College	75,777	10,462	86,239	60,000	180,990	1,502,007	601,493	1,614,592		139,938	4,339,020
Occidental College, Los Angeles	24,103	3,721	27,824	36,408	243,993	1,114,115	216,586	934,331	157,746	243,917	2,910,688
Pacific School of Religion, Berkeley	118	118	236	30,100	103,910	263,365	89,647	718,203			1,175,125
Pacific Union College,[1] Angwin				11,088	27,685	366,805	20,450				424,940
Pacific Unitarian School for the Ministry, Berkeley	434		434	22,000	57,000	46,000	23,000	200,000			326,000
Pasadena College, Pasadena				6,000	74,400	123,000	26,705			24,000	250,105
Pomona College, Claremont	51,202	29,946	81,148	72,544	326,918	1,953,454	493,677	2,691,462	46,826	1,048,032	6,565,369
St. Mary's College, St. Marys	10,572	13,706	24,278	20,000	302,500	1,693,514	242,828				2,238,842
San Francisco Theological Seminary		479	479	23,924	345,761	(9)	49,951	545,000	100,000	28,500	1,069,212
Scripps College, Claremont	4,229	4,109	8,338	10,926	154,896	1,293,214	237,679	667,075	25,419	99,493	2,477,766
Southwestern University, Los Angeles					182,588	379,344	59,384				601,316
Stanford University, Stanford University	4,001	93,347	97,348	540,000	324,677	11,702,488	2,422,052	26,085,141	553,671	77,114	41,165,143
University of Redlands, Redlands	2,290	15,807	18,097	36,650	232,748	1,459,393	179,520	3,144,845	10,301	617,306	5,644,113
University of San Francisco	64,000	10,795	74,795	46,830	652,000	1,421,525	208,090				2,231,615
University of Santa Clara[1]				68,000	610,000	1,696,000	311,000	1,469,750			4,076,750
University of Southern California, Los Angeles	978,111	69,694	1,047,805	152,000	2,147,532	4,197,058	1,233,410	1,152,947	180,971	358,320	9,270,238
Whittier College, Whittier		6,795	6,795	22,680	230,000	362,170	82,466	383,145	4,145	242,000	1,303,926
COLORADO											
Colorado College, Colorado Springs	351,887	7,954	359,841	97,000	340,774	1,046,735	303,542	2,405,188	149,003		4,245,242
Iliff Graduate School of Theology, Denver				15,000	20,000	85,000	21,000	323,830			449,830
Loretto Heights College, Loretto		30,884	30,884	11,000	105,000	1,027,500	151,616				1,284,116
Regis College, Denver	1,000	2,070	3,070	27,670	50,000	358,000	138,500	38,000	5,000		637,500
University of Denver, Denver	222,402	15,794	238,196	70,834	169,468	1,558,027	352,445	2,137,011	47,861	9,100	4,273,912
Westminster Law School, Denver				2,200							
CONNECTICUT											
Albertus Magnus College, New Haven	2,740	2,970	5,710	10,387	[7] 250,000	[7] 400,000	[7] 35,000				695,000
Berkeley Divinity School,[1] New Haven				34,410	(9)	318,274		548,472			866,746
Connecticut College for Women, New London	14,133	20,995	35,128	48,916	412,925	1,350,147	344,948	1,289,448	96,701	161,395	3,655,562
Connecticut College of Pharmacy, New Haven				1,000			19,000				19,000
Trinity College, Hartford	1,505,000	5,000	1,510,000	110,000	182,000	1,200,000		3,026,000	200,000		4,568,000
Wesleyan University, Middletown	219,321	13,202	232,523	177,000	354,642	3,186,414	519,022	4,452,696	584,582	160,054	9,257,410
Yale University, New Haven	10,667,876	125,792	10,793,668	2,130,720	12,504,820	42,069,525	12,984,070	83,003,486	8,747,722	8,194,919	162,504,542

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
DISTRICT OF COLUMBIA											
American University	$4,081	$11,428	$15,509	32,000	$1,035,248	$2,102,990	$150,509	$873,435	$167,482	$107,798	$4,237,460
Catholic University of America	.....	35,902	35,902	325,349	105,340	2,684,449	540,697	2,756,332	.....	1,116,527	7,203,845
George Washington University	51,794	56,916	108,710	100,000	1,988,874	(2)	344,546	1,670,245	329,845	90,248	4,423,758
Howard University [1]	603,331	124,465	727,846	59,403	601,924	2,298,964	715,475	919,824	21,110	866,615	5,423,912
Trinity College [7]	.....	.....	.....	35,000	278,427	2,542,364	429,831	100,088	.....	.....	3,350,710
Washington Missionary College	15,294	14,142	29,436	12,000	28,219	279,932	68,734	.....	.....	.....	376,885
FLORIDA											
John B Stetson University, De Land	637	4,100	4,737	35,000	(2)	482,979	147,196	890,723	16,818	50,000	1,587,716
Rollins College, Winter Park	298,121	35,923	334,044	42,529	96,947	622,660	165,025	1,270,670	58,197	76,393	2,289,892
Southern College, Lakeland	.....	.....	.....	12,500	168,001	402,549	89,014	188,295	.....	.....	847,859
University of Miami, Miami	.....	6,370	6,370	14,000	19,000	150,000	100,926	.....	.....	.....	269,826
GEORGIA											
Agnes Scott College, Decatur	6,822	13,567	20,389	25,238	208,971	922,943	244,018	1,165,742	81,905	149,326	2,763,995
Atlanta-Southern Dental College	1,314	2,691	4,005	1,650	42,504	169,673	135,979	50,000	.....	.....	398,161
Atlanta University [1]	553,570	4,681	558,251	35,000	411,775	574,891	62,112	275,010	52,910	7,042	1,383,740
Berry College, [7] Mount Berry	.....	.....	.....	13,800	514,600	3,192,349	597,862	1,979,393	.....	.....	6,284,204
Bessie Tift College, Forsyth	.....	.....	.....	12,000	(2)	454,557	(2)	[7] 186,000	.....	.....	640,557
Brenau College, Gainesville	.....	.....	.....	12,410	60,000	371,932	20,100	658,877	.....	33,432	1,144,341
Clark University, [1] Atlanta	.....	.....	.....	14,000	150,000	467,000	108,000	175,000	600	.....	900,600
Columbia Theological Seminary, Decatur	.....	.....	.....	40,000	77,435	358,682	50,510	419,881	.....	3,601	910,309
Emory University, Emory University	119,510	15,267	134,777	110,000	588,750	4,463,323	593,436	4,161,853	85,637	602,175	10,495,174
Gammon Theological Seminary, [1] Atlanta	.....	372	372	18,000	50,000	367,000	20,000	600,000	350	.....	1,037,350
La Grange College, La Grange	.....	846	846	9,496	35,000	360,000	24,000	160,000	.....	.....	579,000
Mercer University, Macon	.....	2,633	2,633	74,500	95,000	780,200	112,277	1,234,081	168,309	.....	2,389,867
Morehouse College, [1] Atlanta	5,082	684	5,766	.....	.....	352,000	71,306	331,622	.....	.....	754,928
Morris Brown University, [7] Atlanta	.....	.....	.....	8,000	200,000	100,000	15,000	.....	.....	.....	315,000

Oglethorpe University, Oglethorpe University	.....	3,065	3,065	45,000	333,738	1,004,987	131,366	8,350	7,374	.....	1,486,315
Paine College,[1] Augusta	.....	1,312	1,312	8,500	94,000	249,200	47,415	32,000	.....	2,000	424,615
Piedmont College, Demorest	.....	316	316	14,000	3,418	101,220	71,030	180,664	19,549	1,700	408,481
Shorter College, Rome	.....	.....	.....	10,000	(2)	394,164	88,826	337,962	12,348	7,630	840,930
Spelman College,[1] Atlanta	22,123	4,108	26,231	.....	.....	716,404	145,579	2,803,605	1,794	25,209	3,692,591
Wesleyan College, Macon	2,427	4,478	6,905	18,856	357,206	1,986,140	71,357	494,748	.....	500	2,910,451
IDAHO											
College of Idaho, Caldwell	.....	2,139	2,139	10,074	67,547	190,066	45,950	544,029	2,488	30,946	881,026
Gooding College, Wesleyan	600	659	1,259	8,000	10,000	122,500	26,742	200,000	880	.....	380,122
Northwest Nazarene College, Nampa	27,625	3,857	31,482	6,500	25,000	107,200	51,905	.....	1,000	.....	185,105
ILLINOIS											
Armour Institute of Technology, Chicago	.....	5,392	5,392	35,784	.....	.....	333,937	.....	.....	.....	333,937
Augustana College and Theological Seminary, Rock Island	1,955	5,081	7,036	51,000[3]	51,981	978,234	115,082	1,008,047	23,153	11,500	2,187,997
Aurora College, Aurora	1,202	7,201	8,403	19,000	32,609	351,965	52,731	170,037	2,161	16,171	625,674
Bethany Biblical Seminary, Chicago	.....	174	174	7,000	38,500	225,791	51,052	64,339	.....	192,854	572,536
Bradley Polytechnic Institute, Peoria	87,500	7,531	95,031	35,000	250,000	1,061,118	37,193	2,695,868	29,828	90,188	4,164,193
Carthage College, Carthage	.....	.....	.....	20,513	24,125	866,732	89,013	351,964	713	27,600	1,360,197
Chicago College of Osteopathy, Chicago	.....	.....	.....	2,000	144,000	68,798	2,037	.....	.....	.....	214,835
Chicago-Kent College of Law, Chicago	.....	1,625	1,625	10,000	100,000	75,000	42,000	114,733	.....	10,717	342,450
Chicago Law School, Chicago	6,000	845	6,845	3,302	.....	.....	.....	.....	.....	.....	.....
Chicago Lutheran Theological Seminary, Maywood	.....	.....	.....	18,000	218,250	200,000	46,090	263,166	37,050	152,700	917,256
Chicago Theological Seminary, Chicago	.....	.....	.....	40,000	(2)	1,120,236	500,000	3,600,110	201,141	76,500	5,497,987
De Paul University, Chicago	4,500	12,000	16,500	38,490	155,000	809,500	464,000	.....	.....	.....	1,423,500
Elmhurst College, Elmhurst	2,155	7,436	9,591	22,400	142,084	801,058	129,567	94,065	.....	.....	1,188,774
Eureka College, Eureka	.....	3,307	3,307	21,000	309,421	372,315	75,193	336,401	20,346	299,916	1,463,592
Evangelical Theological Seminary, Naperville	.....	.....	.....	7,082	7,517	179,568	8,476	447,415	.....	.....	642,976
Greenville College, Greenville	.....	4,603	4,603	10,000	40,000	157,058	46,159	184,375	14,452	38,352	490,396
Illinois College, Jacksonville	2,000	7,001	9,001	30,000	139,202	589,414	142,940	848,551	274,186	24,570	2,018,863
Illinois Wesleyan University, Bloomington	.....	4,920	4,920	35,661	100,000	710,600	163,100	955,972	279,300	495,227	2,704,199
James Millikin University, Decatur	150,000	11,950	161,950	25,225	220,000	573,300	167,668	930,011	251,500	.....	2,142,477
John Marshall Law School, Chicago	.....	.....	.....	3,500	.....	.....	8,500	.....	.....	.....	8,500
Knox College, Galesburg	20,500	6,547	27,047	35,000	264,484	723,721	127,188	1,764,821	137,103	199,269	3,216,371
Lake Forest College, Lake Forest	.....	5,149	5,149	42,000	(2)	657,579	177,900	1,532,760	.....	.....	2,368,239
Lewis Institute, Chicago	.....	4,485	4,485	32,000	562,343	(2)	369,542	1,339,522	13,342	156,034	2,440,783
Loyola University, Chicago	.....	25,182	25,182	69,346	2,452,470	334,108	255,779	710,501	24,000	.....	3,776,858
McKendree College, Lebanon	633	.....	633	16,350	15,000	184,000	54,700	276,910	55,000	12,950	598,560
Meadville Theological School, Chicago	975	6,700	7,675	50,000	(2)	475,339	53,423	1,346,398	4,865	26,692	1,906,717
Monmouth College, Monmouth	47,000	.....	47,000	34,817	321,839	894,520	87,500	1,076,515	325,724	427,825	3,133,923
North Central College, Naperville	12,310	3,175	15,485	21,000	149,569	1,040,080	107,904	962,490	2,000	126,000	2,388,033
Northwestern University, Evanston	971,771	86,725	1,058,496	387,531	5,972,486	9,206,044	1,505,610	22,841,082	2,000,230	6,950,152	48,475,584
Presbyterian Theological Seminary, Chicago	84,879	.....	84,879	63,419	(2)	1,094,783	(2)	2,943,438	375,078	892,567	5,305,876
Rockford College, Rockford	5,683	.....	5,683	20,100	50,000	458,573	146,700	692,930	356,534	.....	1,704,737
Rosary College, River Forest	298,810	13,207	312,017	22,850	124,539	2,538,648	195,616	50,000	20,000	.....	2,928,803
St. Francis Xavier College for Women, Chicago	.....	4,605	4,605	18,000	1,137,948	(2)	58,789	104,960	8,550	57,900	1,387,247
St. Mary of the Lake Seminary,[1] Mundelein	.....	.....	.....	53,000	.....	.....	10,000	.....	.....	.....	10,000

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931–32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
ILLINOIS—continued											
St. Procopius College, Lisle				22,000	$1,200,000	(8)	(8)		$51,000		$1,251,000
St. Viator College, Bourbonnais	$1,200	$1,400	$2,600	20,900	98,000	$923,000	$62,000	$50,000			1,133,000
Shurtleff College, Alton		1,513	1,513	22,000	119,750	263,000	60,000	573,450	33,800	$26,550	1,076,550
University of Chicago, Chicago	5,380,369	415,413	5,795,782	1,013,532	7,625,351	25,746,683	4,963,388	60,346,193	2,937,128	6,977,526	108,596,769
Wheaton College, Wheaton	2,914	13,603	16,517	25,000	168,603	697,669	137,770	720,281		195,548	1,919,871
INDIANA											
Benjamin Harrison Law School, Indianapolis				1,000							
Butler University, Indianapolis				50,000	481,000	1,588,470	184,255	1,637,190	70,315	282,900	4,244,130
De Pauw University, Greencastle	51,131	26,679	77,810	75,773	157,642	1,959,637	559,196	2,854,580	2,257,633	392,830	8,181,518
Earlham College, Earlham				40,000	86,670	695,625	27,664	1,407,352		23,292	2,240,603
Evansville College, Evansville	576	1,810	2,386	15,550	139,053	448,090	130,773	312,526	29,894	57,392	1,117,728
Franklin College, Franklin				32,000	10,000	395,000	92,000	800,000	16,000		1,313,000
Goshen College, Goshen	2,646		2,646	9,434	28,000	153,281	17,200	75,000			273,481
Hanover College, Hanover				34,943	13,900	315,556	56,866	529,156	7,250	65,700	988,428
Huntington College, Huntington				6,189	18,950	73,987	19,111	120,720		7,477	240,245
Indiana Central College, Indianapolis				9,328	97,316	232,504	87,501	47,441	115,841	4,823	585,426
Indiana Law School, Indianapolis							6,000			10,000	16,000
Indianapolis College of Pharmacy		1,838	1,838	3,452	100,000	25,000					125,000
Manchester College, North Manchester	8,350	5,340	13,690	21,000	45,043	442,102	107,724	531,799			1,126,668
Marion College, Marion		710	710	5,798	10,348	198,948	30,715	108,304		1,853	350,173
Oakland City College, Oakland City				8,900	351,192	104,914	22,650	141,040	20,388		640,184
Rose Polytechnic Institute, Terre Haute	1,464	8,547	10,011	16,000	30,650	462,358	127,649	1,522,464	60,952	200,288	2,404,361
St. Mary's College,[1] Notre Dame				15,000	893,600	3,800,000	72,062	1,706,200			6,471,862
St. Mary-of-the-Woods College, St. Mary-of-the-Woods				35,000	160,000	2,165,181					2,325,181
Taylor University, Upland				12,185	20,000	623,717	72,564	440,353			1,156,634
University of Notre Dame, Notre Dame	1,895,339	44,295	1,939,634	150,480	146,166	7,120,388	2,415,481	1,000,000	325,701	253,535	11,261,271
Valparaiso University, Valparaiso		9,160	9,160	29,600	80,200	887,384	266,833	456,852	25,202		1,716,471
Wabash College, Crawfordsville				73,000	131,000	436,052	125,169	1,725,178	158,440	347,518	2,923,357

IOWA											
Buena Vista College, Storm Lake	.....	25	25	13,000	34,000	181,403	33,607	100,000	.....	.....	349,010
Central College, Pella	1,778	743	2,521	11,630	34,055	262,000	39,420	199,406	.....	.....	534,881
Clarke College, Dubuque	.....	.....	.....	15,282	50,000	1,481,426	349,833	.....	.....	.....	1,881,259
Coe College, Cedar Rapids	19,127	7,889	27,016	38,988	258,266	944,453	232,817	1,535,870	.....	401,149	3,372,555
Cornell College, Mount Vernon	51,595	.....	51,595	42,900	70,269	568,798	121,948	618,535	757,340	353,927	2,490,887
Des Moines College of Pharmacy, Des Moines	.....	.....	.....	600	(10)	(10)	20,340	.....	.....	4,000	24,340
Des Moines Still College of Osteopathy, Des Moines	.....	.....	.....	1,800	211,000	(9)	26,664	2,100	.....	.....	239,764
Drake University, Des Moines	155,873	5,502	161,375	45,000	(9)	835,991	191,871	1,437,697	34,698	425,266	2,935,551
Grinnell College, Grinnell	.....	.....	.....	90,000	223,255	975,006	353,300	1,748,863	.....	.....	3,300,424
Iowa Wesleyan College, Mount Pleasant	.....	.....	.....	25,000	169,276	430,500	121,960	400,382	.....	.....	1,172,118
John Fletcher College, University Park	.....	.....	.....	12,000	38,736	808,459	6,000	422,453	.....	.....	1,335,648
Luther College, Decorah	3,550	2,271	5,821	50,000	30,000	532,740	271,479	581,095	30,915	4,000	1,450,229
Morningside College, Sioux City	.....	.....	.....	35,000	112,059	604,766	66,989	392,853	45,200	395,993	1,617,860
Parsons College, Fairfield	4,428	5,586	10,014	18,648	35,650	361,527	162,266	610,293	63,192	135,505	1,368,433
Penn College, Oskaloosa	.....	.....	.....	17,804	52,204	373,984	77,794	115,601	.....	88,707	708,290
St. Ambrose College, Davenport	5,000	5,000	10,000	20,000	113,000	372,650	102,995	618,000	85,000	40,000	1,331,645
Simpson College, Indianola	.....	2,442	2,442	23,000	76,000	316,942	75,113	962,831	23,723	115,462	1,569,071
Trinity College, Sioux City	6,728	.....	6,728	5,000	1,200	298,732	44,600	.....	.....	10,000	354,532
University of Dubuque, Dubuque	3,000	998	3,998	17,602	91,947	415,553	119,331	774,101	.....	14,500	1,415,432
Upper Iowa University, Fayette	450	1,200	1,650	11,760	120,000	234,000	49,000	226,434	25,786	22,950	678,170
Wartburg College Clinton	.....	2,298	2,298	8,591	25,000	334,000	75,192	35,310	.....	.....	468,502
Wartburg Theological Seminary, Dubuque	5,000	1,000	6,000	15,000	25,000	375,000	35,000	16,000	21,000	.....	472,000
Western Union College, Le Mars	.....	225	225	12,000	26,000	360,000	50,834	106,753	.....	23,800	567,387
KANSAS											
Baker University, Baldwin	4,107	.....	4,107	60,000	5,977	382,640	155,185	1,308,650	9,809	216,315	2,078,576
Bethany College, Lindsborg	105	3,348	3,453	14,080	39,567	378,903	105,481	331,414	10,990	8,558	875,913
Bethel College, Newton	.....	1,039	1,039	15,550	6,030	231,255	54,060	280,066	9,211	3,900	376,622
College of Emporia, Emporia	.....	.....	.....	19,921	28,248	646,571	107,479	610,818	45,619	.....	1,438,735
Friends University, Wichita	.....	1,011	1,011	14,300	25,000	372,519	58,500	656,307	9,218	8,180	1,129,724
Kansas City Baptist Theological Seminary	.....	395	395	11,000	33,400	170,000	15,000	100,000	.....	.....	318,400
Kansas Wesleyan University, Salina	885	.....	885	10,000	59,207	511,416	73,760	222,113	6,435	28,830	899,761
Marymount College, Salina	.....	745	745	12,873	16,000	1,640,000	55,980	178,000	2,165	.....	1,892,145
McPherson College, McPherson	.....	.....	.....	10,000	145,335	270,000	68,000	310,740	4,400	90,800	889,275
Ottawa University, Ottawa	.....	.....	.....	16,000	114,326	303,700	66,000	606,513	77,157	106,000	1,273,696
St Mary's College, Leavenworth	.....	.....	.....	8,700	250,000	762,000	56,000	.....	.....	.....	1,068,000
St. Mary's College, St. Marys	.....	.....	.....	50,000	162,182	600,000	75,000	.....	.....	.....	837,182
Southwestern College, Winfield	.....	5,021	5,021	20,000	68,317	502,664	69,858	540,373	48,645	.....	1,229,855
Sterling College, Sterling	.....	.....	.....	8,000	37,675	314,425	19,615	458,273	9,050	81,533	920,571
Washburn College, Topeka	.....	5,863	5,863	44,900	661,400	978,166	257,283	1,197,598	2,800	.....	3,097,247
KENTUCKY											
Asbury College, Wilmore	.....	3,946	3,946	14,000	42,854	793,919	147,749	106,621	54,948	---- 842	1,146,933
Berea College, Berea	123,336	32,559	155,895	63,500	394,626	2,855,477	692,942	9,237,724	172,706	427,056	13,780,531
Centre College, Danville	.....	.....	.....	32,470	70,000	464,640	68,000	1,251,974	.....	63,843	1,918,457
College of the Bible, Lexington	.....	.....	.....	75,000	(11)	76,557	33,000	487,701	14,250	57,150	668,658

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY—continued											
Georgetown College, Georgetown				16,000	$79,007	$410,389	(9)	$538,129	$40,000	$80,000	$1,148,025
Jefferson School of Law, Louisville				500			$1,000				1,000
Kentucky Wesleyan College, Winchester		$814	$814	10,961	53,000	397,505	26,918	67,680	2,000	10,000	557,103
Louisville College of Pharmacy				1,600	75,000	50,000	21,500	3,000			149,500
Louisville Presbyterian Theological Seminary				24,015	(9)	392,233	(9)	831,369	128,221		1,351,823
Nazareth College, Louisville	$8,000	2,192	10,192	15,226	50,000	200,000	130,000				380,000
Simmons University,[1] Louisville				3,500	10,000	40,000	2,000	5,000			57,000
Southern Baptist Theological Seminary, Louisville		2	2	36,000	(9)	2,650,000	50,000	1,800,000	15,967		4,515,967
Transylvania College, Lexington				37,157	390,000	524,519	47,260	695,603		74,188	1,731,570
Union College, Barbourville				12,000	55,000	329,033	19,651	464,462		4,000	872,146
Villa Madonna College, Covington				8,200	(10)		12,000				12,000
LOUISIANA											
Centenary College of Louisiana, Shreveport		2,282	2,282	15,000	171,767	336,054	99,594	770,000			1,377,415
Louisiana College, Pineville	1,928		1,928	9,000	13,013	444,139	80,266	291,343			828,761
Loyola University, New Orleans				56,500	771,070	1,011,124	414,786	1,781,044	435,750		4,413,774
New Orleans University,[1] New Orleans		964	964	6,600	250,000	225,000	25,000	100,000			600,000
Straight College,[1] New Orleans				9,084	847,820		[11] 20,500			1,764	870,084
Tulane University of Louisiana, New Orleans		46,717	46,717	68,000	862,306	4,432,437	1,724,820	9,931,332	141,721		17,142,666
MAINE											
Bangor Theological Seminary, Bangor		921	921	39,000	30,000	125,000	35,000	743,438		41,688	975,126
Bates College, Lewiston		2,190	2,190	62,338	120,857	1,039,715	94,975	[7] 1,846,955			3,102,502
Bowdoin College, Brunswick		5,776	5,776	150,000	53,590	2,916,079	728,854	5,776,803	514,000	122,000	10,112,326
Colby College, Waterville				73,000	85,000	848,000	182,000	1,524,973	232,000	44,000	2,915,973

MARYLAND											
College of Notre Dame of Maryland,[1] Baltimore	.....	.....	.....	9,170	1,000,000	1,730,000	67,000	835,000	.....	.....	3,652,000
Goucher College, Baltimore	.....	12,411	12,411	57,917	160,613	1,021,368	723,856	2,051,354	133,304	359,106	4,449,591
Hood College, Frederick	4,000	8,200	12,200	16,336	115,624	1,068,722	109,190	259,787	3,875	36,524	1,593,722
Johns Hopkins University, Baltimore	552,436	50,143	602,629	423,501	626,247	13,184,878	1,165,987	29,367,088	637,905	808,349	45,790,444
Loyola College,[1] Baltimore	.....	.....	.....	35,000	200,000	723,000	175,000	55,000	.....	.....	1,153,000
Maryland College for Women, Lutherville	2,435	6,590	9,065	6,000	19,400	260,500	59,253	.....	.....	80	339,233
Morgan College,[1] Baltimore	.....	.....	.....	8,400	85,000	802,333	131,500	82,000	.....	.....	1,109,233
Mount St. Mary's College, Emmitsburg	4,566	3,175	7,741	31,000	100,000	1,891,582	202,050	182,367	92,500	.....	2,468,499
St. John's College, Annapolis	1,649	11,470	13,019	25,356	233,277	639,078	205,775	233,713	44,876	.....	1,406,719
St. Joseph's College, Emmitsburg	.....	.....	.....	16,495	25,000	2,500,000	60,000	.....	100,000	.....	2,685,000
Washington College, Chestertown	.....	3,975	3,975	11,000	38,184	467,320	30,000	34,669	.....	.....	570,573
Western Maryland College, Westminster	.....	25,257	25,257	25,000	112,116	1,001,720	126,600	877,111	6,000	200	2,123,747
Westminster Theological Seminary, Westminster	7,500	250	7,750	5,000	7,000	194,500	8,000	32,000	19,000	10,000	270,500
Woodstock College, Woodstock	.....	.....	.....	90,000	690,000	(3)	300,000	.....	.....	.....	990,000
MASSACHUSETTS											
Amherst College, Amherst	70,768	21,085	91,853	200,000	304,349	2,857,920	327,897	7,603,939	1,152,159	430,470	12,681,734
Andover-Newton Theological School, Newton Center	22,204	1,845	23,639	40,000	33,200	307,585	30,563	1,183,857	168,703	98,397	1,822,805
Boston University, Boston	6,850	.....	6,850	150,116	72,650	4,333,818	293,560	3,447,685	581,542	435,017	9,201,172
Clark University, Worcester	.....	7,709	7,709	[4]126,877	350,000	1,150,000	328,754	4,802,333	.....	.....	6,631,087
Emmanuel College, Boston	.....	.....	.....	16,370	328,000	750,000	30,000	.....	.....	.....	1,108,000
Episcopal Theological School, Cambridge	.....	.....	.....	31,000	608,787	(3)	26,674	1,144,620	.....	.....	2,080,081
Gordon School of Theology and Missions, Boston	.....	210	210	10,000	333,753	(3)	(3)	12,053	37,709	18,596	452,111
Harvard University, Cambridge	122,899	556,376	679,275	[2]2,971,600	.....	.....	.....	137,243,990	.....	.....	137,243,990
Holy Cross College, Worcester	.....	16,320	16,320	84,950	85,000	3,152,251	546,750	.....	246,254	177,600	4,207,855
International Y.M.C.A. College, Springfield	13,352	2,899	16,251	22,081	285,219	1,024,169	187,920	1,053,427	76,849	48,915	2,681,499
Massachusetts College of Osteopathy, Boston	.....	.....	.....	.....	.....	.....	10,000	.....	.....	.....	10,000
Massachusetts College of Pharmacy, Boston	4,466	2,400	6,866	7,800	117,200	707,900	83,500	1,801,802	.....	.....	2,710,302
Massachusetts Institute of Technology, Cambridge	1,000,000	.....	1,000,000	270,000	3,580,000	9,963,743	2,570,000	[5]28,484,765	4,016,365	.....	49,614,873
Mount Holyoke College, South Hadley	222,510	.....	222,510	120,000	306,327	8,564,075	457,763	3,661,599	914,703	177,456	9,081,922
New Church Theological School, Cambridge	.....	.....	.....	7,000	(3)	100,000	2,000	399,397	3,000	54,903	559,300
Northeastern University, Boston	.....	6,965	6,965	14,938	501,495	(3)	199,534	.....	287,894	.....	988,923
Portia Law School, Boston	.....	2,255	2,255	4,500	60,000	(3)	15,684	.....	.....	.....	75,684
Radcliffe College, Cambridge	447,377	.....	447,377	69,500	(3)	2,625,775	250,000	3,488,924	853,613	200,259	7,418,571
Simmons College, Boston	6,627	7,412	14,039	50,500	1,243,061	696,942	241,134	3,384,450	11,224	.....	5,576,821
Smith College, Northampton	31,014	23,820	54,834	199,675	1,200,833	5,674,630	1,832,026	5,179,973	564,186	141,439	14,063,072
Suffolk Law School, Boston	.....	.....	.....	7,000	587,599	.....	10,000	.....	.....	.....	597,599
Tufts College, Medford	355,079	.....	355,079	111,551	400,000	2,913,135	611,534	7,213,704	601,614	5,940	11,745,927
Wellesley College, Wellesley	455,293	46,850	502,143	147,500	468,311	8,147,914	1,345,842	6,851,538	1,067,620	1,351,332	19,732,557
Wheaton College, Norton	93,569	5,328	98,897	26,000	40,193	1,475,382	366,079	1,046,327	33,850	311,116	3,272,947
Williams College, Williamstown	120,367	1,477	121,844	145,000	103,175	4,295,306	1,080,850	6,025,558	870,925	759,466	13,195,280
Worcester Polytechnic Institute, Worcester	15,063	.....	15,063	23,500	300,700	1,629,300	678,434	3,192,986	37,951	11,292	5,850,663

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
MICHIGAN											
Adrian College, Adrian	.....	$50	$50	10,000	$10,000	$250,000	$75,043	$160,827	$9,017	$14,575	$519,462
Albion College, Albion	.....	4,933	4,933	35,972	54,805	974,644	216,915	1,957,874	5,300	259,013	3,468,551
Alma College, Alma	.....	502	502	45,000	45,050	439,000	104,044	782,245	329	.....	1,370,668
Battle Creek College, Battle Creek	.....	3,106	3,106	18,775	476,000	999,000	110,943	772,921	6,791	95,000	2,459,655
Bible Holiness Seminary, Owosso	.....	.....	.....	3,000	(1)	51,000	10,000	.....	.....	.....	61,000
Calvin College and Seminary, Grand Rapids	.....	1,367	1,367	20,800	100,000	456,556	78,498	148,247	1,609	15,216	798,124
Emmanuel Missionary College, Berrien Springs	.....	26,296	26,296	14,500	37,301	251,653	87,740	.....	.....	88,531	465,725
Hillsdale College, Hillsdale	.....	617	617	32,000	34,964	585,741	89,190	777,096	64,177	37,747	1,588,915
Hope College, Holland	.....	500	500	10,000	125,000	936,777	5,500	814,526	.....	21,750	1,903,553
Kalamazoo College, Kalamazoo	$96,813	5,757	102,570	25,000	174,860	802,500	118,553	1,791,812	85,936	.....	2,973,661
Olivet College, Olivet	.....	.....	.....	40,000	30,000	509,103	741	105,535	21,080	.....	666,459
University of Detroit, Detroit	.....	72,241	72,241	78,199	3,519,673	4,369,305	456,228	.....	64,961	.....	8,410,167
Western Theological Seminary, Holland	.....	.....	.....	15,000	9,000	61,500	18,500	312,987	16,955	.....	417,942
MINNESOTA											
Augsburg Seminary, Minneapolis	.....	720	720	16,000	126,665	(1)	28,221	79,620	.....	.....	234,506
Bethel Institute, St. Paul	22,007	569	22,576	16,400	25,470	108,213	24,234	180,071	.....	18,483	356,471
Carleton College, Northfield	7,099	12,274	19,373	102,000	292,027	2,582,448	883,587	2,356,125	98,227	453,746	6,666,160
College of St. Benedict, St. Joseph	550	1,650	2,200	17,200	107,325	725,608	73,087	.....	5,867	.....	911,887
College of St. Catherine, St. Paul	.....	.....	.....	43,517	215,520	1,667,847	258,045	573,050	.....	.....	2,714,462
College of St. Scholastica, Duluth	4,041	4,795	8,836	13,000	50,000	865,000	225,000	275,200	8,000	.....	1,423,200
College of St. Teresa, Winona	2,129	5,463	7,592	30,000	161,017	3,414,965	823,878	501,382	.....	.....	4,901,240
College of St. Thomas, St Paul	.....	12,000	12,000	20,000	293,000	.....	.....	.....	5,000	.....	293,000
Concordia College, Moorhead	160	1,983	2,143	20,000	70,249	333,563	74,676	557,052	5,330	55,714	1,096,484
Gustavus Adolphus College, St. Peter	6,719	.....	6,719	23,870	707,672	(1)	(1)	520,128	.....	53,371	1,281,171
Hamline University, St. Paul	1,367	3,679	5,046	30,000	110,137	548,860	60,761	1,545,799	60,469	128,192	2,454,218
Luther Theological Seminary, St. Paul	1,116	321	1,437	35,000	256,676	(1)	(1)	220,549	.....	.....	476,225
Macalester College, St. Paul	.....	6,201	6,201	20,600	259,296	860,176	110,794	1,435,779	87,483	43,742	2,756,270
Minnesota College of Law, Minneapolis	.....	.....	.....	2,000	.....	.....	.....	.....	.....	.....	.....
St. John's University, Collegeville	14,000	1,000	15,000	53,000	60,000	1,000,000	190,000	85,000	.....	.....	1,335,000

St. Mary's College,[1] Winona				8,000	25,000	1,000,000	29,500				1,054,500
St. Olaf College, Northfield	2,931	2,400	4,731	24,000	70,220	958,040	179,256	864,418	13,124	896,029	2,981,087
St. Paul College of Law, St. Paul	213	301	514	3,177	(5)	35,517	4,712	22,446		3,240	65,915
St. Paul Seminary, St. Paul		6,905	6,905	31,200	175,000	393,575	66,378	679,082			1,314,035
Seabury Divinity School, Faribault		72	72	20,000	1,300	104,550	10,313	355,927	126,873		598,963
MISSISSIPPI											
Belhaven College, Jackson				7,611	364,749	412,476	76,795	115,236		68,472	1,037,728
Blue Mountain College, Blue Mountain		422	422	12,100	24,057	374,019	78,738	300,276	1,100		778,190
Grenada College, Grenada		1,500	1,500	8,500	30,000	260,000	34,000	132,000		2,000	458,000
Jackson College,[1] Jackson		686	686	2,377	7,800	74,500	25,250	2,138			109,688
Millsaps College, Jackson	9,248		9,248	20,000	227,071	527,874	75,000	924,802	25,066	47,049	1,826,862
Mississippi College, Clinton				12,000	10,000	454,315	37,138	624,214	8,520		1,134,187
Mississippi Woman's College, Hattiesburg		1,930	1,930	12,047	29,544	325,027	55,402	300,430			710,403
Rust College,[1] Holly Springs	2,085	4,544	6,629	8,216	(5)	425,000	14,500	16,000	200		455,700
Tougaloo College,[1] Tougaloo	14,116	2,566	17,682	7,500	20,000	436,000	68,000	38,437	12,034		574,471
MISSOURI											
Benton College of Law, St. Louis				2,575			6,000				6,000
Central College, Fayette	82,628		82,628	32,491	200,000	1,400,000	215,000	1,203,897	30,097	65,900	3,114,894
City College of Law and Finance, St. Louis				850			8,425				8,425
Conception College, Conception	9,500		9,500	30,000	100,000	250,000	603,500	50,000			1,003,500
Concordia Seminary, St. Louis	40,000		40,000	20,000	450,000	2,620,000	135,000				3,205,000
Culver-Stockton College, Canton				22,000	22,066	416,165	85,000	1,100,679	7,068	102,700	1,733,678
Drury College, Springfield	4,600		4,600	51,140	94,951	557,224	22,993	866,359	63,500	261,862	1,856,889
Eden Theological Seminary, Webster Groves		2,346	2,346	13,000	126,017	861,166	77,739	269,458	3,705	28,360	1,367,445
Kansas City College of Osteopathy and Surgery, Kansas City		1,383	1,383	1,200	(5)	53,724	20,831				74,555
Kansas City College of Pharmacy, Kansas City				1,000			14,650				14,650
Kansas City School of Law, Kansas City		1,884	1,884	13,500	35,000	114,035	28,648	1,200		7,473	186,356
Kansas City Western Dental College, Kansas City				1,900			145,424			15,734	161,158
Kenrick Seminary,[1] Webster Groves				15,000	150,000	1,000,000	75,000				1,225,000
Kirksville College of Osteopathy and Surgery, Kirksville					430,000	(5)	70,000				500,000
Lindenwood College, St. Charles		6,378	6,378	16,411	185,500	1,243,619	110,168	1,785,221	77,770	330,032	3,732,310
Maryville College of the Sacred Heart,[1] St. Louis				11,000	400,000	657,800	52,920				1,110,720
Missouri Valley College, Marshall	6,758	1,640	8,398	25,034	45,362	607,365	230,781	549,039	65,402	48,670	1,547,519
Park College, Parkville	8,000	970	8,970	39,000	63,214	1,044,446	296,398	1,601,016	134,511	153,061	3,292,646
Rockhurst College, Kansas City		10,000	10,000	12,600	500,000	5,000	75,000				580,000
St. Louis College of Pharmacy, St. Louis				2,000	(5)	275,000	63,000				338,000
St. Louis University,[11] St Louis	446,000	62,300	508,300	249,511	2,846,100	3,655,000	1,182,000	1,432,860	63,600	18,000	9,197,560
Tarkio College, Tarkio	105,785	4,058	109,843	15,000	30,950	289,094	86,263	624,382	937		1,038,126
Washington University, St. Louis	654,439	89,035	743,474	271,808	885,635	8,638,219	3,638,832	18,220,150	1,187,533	1,576,911	34,147,280
Webster College, Webster Groves	3,371	2,752	6,123	14,610	1,065,000	2,100,000	86,635				3,251,635
Westminster College, Fulton	260	4,868	5,128	22,000	76,298	453,075	74,298	719,951	108,270	94,650	1,526,542
William Jewel College, Liberty	820	1,425	2,245	39,918	77,808	717,178	116,701	1,202,990	10,321	111,295	2,236,393

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 2—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
MONTANA											
Carroll College, Helena	$380	$8,860	$9,240	10,284	$40,000	$769,500	$155,500	$343,974	$31,500	.....	1,340,474
Intermountain Union College, Helena	756	266	1,022	16,842	19,730	190,570	30,386	148,134	4,123	$12,754	$405,697
NEBRASKA											
Cotner College, Lincoln	.....	.....	.....	11,000	(1)	384,346	98,072	454,742	.....	192,286	1,129,456
Creighton University, Omaha	2,300	16,668	18,968	89,039	1,456,033	958,580	421,817	3,167,430	11,500	.....	6,015,360
Dana College, Blair	500	600	1,100	4,700	20,000	340,000	26,000	182,000	2,000	.....	570,000
Doane College, Crete	266	2,729	2,995	24,185	189,500	636,130	104,238	419,742	62,975	32,800	1,445,385
Hastings College, Hastings	.....	.....	.....	17,000	44,402	267,179	64,570	774,607	37,857	97,931	1,286,555
Midland College, Fremont	969	1,001	1,970	21,000	40,000	318,587	56,579	184,566	7,378	17,061	624,171
Nebraska Central College, Central City	500	400	900	3,000	17,700	82,860	12,610	50,000	2,000	7,000	172,170
Nebraska Wesleyan University, Lincoln	11,150	2,650	13,800	25,544	115,000	419,073	88,414	924,605	32,814	121,650	1,701,556
Presbyterian Theological Seminary, Omaha	35,157	218	35,375	12,500	21,843	116,926	9,626	296,752	1,916	23,018	470,081
Union College, Lincoln	1,256	6,933	8,189	12,383	41,939	114,948	60,597	.....	.....	27,265	244,749
York College, York	.....	.....	.....	11,000	130,625	(1)	22,712	100,366	.....	16,200	269,903
NEW HAMPSHIRE											
Dartmouth College, Hanover	205,718	.....	205,718	250,000	750,000	7,750,000	1,000,000	12,321,940	1,128,268	3,045,968	25,996,176
St. Anselm's College, Manchester	.....	7,027	7,027	13,000	28,400	510,561	67,677	.....	.....	.....	606,638
NEW JERSEY											
Bloomfield College and Seminary, Bloomfield	.....	.....	.....	5,935	10,000	153,802	8,000	411,048	25,000	5,000	612,850
College of St. Elizabeth, Convent Station	271,363	.....	271,363	20,000	450,000	2,463,436	290,500	.....	135,500	.....	3,339,436
Drew University, Madison	35,385	9,689	45,074	160,000	173,534	1,711,775	375,000	2,555,612	130,763	32,000	4,978,684
Georgian Court College, Lakewood	.....	.....	.....	14,000	1,500,000	2,500,000	115,500	.....	.....	.....	4,115,500
New Brunswick Theological Seminary, New Brunswick	.....	2,322	2,322	66,000	150,000	800,000	100,000	778,000	25,000	.....	1,853,000
Princeton Theological Seminary, Princeton	.....	4,750	4,750	133,241	981,821	(1)	138,000	4,054,980	615,880	35,697	5,806,378

Princeton University, Princeton	109,647	101,734	211,381	680,000	.....	.....	.....	23,524,272	4,001,132	1,504,306	29,029,710
Rutgers University, New Brunswick	474,313	13,666	487,984	271,289	6,485,694	7,191,552	2,547,867	3,764,778	387,071	28,095	20,405,057
Seton Hall College, South Orange	29,254	4,431	33,685	21,000	128,000	500,000	44,000	.....	65,561	.....	737,561
Stevens Institute of Technology, Princeton	47,871	.....	47,871	23,000	(9)	2,112,292	266,785	2,760,490	294,330	5,399	5,439,296
Upsala College,[1] East Orange	.....	.....	.....	8,324	361,400	(9)	20,500	.....	.....	.....	381,900
NEW YORK											
Adelphi College, Garden City	11,143	3,968	15,111	31,693	409,106	1,641,880	238,385	744,103	148,605	.....	3,182,079
Alfred University, Alfred	167,291	15,993	183,284	40,000	53,550	1,003,650	199,550	711,360	197,461	124,418	2,239,989
Auburn Theological Seminary, Auburn	.....	1,745	1,745	47,800	62,000	437,636	47,800	1,119,858	239,000	22,622	1,928,916
Barnard College, New York	.....	.....	.....	41,555	1,165,000	2,394,759	194,853	3,624,812	678,692	667,495	8,725,581
Biblical Seminary in New York, New York	.....	610	610	18,854	(9)	1,024,637	110,849	676,950	.....	35,706	1,848,142
Canisius College, Buffalo	2,500	12,902	15,402	28,000	250,000	695,000	205,000	60,338	3,200	.....	1,213,538
Clarkson College of Technology, Potsdam	2,832	4,784	7,616	9,000	(9)	182,347	69,000	1,507,899	5,500	.....	1,764,746
Colgate-Rochester Divinity School, Rochester	840,178	9,761	849,939	68,695	96,000	1,199,668	136,789	2,149,982	1,001,713	17,242	4,601,394
Colgate University, Hamilton	.....	.....	.....	105,000	148,140	2,354,889	585,891	6,107,815	.....	.....	9,696,735
College of Mount St. Vincent, New York	9,000	1,500	10,500	20,000	(9)	1,867,709	219,108	.....	.....	.....	2,086,817
College of New Rochelle, New Rochelle	284,729	12,666	297,395	26,971	590,000	1,940,500	203,000	30,000	.....	.....	2,763,500
College of the Sacred Heart, New York	150,000	1,448	151,448	18,316	1,500,000	1,050,000	172,067	.....	.....	.....	2,722,067
College of St. Rose, Albany	272,815	8,855	281,670	6,100	293,000	854,400	151,233	.....	.....	.....	1,288,633
Columbia University, New York	1,452,342	21,438	1,473,780	174,285	1,723,759	43,735,539	649,035	45,228,529	902,159	43,184,975	135,423,996
Cooper Union, New York	.....	.....	.....	64,029	.....	1,468,611	.....	.....	4,117,398	80,393	5,666,402
Cornell University, Ithaca	2,452,578	182,521	2,635,099	877,393	654,424	16,791,624	5,897,835	22,190,792	2,057,705	1,855,327	49,447,707
De Lancey Divinity School, Buffalo	.....	.....	.....	8,680	(9)	15,000	11,200	58,033	9,550	.....	93,783
D'Youville College, Buffalo	.....	.....	.....	8,000	175,000	260,000	142,885	.....	.....	.....	577,885
Elmira College, Elmira	.....	5,984	5,984	40,625	83,454	1,363,054	182,517	978,038	.....	.....	2,605,063
Fordham University, New York	41,416	36,958	78,374	130,600	2,486,000	4,055,630	571,500	492,987	.....	.....	7,606,117
General Theological Seminary of the Protestant Episcopal Church, New York	69,753	.....	69,753	89,005	900,000	1,211,103	311,024	2,655,304	539,438	49,890	5,666,759
Good Counsel College, White Plains	84,497	23,553	108,050	8,181	500,000	590,000	31,331	900,000	.....	.....	2,021,331
Hamilton College, Clinton	7,881	7,500	15,381	147,136	250,000	1,822,683	185,350	3,397,361	315,003	371,884	6,342,281
Hartwick College, Oneonta	.....	11,128	11,128	7,121	45,000	427,000	98,000	95,000	1,000	400,000	1,066,000
Hobart College, Geneva	54,075	9,105	63,180	92,000	96,954	646,242	157,203	1,220,663	245,738	.....	2,368,800
Houghton College, Houghton	3,768	2,664	6,432	9,133	31,498	306,276	62,811	16,329	.....	5,235	422,149
Jewish Theological Seminary of America, New York	.....	27,418	27,418	100,000	2,116,282	128,245	1,287,413	1,715,452	501,101	.....	5,748,493
Keuka College, Keuka Park	1,728	5,130	6,858	11,481	31,447	975,928	67,351	262,998	37 543	134,600	1,509,865
Long Island College of Medicine,[11] Brooklyn	4,782	6,287	11,069	10,000	375,000	.....	106,811	.....	.....	324,833	806,644
Long Island University, Brooklyn College of Pharmacy, Brooklyn	.....	27,090	27,090	10,000	(9)	1,006,020	198,196	.....	.....	86,671	1,290,887
Manhattan College, New York	18,008	11,285	29,293	32,000	409,375	2,257,156	289,237	.....	.....	.....	2,955,768
Marymount College, Tarrytown	.....	.....	.....	13,250	500,000	2,085,000	475,000	1,000,000	.....	123,000	4,193,000
Nazareth College, Rochester	1,100	1,500	2,600	10,519	200,000	125,000	32,800	.....	6,000	.....	383,800
New York Homeopathic Medical College and Flower Hospital, New York	.....	.....	.....	8,000	(9)	1,808,062	106,655	891,372	11,000	7,941	2,825,030
New York University, New York	716,280	30,963	747,243	418,531	1,407,282	9,366,240	1,117,493	6,780,711	1,205,740	451,941	20,329,407
Niagara University, Niagara University	13,126	10,430	23,556	25,000	750,000	1,280,000	235,000	.....	.....	.....	2,315,000
Polytechnic Institute of Brooklyn, Brooklyn	.....	24,079	24,079	16,084	525,000	717,855	493,017	1,609,147	33,255	.....	3,368,074
Rabbi Isaac Elchanan Theological Seminary, New York	.....	.....	.....	21,500	(9)	2,771,898	134,164	117,069	.....	.....	3,023,131

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
NEW YORK—continued											
Rensselaer Polytechnic Institute, Troy	$502,822	$41,814	$544,636	23,000	$355,043	$3,453,600	$759,632	$5,635,507	$36,593	$148,376	$10,388,751
Russell Sage College, Troy	9,428	11,723	21,146	12,276	60,000	739,933	116,703	937,756	250	15,346	1,869,988
St. Bonaventure's College, St Bonaventure		9,000	9,000	25,500	125,000	753,750	402,500	174,322		5,898	1,461,470
St. Francis College, Brooklyn		1,327	1,327	9,000	218,000	487,000	64,000				769,000
St. John's College, Brooklyn	23,303	13,306	36,609	12,000	647,500	1,880,500	338,750	566,500	45,000		3,478,250
St. Joseph's College for Women, Brooklyn	2,445	1,630	4,075	14,179	175,000	502,000	104,805				781,805
St. Lawrence University, Canton				55,000	86,647	2,328,184	326,534	2,194,830	60,052	26,754	5,021,001
St. Stephen's College, Annandale	372	7,543	7,915	51,611	14,875	1,018,512	235,205	272,343	29,120	7,921	1,577,976
Skidmore College, Saratoga Springs	66,361	21,148	87,509	27,079	223,421	1,284,536	375,245	772,204	3,715	69,225	2,728,396
Syracuse University, Syracuse	73,174	23,502	96,676	215,700	351,611	4,092,777	1,619,845	7,208,629			13,362,862
Union University, Schenectady	600	10,382	10,982	109,478	290,100	2,000,188	533,984	4,642,515	679,503	139,500	8,285,790
Union Theological Seminary, New York	699,813	9,886	709,699	183,446	1,142,092	2,562,598	420,558	8,816,644	6,085	970,385	13,918,362
University of Buffalo, Buffalo				89,170	1,749,088	2,997,421	543,507	5,197,751		131,708	10,618,475
University of Rochester, Rochester		61,744	61,744	220,692	2,799,433	20,264,707	3,625,599	35,679,186	638,264	2,916,949	65,924,228
Vassar College, Poughkeepsie	246,576	28,663	275,239	174,000	(6)	6,393,417	817,005	6,074,847	1,054,214	1,327,562	15,667,045
Wagner Memorial Lutheran College, Staten Island				12,000	350,000	824,840	51,144	363,128		13,879	1,602,991
Wells College, Aurora	59,826	8,786	68,612	72,400	33,244	850,479	345,643	1,550,331		334,101	3,113,798
NORTH CAROLINA											
Atlantic Christian College, Wilson				8,006	214,004	9,924	13,413	320,615	6,851		564,807
Bennett College for Women, Greensboro		1,506	1,506	5,000	192,300	289,000	26,832		2,745		510,877
Catawba College, Salisbury		2,547	2,547	17,600	53,577	357,609	110,078	375,617	22,404	500	919,785
Chowan College, Murfreesboro		200	200	9,500	20,000	149,000	10,000				179,000
Davidson College, Davidson	1,000	10,000	11,000	34,015	54,752	1,130,375	301,479	857,106	100,612	33,856	2,478,180
Duke University, Durham		169,086	169,086	308,000	4,011,172	19,112,302	2,484,691	23,333,474		170,270	49,111,909
Elon College, Elon College				18,500	86,324	794,370	308,432	546,538	5,006	400,000	2,140,670
Flora Macdonald College, Red Springs				10,180	35,309	150,857	88,168	161,900	28,829	34,245	499,328
Greensboro College, Greensboro	2,022	2,256	4,278	12,960	129,497	356,447	94,686	377,751	4,334	28,360	991,075
Guilford College, Guilford College		2,230	2,230	14,000	45,000	313,500	75,799	561,938	58,443	14,000	1,068,680
High Point College,[7] High Point				8,000	156,000	442,280	52,529				650,809

Johnson C. Smith University,[1] Charlotte	1,985	10,446	12,431	18,280	270,000	624,027	136,730	1,752,001	.....	.....	2,782,758
Lenoir Rhyne College, Hickory	.....	2,284	2,284	14,000	92,000	461,224	79,495	388,500	.....	.....	1,021,129
Livingstone College,[1] Salisbury	.....	.....	.....	13,055	71,900	293,100	125,000	46,500	.....	.....	536,500
Meredith College, Raleigh	.....	.....	.....	16,097	230,000	887,247	263,695	585,476	14,780	.....	1,961,198
Queens-Chicora College, Charlotte	.....	.....	.....	12,300	200,000	650,000	59,500	300,000	2,500	.....	1,212,000
St. Augustine College,[1] Raleigh	4,944	.....	4,944	12,000	57,880	454,303	68,960	86,807	.....	6,008	673,958
Salem College, Winston-Salem	.....	1,152	1,152	14,500	77,609	482,483	70,531	439,204	24,697	14,000	1,103,524
Shaw University,[1] Raleigh	2,311	181	2,492	12,638	205,890	355,033	70,852	356,943	.....	.....	988,718
Wake Forest College, Wake Forest	.....	8,289	8,289	36,000	69,000	512,925	87,155	2,524,824	81,710	19,100	3,294,714
NORTH DAKOTA											
Jamestown College, Jamestown	54,678	11,101	65,779	14,016	75,000	459,724	111,905	981,200	16,795	22,000	1,666,624
OHIO											
Antioch College, Yellow Springs	4,000	6,244	10,244	39,257	216,215	1,110,725	188,233	354,536	18,254	.....	1,885,963
Ashland College, Ashland	.....	5,532	5,532	12,457	54,000	412,048	43,117	380,337	.....	.....	869,502
Baldwin-Wallace College, Berea	3,136	.....	3,136	20,000	140,014	1,064,380	175,387	1,358,602	44,435	148,414	2,931,212
Bluffton College, Bluffton	.....	785	785	12,000	103,911	278,897	75,626	178,155	17,039	142,637	707,165
Bonebrake Theological Seminary, Dayton	.....	.....	.....	[7] 7,000	524,246	(6)	(6)	917,018	.....	.....	1,441,264
Capital University, Columbus	.....	.....	.....	21,300	257,000	1,076,000	145,569	580,997	.....	17,738	2,077,304
Case School of Applied Science, Cleveland	.....	11,000	11,000	23,600	426,300	1,159,337	726,152	3,904,134	252,031	.....	6,467,954
Cedarville College, Cedarville	.....	.....	.....	10,000	10,000	250,000	20,500	240,000	.....	8,200	528,700
Central Theological Seminary, Dayton	.....	.....	.....	18,000	40,000	120,000	22,500	221,500	.....	.....	404,000
Cincinnati College of Pharmacy, Cincinnati	508	1,951	2,459	1,600	150,000	(6)	30,000	2,500	.....	.....	182,500
Cleveland Law School, Cleveland	.....	225	225	2,500	.....	.....	8,000	.....	.....	.....	8,000
College of Mount St. Joseph-on-the-Ohio, Mount St. Joseph	3,500	1,200	4,700	12,000	[7] 2,106,127	8,056,840	38,233	10,231,967	.....	500,000	20,933,267
College of the Sacred Heart,[1] Cincinnati	.....	.....	.....	10,000	300,000	600,000	61,000	.....	.....	.....	961,000
College of Wooster, Wooster	102,813	8,406	111,219	68,100	116,124	1,698,213	68,000	3,003,429	4,736	380,000	5,270,502
Defiance College, Defiance	.....	.....	.....	16,737	27,500	336,410	60,495	276,489	.....	.....	700,894
Denison University, Granville	.....	.....	.....	72,800	(6)	2,239,200	331,405	2,040,672	161,664	1,164,868	5,937,809
Findlay College, Findlay	.....	1,455	1,455	18,000	68,350	108,423	37,435	541,306	11,053	37,700	804,267
Hebrew Union College, Cincinnati	.....	.....	.....	86,000	(6)	2,283,823	4,000,000	2,490,607	172,529	.....	8,936,959
Heidelberg College, Tiffin	531	2,478	3,009	24,000	42,568	573,446	86,375	817,493	22,291	161,371	1,706,544
Hiram College, Hiram	.....	877	877	32,000	72,000	694,000	127,000	1,241,370	27,886	90,766	2,243,022
John Carroll University, Cleveland	.....	1,332	1,332	36,000	61,500	268,000	180,640	.....	.....	1,776	511,916
Kenyon College, Gambier	.....	2,468	2,468	80,000	67,000	1,627,883	226,500	1,721,900	187,805	38,858	3,869,926
Lake Erie College, Painesville	.....	1,535	1,535	22,300	132,000	951,304	190,117	723,121	66,010	967	2,063,519
Lane Theological Seminary, Cincinnati	14,700	.....	14,700	23,000	(5)	299,678	23,000	410,543	129,178	8,000	870,399
Marietta College, Marietta	.....	.....	.....	101,093	134,869	642,000	400,000	1,283,686	106,938	5,774	2,575,267
Mount St. Mary Seminary, Cincinnati	.....	.....	.....	20,000	250,000	1,250,000	275,000	440,000	.....	.....	2,215,000
Mount Union College, Alliance	3,758	4,237	7,995	38,005	153,818	509,102	238,088	1,051,079	36,005	439,027	2,427,129
Muskingum College, New Concord	2,435	6,490	8,925	23,000	141,480	1,178,948	232,879	892,060	71,023	4,547	2,520,937
Notre Dame College, South Euclid	.....	2,968	2,968	11,862	[7] 840,000	[7] 1,000,000	[7] 28,000	.....	.....	.....	1,968,000
Oberlin College, Oberlin	421,368	22,160	443,528	348,815	938,175	2,895,104	603,080	17,116,666	941,957	2,021,081	24,516,063
Ohio Northern University, Ada	5,000	2,659	7,659	24,900	(6)	864,684	130,998	478,739	11,000	15,000	1,500,421
Ohio Wesleyan University, Delaware	57,717	25,809	83,526	135,933	146,698	2,381,750	521,743	3,212,615	353,353	2,551,265	9,167,924
Otterbein College, Westerville	3,963	.....	3,963	31,000	73,360	622,685	72,928	1,011,751	81,932	253,080	2,116,736

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
OHIO—continued											
St. Charles Seminary, Carthagena	$2,000	$2,000	$4,000	12,000	$750,000	(2)	.....	.....	.....	.....	$750,000
St. John's University, Toledo	760	900	1,660	15,103	95,000	$318,000	$49,000	$23,000	$5,300	.....	488,300
St. Xavier College, Cincinnati	.....	2,451	2,451	65,004	350,000	1,309,500	.....	209,050	.....	.....	1,868,550
University of Dayton, Dayton	.....	.....	.....	25,200	287,500	1,536,000	278,000	.....	.....	.....	2,101,500
Ursuline College, Cleveland	.....	.....	.....	9,800	199,000	(2)	50,849	.....	4,000	.....	249,849
Western College for Women, Oxford	33,705	15,441	49,146	82,938	90,404	894,523	180,028	696,635	119,058	$36,043	2,056,691
Western Reserve University, Cleveland	.....	.....	.....	419,000	4,582,192	7,874,805	864,163	11,875,005	185,000	.....	25,384,165
Wilberforce University,[1] Wilberforce	.....	.....	.....	18,000	263,000	1,762,759	397,063	.....	.....	.....	2,422,822
Wilmington College, Wilmington	.....	1,000	1,000	10,000	70,000	265,950	70,000	178,665	15,000	.....	599,615
Wittenberg College, Springfield	193	448	641	52,200	332,855	1,667,624	200,626	1,549,128	103,725	304,034	4,257,992
Y.M.C.A. Night Law School, Cincinnati	.....	.....	.....	6,000	.....	.....	30,000	.....	5,914	.....	35,914
Youngstown College, Youngstown	234,650	18,508	253,158	.....	125,000	234,650	44,442	.....	.....	.....	404,092
OKLAHOMA											
Bethany-Peniel College, Bethany	1,603	1,027	2,630	5,622	46,603	82,724	30,806	110,014	.....	.....	270,147
Catholic College of Oklahoma for Women, Guthrie	12,560	790	13,350	5,599	183,000	400,000	37,510	.....	.....	.....	620,510
Oklahoma Baptist University,[1] Shawnee	.....	.....	.....	7,866	72,755	439,672	77,953	17,368	.....	.....	607,748
Oklahoma City University, Oklahoma City	1,827	1,507	3,334	7,516	535,852	49,089	106,425	114,000	2,712	.....	808,078
Phillips University, Enid	.....	2,087	2,087	21,000	358,600	4,000	61,500	551,512	.....	90,151	1,065,763
University of Tulsa, Tulsa	2,100	6,271	8,371	24,000	268,288	1,053,960	239,906	719,732	13,720	.....	2,325,556
OREGON											
Albany College, Albany	790	772	1,562	13,174	78,326	215,044	54,190	262,376	6,437	20,657	637,030
Linfield College, McMinnville	1,709	3,349	5,058	17,000	71,280	325,141	67,905	883,720	1,516	190,750	1,540,312
Marylhurst College, Oswego	.....	3,173	3,173	11,500	50,000	250,000	80,000	.....	150	.....	380,150
North Pacific College of Oregon, Portland	.....	356	356	2,200	30,000	209,500	101,126	.....	.....	.....	340,626
Pacific College, Newberg	.....	300	300	8,200	[7] 5,000	[7] 66,574	[7] 12,000	245,050	1,340	10,000	339,964
Pacific University, Forest Grove	.....	.....	.....	24,000	100,000	320,300	75,850	300,316	120	.....	796,586
Reed College, Portland	5,557	6,614	12,171	46,203	220,577	661,630	164,591	1,884,624	.....	.....	2,931,622
Willamette University, Salem	345	2,000	2,345	35,000	250,000	385,068	127,040	1,522,456	15,000	69,500	2,369,064

PENNSYLVANIA											
Albright College, Reading	20	4,433	4,453	17,264	631,221	715,771	162,274	693,376	31,817	84,600	2,319,059
Allegheny College, Meadville	85,658	19,442	105,100	86,000	279,167	1,356,210	303,407	1,202,781	217,151	17,470	3,376,186
Beaver College, Jenkintown	.....	.....	.....	10,745	475,000	1,538,115	153,398	2,000	1,500	103,910	2,273,923
Bryn Mawr College, Bryn Mawr	16,000	32,000	48,000	140,000	350,000	2,600,000	475,000	6,775,000	185,000	.....	10,385,000
Bucknell University, Lewisburg	.....	.....	.....	63,000	85,500	1,770,758	450,260	1,313,681	15,000	.....	3,635,199
Carnegie Institute of Technology, Pittsburgh	56,564	24,125	80,689	21,000	(1)	6,225,551	1,261,694	16,301,933	50,785	.....	23,839,953
Cedar Crest College, Allentown	390	2,589	2,979	14,000	156,075	783,536	106,760	28,823	3,032	.....	1,078,226
College Misericordia, Dallas	.....	.....	.....	10,120	69,750	901,498	63,588	1,100,000	.....	.....	2,134,836
Crozer Theological Seminary, Chester	.....	.....	.....	50,000	.....	.....	.....	1,582,530	172,804	.....	1,755,134
Dickinson College, Carlisle	2,990	11,510	14,500	47,000	260,256	1,012,043	149,068	931,043	12,196	14,722	2,449,328
Drexel Institute, Philadelphia	.....	18,237	18,237	44,808	1,122,611	2,126,271	996,364	3,048,016	28,011	.....	7,321,273
Dropsie College, Philadelphia	.....	200	200	40,042	(1)	101,431	117,000	900,000	.....	.....	1,118,431
Duquesne University of the Holy Ghost, Pittsburgh	218,000	12,740	230,740	24,130	685,000	1,082,500	163,815	.....	.....	.....	1,931,315
Elizabethtown College, Elizabethtown	.....	867	867	8,000	51,939	243,073	42,073	172,600	6,204	24,860	540,749
Franklin and Marshall College, Lancaster	.....	.....	.....	60,000	313,000	1,136,280	155,448	1,036,084	.....	88,750	2,729,562
Geneva College, Beaver Falls	416,500	34,225	450,725	18,204	266,500	733,500	52,425	421,366	4,500	10,000	1,548,291
Gettysburg College, Gettysburg	.....	313	313	50,000	100,000	1,076,779	198,455	763,009	41,370	43,500	2,223,113
Grove City College, Grove City	545,806	335,436	881,242	30,941	247,332	1,576,991	101,637	669,728	65,039	75,739	2,736,456
Hahnemann Medical College, Philadelphia	.....	.....	.....	20,000	.....	.....	127,720	337,573	32,964	.....	518,257
Haverford College, Haverford	22,412	8,541	30,953	117,444	1,500,000	2,000,000	373,000	3,635,540	345,376	.....	7,903,916
Immaculata College, Immaculata	.....	.....	.....	11,000	150,000	3,500,000	86,000	.....	.....	.....	3,736,000
Jefferson Medical College, Philadelphia	1,780,153	.....	1,780,153	40,000	8,280,000	(1)	900,000	1,799,231	.....	.....	10,979,231
Juniata College, Huntingdon	.....	.....	.....	50,000	87,780	609,765	123,192	29,531	.....	.....	850,268
Lafayette College, Easton	.....	17,150	17,150	85,000	255,916	3,721,952	502,544	3,159,718	215,692	268,121	8,123,943
La Salle College, Philadelphia	.....	.....	.....	10,000	250,000	800,000	55,500	.....	.....	.....	1,105,500
Lebanon Valley College, Annville	16,400	12,700	29,100	13,201	39,000	506,430	124,000	913,509	.....	603	1,553,542
Lehigh University, Bethlehem	71,684	35,000	106,684	196,000	464,201	4,140,497	1,419,943	5,060,980	685,613	.....	11,771,234
Lincoln University,[1] Lincoln University	145,495	3,288	148,773	27,000	39,655	606,122	93,447	901,070	156,169	17,600	1,814,063
Lutheran Theological Seminary, Gettysburg	1,254	700	1,954	43,500	40,000	106,630	66,232	558,877	68,828	34,000	874,567
Lutheran Theological Seminary, Philadelphia	3,320	.....	3,320	46,000	600,000	7,000	235,000	625,000	40,000	.....	1,507,000
Marywood College, Scranton	10,851	.....	10,851	22,000	(1)	2,800,000	223,070	618,000	.....	.....	3,641,070
Moravian College for Women, Bethlehem	60,632	16,799	77,431	8,000	52,132	237,733	11,550	117,521	30,000	.....	448,936
Mount St. Joseph College, Chestnut Hill	.....	.....	.....	13,922	340,000	3,000,000	110,000	501,000	20,000	.....	3,971,000
Muhlenberg College, Allentown	.....	2,063	2,063	51,000	570,283	1,569,877	132,299	916,844	.....	.....	3,189,303
Pennsylvania College for Women, Pittsburgh	58,617	2,485	61,102	14,000	266,000	1,055,693	140,556	490,557	.....	30,440	1,973,246
Pennsylvania Military College,[2] Chester	.....	.....	.....	3,000	240,000	300,000	8,000	.....	.....	.....	548,000
Philadelphia College of Pharmacy and Science, Philadelphia	.....	1,200	1,200	18,000	72,245	775,000	230,000	194,000	4,000	2,000	1,277,245
Pittsburgh Theological Seminary, Pittsburgh	.....	.....	.....	35,000	(1)	358,850	10,519	983,676	.....	.....	1,353,045
Reformed Presbyterian Theological Seminary, Pittsburgh	.....	.....	.....	5,000	80,000	(1)	.....	70,000	20,000	.....	170,000
Rosemont College, Rosemont	8,000	4,088	12,088	18,492	250,000	755,000	87,250	.....	.....	.....	1,092,250
St. Francis College, Loretto	27,135	11,894	38,829	12,000	300,000	512,000	105,500	.....	.....	.....	917,500
St. Joseph's College,[3] Philadelphia	.....	.....	.....	10,000	250,000	750,000	150,000	18,213	.....	.....	1,168,213
St. Thomas College, Scranton	.....	12,000	12,000	12,000	100,000	500,000	175,800	.....	.....	.....	775,800
St. Vincent College, Latrobe	.....	1,186	1,186	60,400	7,800	2,325,000	303,500	.....	12,500	.....	2,648,800
St. Vincent's Seminary, Philadelphia	.....	.....	.....	60,000	(1)	731,050	15,000	.....	.....	3,800	749,850
Seton Hill College, Greensburg	.....	4,756	4,756	17,000	168,000	1,865,178	261,387	.....	71,500	.....	2,366,065

See footnotes on p 367

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Susquehanna University, Selinsgrove		$5,532	$5,532	9,868	$135,515	$497,886	$122,242	$368,579	$6,658	$38,800	$1,169,680
Swarthmore College, Swarthmore	$5,966		5,966	80,000	857,017	2,091,136	422,257	5,776,003	460,858	92,818	9,700,089
Temple University, Philadelphia	150,379	79,791	230,170	71,119	(5)	6,509,884	780,515	68,797	4,650	537,500	7,901,346
Theological Seminary of the Reformed Church,[3] Lancaster				22,000		278,917		532,000		71,000	881,917
Thiel College, Greenville		1,324	1,324	16,000	35,491	353,436	76,230	158,214	1,400	6,631	631,452
University of Pennsylvania, Philadelphia	226,874	154,305	381,179	822,000	5,425,493	21,981,819	8,773,816	17,518,860	1,436,632	2,537,274	57,673,894
University of Pittsburgh, Pittsburgh	295,988	124,862	420,850	163,493	3,101,483	9,518,472	1,875,243	2,150,958	52,236	2,632,324	19,330,716
Ursinus College,[1] Collegeville				24,384	156,564	1,478,336	104,410	504,466			2,243,776
Villa Maria College, Erie	9,865	11,590	21,455	8,000	1,000,000	(5)	59,950				1,059,950
Villanova College, Villanova	154,989	6,645	161,634	37,000	1,884,500	2,327,796	211,100	213,889		416,473	5,053,758
Washington and Jefferson College, Washington				44,500	308,000	1,099,588	(5)	1,338,062	41,662	106,627	2,893,939
Waynesburg College, Waynesburg				11,500	83,800	325,000	66,750	193,858			669,408
Western Theological Seminary, Pittsburgh		1,882	1,882	46,048	102,000	363,991	86,315	674,709	205,807	51,713	1,484,535
Westminster College, New Wilmington		8,406	8,406	12,000	125,036	806,201	176,666	841,344	34,463	62,476	2,046,186
Wilson College, Chambersburg	9,200	8,988	18,188	30,000	50,170	677,479	252,900	741,549		3,114	1,725,212
Woman's Medical College of Pennsylvania, Philadelphia				5,000	1,597,062	(5)	124,578	967,112	6,619		2,695,371
RHODE ISLAND											
Brown University, Providence	220,464	133,274	353,738	460,683	796,750	5,291,766		9,703,825	856,475	345,683	16,994,499
Providence College, Providence				12,000	700,000	600,000	175,000	800,000			2,275,000
SOUTH CAROLINA											
Benedict College,[1] Columbia	5,500		5,500	10,703	100,000	213,150	42,000	135,454			490,604
Coker College, Hartsville		736	736	13,000	63,146	403,698	104,192	495,945			1,066,981
Columbia College, Columbia		850	850	10,000	65,000	388,000	117,575	245,937			814,512
Converse College, Spartanburg		3,819	3,819	25,946	204,201	731,253	185,815	638,220	12,585		1,772,074
Erskine College, Due West				16,000	66,211	373,892	67,526	392,023			899,652

Furman University, Greenville	4,838	1,774	6,612	25,000	231,500	909,216	160,705	615,003	11,318		1,927,742
Greenville Woman's College,[7] Greenville				9,258	125,000	433,457	93,978				652,435
Lander College, Greenwood				9,400	59,095	257,017	65,492	121,211			502,815
Limestone College, Gaffney	2,816	1,630	4,446	14,101	57,462	422,473	95,482	410,082	10,000		995,499
Lutheran Theological Southern Seminary, Columbia				8,000	20,000	140,000	11,500	64,000		42,050	277,550
Newberry College, Newberry	1,250	1,410	2,660	20,000	50,000	295,802	85,033	351,453		310,974	1,093,262
Presbyterian College, Clinton				14,000	89,502	619,518	73,574	350,574	4,280		1,137,448
Wofford College, Spartanburg				27,517	200,000	457,796	84,278	700,200	92,167		1,534,441
SOUTH DAKOTA											
[illegible] College, Sioux Falls				30,000	12,000	278,150	40,421	448,785	5,261	24,192	808,809
[illegible] University, Mitchell	6	1,425	1,431	22,662	470,799	(8)	72,822	542,415	19,455	25,178	1,130,669
[illegible] College, Huron		1,000	1,000	17,826	140,700	368,671	46,280	939,186	4,659	35,527	1,535,023
[illegible] College, Sioux Falls		1,785	1,785	11,000	44,228	237,563	44,624	240,919	175	70,647	638,166
[illegible] College, Yankton	89,721	15,826	75,547	20,254	94,320	637,315	108,963	642,164	41,669	85,409	1,610,330
TENNESSEE											
Bethel College,[1] McKenzie				7,500	18,000	360,000	25,000	350,000			753,000
Carson and Newman College,[1] Jefferson City				20,000		357,585	46,432	523,023			927,040
Chattanooga College of Law, Chattanooga		620	620	1,200			5,000				5,000
Cumberland University,[1] Lebanon				15,500	58,000		45,598	135,938			239,536
Du Bose Memorial Church Training School,[7] Monteagle				5,000		200,000					200,000
Fisk University,[1] Nashville	217,494	41,764	259,258	41,150	98,772	972,611	233,384	1,475,353	12,110	188,753	2,980,983
Johnson Bible College,[1] Kimberlin Heights				8,000	40,000	162,000	40,000	140,000			382,000
King College, Bristol	34,049	2,873	36,922	8,471	37,567	232,211	10,410	505,055			785,243
Knoxville College,[1] Knoxville	5,626	1,233	6,859	10,000	67,839	531,997	45,059	629,632	17,547	35,980	1,328,054
Lambuth College, Jackson				4,000	45,000	180,000	35,000	68,500	500		329,000
Lane College,[1] Jackson				8,750	20,000	350,000	34,750				404,750
Le Moyne College,[1] Memphis				8,200	67,000	109,000	50,000	23,000	1,000		250,000
Lincoln Memorial University, Harrogate	1,600	3,061	4,661	15,000	179,536	687,954	151,942	984,069	7,408		2,010,909
Maryville College, Maryville				36,936	89,365	586,113	123,694	1,161,689	280,728	347,380	2,589,469
Meharry Medical College,[1] Nashville	1,956,981	168,710	2,125,691	4,000	228,000	1,750,000	280,000	742,000			3,000,000
Milligan College, Milligan College	150	656	806	9,876	30,000	355,000	144,716	87,456		16,864	634,036
Southwestern College, Memphis		7,893	7,893	35,096	188,056	1,203,540	106,091	408,770	31,029	16,430	1,953,916
Tennessee College for Women, Murfreesboro	3,341	320	3,661	9,000	102,000	240,311	15,658		37,201	37,337	432,507
Tusculum College,[1] Greenville				15,000	58,119	531,147	89,944	667,772			1,346,982
Union University, Jackson	3,616	1,126	4,742	12,000	85,000	616,708	78,351	139,439	28,000	60,215	1,007,713
University of Chattanooga, Chattanooga				20,000	600,000	616,000	200,000	956,692		37,580	2,410,272
University of the South, Sewanee				46,000	125,538	892,891	253,194	1,348,790	188,890	561,553	3,370,856
Vanderbilt University, Nashville	38,000	40,000	78,000	137,000	424,856	5,629,167	824,401	19,000,000	200,120	125,000	26,203,544
TEXAS											
Abilene Christian College, Abilene		500	500	10,000	22,000	455,000	57,500		2,000		536,500
Austin College, Sherman				21,000	52,933	248,568	73,619	205,510	45,610		626,240
Austin Presbyterian Theological Seminary, Austin				8,000	(6)	125,000	10,000	453,661	50,600		639,261

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 2—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS—continued											
Baylor College for Women, Belton				26,708	$38,106	$1,032,000	$240,651	$644,143	$154,576	$10,453	$2,119,929
Baylor University, Waco		$4,324	$4,324	70,476	258,088	1,267,780	232,236	1,125,904	119,541		3,003,549
Bishop College,[1] Marshall				6,588	100,000	204,500	72,307	2,265			379,072
Daniel Baker College, Brownwood				9,000	53,600	204,147	(5)	230,000		20,000	507,747
Evangelical Theological College, Dallas		832	832	12,000	54,000	177,621	26,378	14,100	5,855	22,020	299,974
Houston Law School, Houston				1,500							
Howard Payne College, Brownwood				11,000	136,166	322,983	83,854	216,074	16,473		775,550
Incarnate Word College, San Antonio		6,408	6,408	25,038	(5)	1,725,642	141,947	55,000	7,000		1,929,589
McMurry College, Abilene				9,000	60,000	362,595	34,000	23,802			480,397
Our Lady of the Lake College, San Antonio	$29,000	14,238	43,238	29,860	107,000	1,572,000	200,593	1,932,500			3,812,093
Rice Institute, Houston	38,172	34,948	73,120	98,400	248,784	2,754,498	1,133,031	12,941,050	133,460		17,210,823
St. Edward's University, Austin				17,500	456,909	354,876	60,271				872,056
St. Mary's University of San Antonio	7,274		7,274	12,000	194,000	942,750	130,000				1,266,750
Samuel Huston College,[1] Austin		500	500		10,000	101,885	12,500				124,385
Simmons University, Abilene		2,099	2,099	18,000	30,783	636,319	122,385	492,859	41,018		1,323,364
Southern Methodist University, Dallas		13,601	13,601	92,607	1,248,394	2,186,447	469,133	2,304,741	58,361	61,695	6,328,771
South Texas School of Law, Houston				2,665			7,500				7,500
Southwestern Baptist Theological Seminary, Fort Worth				16,585	320,050	1,346,232	62,711	527,995		18,658	2,275,646
Southwestern University, Georgetown				25,939	83,250	883,331	160,656	105,228	123,938	38,719	1,395,122
Texas College,[1] Tyler				8,000	15,150	198,700	33,500				247,350
Texas Christian University, Fort Worth	372,119	248,399	620,518	45,000	433,780	1,208,193	162,708	2,803,372			4,608,053
Texas Dental College, Houston		935	935	1,100	20,000	45,000	28,467				93,467
Texas Woman's College, Fort Worth		3,114	3,114	18,000	174,629	406,917	69,343	156,212	187,482		994,583
Tillotson College,[1] Austin	5,170	3,800	8,970	7,000	58,000	147,000	50,000	255,000	600	1,060	511,660
Trinity University, Waxahachie				11,482	21,969	245,111	37,725	586,170	45,055	54,446	990,476
Wiley College,[1] Marshall	900	3,500	4,400	12,000	10,000	295,400	60,350	14,000			379,750
UTAH											
Brigham Young University, Provo		1,000	1,000	70,000	(5)	512,000	455,000	210,000	6,000		1,183,000

VERMONT											
Middlebury College, Middlebury	12,369	.....	12,369	60,000	39,143	1,412,000	267,000	4,080,254	13,075	189,980	6,001,452
Norwich University, Northfield	.....	.....	.....	25,000	29,984	788,995	190,621	736,984	.....	.....	1,756,584
St. Michael's College, Burlington	11,825	2,739	14,564	18,000	60,000	216,500	82,350	.....	.....	15,390	374,240
VIRGINIA											
Bishop Payne Divinity School,[1] Petersburg	.....	.....	.....	2,000	1,000	30,000	2,000	21,049	2,000	2,000	58,049
Bridgewater College, Bridgewater	.....	.....	.....	12,000	58,830	287,800	36,418	404,213	6,175	33,750	828,186
Emory and Henry College, Emory	.....	.....	.....	10,000	20,000	554,478	84,366	408,402	2,695	.....	1,049,941
Hampden-Sydney College, Hampden-Sydney	.....	.....	.....	23,000	25,872	457,975	56,218	337,000	7,453	.....	884,518
Hampton Institute, Hampton	359,944	4,716	364,660	81,390	246,905	2,855,365	526,973	9,549,394	473,000	226,539	13,878,176
Hollins College, Hollins	23,805	2,666	26,471	20,300	45,600	1,081,805	228,393	384,186	.....	10,822	1,750,806
Lynchburg College, Lynchburg	.....	.....	.....	11,500	116,000	349,804	79,809	431,235	.....	14,600	991,448
Mary Baldwin College, Staunton	.....	2,534	2,534	14,000	65,000	486,000	75,000	477,118	.....	.....	1,103,118
Protestant Episcopal Theological Seminary, Alexandria	3,500	.....	3,500	30,000	44,000	350,000	95,000	1,000,000	.....	.....	1,439,000
Randolph-Macon College, Ashland	10,452	1,873	12,325	26,000	32,000	680,988	36,787	942,610	88,850	7,200	1,788,445
Randolph-Macon Woman's College, Lynchburg	8,961	6,002	14,963	38,000	100,000	1,076,678	307,457	1,176,624	15,500	11,500	2,687,759
Roanoke College, Salem	1,787	2,999	4,786	20,000	60,209	461,665	142,015	648,513	8,078	.....	1,320,480
Sweet Briar College, Sweet Briar	61,070	17,512	78,582	30,000	67,319	1,146,070	243,812	366,590	.....	.....	1,823,791
Union Theological Seminary, Richmond	695	3,767	4,462	41,000	(3)	695,554	46,499	1,105,146	321,937	106,503	2,275,639
University of Richmond, Richmond	12,000	7,000	19,000	55,000	309,561	1,793,337	175,836	2,035,286	519,562	506,864	5,348,446
Virginia Union University,[1] Richmond	.....	.....	.....	17,000	50,000	280,000	82,750	611,237	23,922	.....	1,047,909
Washington and Lee University, Lexington	.....	579	579	70,000	50,000	1,501,987	234,196	1,436,935	87,528	37,625	3,348,251
WASHINGTON											
College of Puget Sound, Tacoma	5,186	12,423	17,609	13,673	140,971	492,267	105,565	989,323	50,368	129,154	1,907,648
Gonzaga University, Spokane	.....	3,154	3,154	29,942	196,260	813,392	104,001	20,000	24,900	.....	1,158,553
Pacific Theological Seminary, Seattle	1,681	222	1,903	5,000	75,000	12,000	11,000	.....	.....	.....	98,000
Seattle Pacific College, Seattle	.....	1,500	1,500	5,000	38,780	100,573	30,871	22,929	8,500	100	202,753
Spokane University, Spokane	.....	800	800	12,000	68,000	103,100	16,116	.....	.....	181,500	368,716
Walla Walla College, College Place	19,158	5,850	25,008	10,330	28,648	200,199	90,000	.....	.....	.....	319,847
Whitman College, Walla Walla	10,000	2,153	12,653	46,000	510,054	(3)	174,000	932,362	137,092	78,662	1,832,170
Whitworth College, Spokane	.....	1,165	1,165	11,000	39,000	179,779	23,444	21,470	2,918	17,500	294,111
WEST VIRGINIA											
Bethany College, Bethany	.....	873	873	22,000	100,000	791,868	112,000	1,780,000	28,500	8,000	2,820,368
Broaddus College, Philippi	.....	.....	.....	6,180	50,000	400,000	107,000	63,000	3,000	.....	623,000
Davis and Elkins College, Elkins	.....	1,000	1,000	7,734	70,195	436,857	35,797	138,333	19,400	2,500	703,062
Morris Harvey College, Barboursville	.....	.....	.....	10,200	164,185	452,514	56,439	119,000	15,000	190,350	1,006,488
Salem College, Salem	.....	687	687	10,000	46,000	167,000	33,000	145,159	7,165	.....	308,324
West Virginia Wesleyan College, Buckhannon	.....	.....	.....	17,000	74,962	818,989	87,984	506,905	47,814	16,500	1,063,154

See footnotes on p 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 2.—UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
WISCONSIN											
Beloit College, Beloit	$19,168	$19,762	$38,930	85,500	$124,925	$1,105,079	$387,282	$2,454,012	$198,898	$118,600	$4,388,796
Carroll College, Waukesha	4,142	1,491	5,633	16,000	151,583	630,154	97,333	688,438	18,000	91,100	1,676,608
Evangelical Lutheran Theological Seminary, Thiensville	1,200	475	1,675	6,000	54,990	316,890	41,088	.....	.....	.....	412,968
Immaculate Conception Seminary, Oconomowoc	.....	3,190	3,190	18,900	37,000	570,000	76,840	245,533	.....	9,432	938,805
Lawrence College, Appleton	24,520	15,902	40,422	58,000	248,730	1,292,620	284,226	1,452,935	194,808	180,251	3,653,570
Marquette University, Milwaukee	649,655	96,259	745,914	65,358	1,272,510	3,078,391	978,812	2,762,670	30,380	62,202	8,184,965
Milton College, Milton	.....	1,069	1,069	13,344	10,000	120,000	44,300	275,000	26,491	3,400	479,191
Milwaukee-Downer College, Milwaukee	1,885	5,147	7,032	29,475	339,920	767,300	246,027	1,324,084	31,646	157,442	2,866,419
Mission House College, Plymouth	.....	5,837	5,837	18,000	10,000	191,660	51,946	141,837	.....	.....	395,483
Mount Mary College, Milwaukee	11,849	4,402	16,251	13,000	945,414	956,003	207,976	661	.....	.....	2,110,054
Nashotah House, Nashotah	.....	.....	.....	50,000	59,280	208,675	23,691	415,138	.....	1,819	708,603
Northland College, Ashland	2,317	2,842	5,159	19,110	17,333	192,937	51,536	79,316	30,594	17,017	388,733
Northwestern College, Watertown	.....	.....	.....	16,500	50,479	333,410	38,498	107,473	.....	.....	529,860
Ripon College, Ripon	.....	2,646	2,646	28,150	50,600	300,751	152,749	937,940	.....	.....	1,442,040
St. Francis Seminary, St. Francis	.....	.....	.....	40,000	250,000	1,000,000	155,500	175,000	.....	.....	1,580,500

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED

ALABAMA											
State Teachers College:											
Florence	$520	$2,721	$3,241	20,545	$220,235	$581,449	$99,450	.....	$4,763	.....	$905,956
Jacksonville	.....	954	954	16,080	75,000	750,000	121,500	.....	9,144	.....	955,644
Livingston	.....	877	877	12,551	44,000	590,900	56,203	.....	.....	.....	691,103
Montgomery [1]	406	1,913	2,319	9,623	184,853	448,500	72,000	.....	.....	.....	705,353
Troy	1,497	463	1,960	15,659	40,000	625,000	40,400	.....	.....	.....	705,400

ARIZONA											
Arizona State Teachers College:											
Flagstaff	11,000	22,070	33,070	19,506	20,000	917,000	143,500				1,080,500
Tempe	1,921	12,972	14,893	21,373	39,090	801,792	196,642			$8,221	1,045,745
ARKANSAS											
Arkansas State Teachers College, Conway	3,009	2,059	5,068	15,000	11,500	506,790	110,209				628,499
Henderson State Teachers College, Arkadelphia		2,750	2,750	15,700	63,700	209,086	48,801				321,587
CALIFORNIA											
Humboldt State Teachers College, Arcata	130,550	4,200	134,750	13,386	61,429	377,270	76,658		1,642		506,999
State Teachers College:											
Chico	96,528	5,010	101,538	22,604	84,750	794,248	108,102		900		988,000
Fresno	34,831	11,360	46,191	36,665	165,419	770,742	162,465				1,098,626
San Diego	91,560	12,924	104,484	41,663	100,000	767,505	159,994		1,975		1,029,474
San Francisco	949,630	145,380	1,095,010	36,528	371,227	578,403	145,380		1,916		1,096,926
San Jose	238,454	10,708	249,162	42,060	185,000	931,972	268,055				1,385,027
Santa Barbara	75,000		75,000	21,870	247,680	534,258	137,113		350		919,401
COLORADO											
Adams State Teachers College, Alamosa	1,485	835	2,320	6,450	18,614	213,920	37,466				270,000
Colorado State Teachers College, Greeley	83,516	7,148	90,664	76,000		1,711,287	417,148		27,000		2,155,435
Western State College of Colorado, Gunnison	107,800	7,500	115,300	3,600	10,000	540,000	47,000		10,000		607,000
GEORGIA											
Bowdon State Normal and Industrial College, Bowdon	3,540		3,540	2,500	10,000	65,000	11,500				86,500
Georgia State Woman's College, Valdosta		3,428	3,428	20,000	200,000	238,000	90,000				528,000
South George Teachers College, Collegeboro	19,342	5,986	25,328	6,700	100,000	156,000	18,100				274,100
ILLINOIS											
Eastern Illinois State Teachers College, Charleston	21,600	8,882	30,482	37,200	36,600	637,590	369,336				1,043,526
Illinois State Normal University, Normal		20,282	20,282	79,361	96,000	1,114,616	466,194		7,406		1,684,216
Northern Illinois State Teachers College, De Kalb	23,943	6,530	30,473	36,174	100,000	925,936	282,359				1,308,295
Southern Illinois State Normal University, Carbondale	608	11,912	12,520	32,296	19,275	977,396	260,768		617		1,258,056
Western Illinois State Teachers College, Macomb	6,901	11,854	18,755	24,000	35,350	988,106	177,565		1,916		1,202,937
INDIANA											
Ball State Teachers College, Muncie	81,634	20,423	102,057	34,906	200,000	1,505,000	221,000		4,239	764,508	2,694,747
Indiana State Teachers College, Terre Haute	75,384	17,754	93,138	110,000	470,000	1,735,000	360,000			225,914	2,790,914
IOWA											
Iowa State Teachers College, Cedar Falls	229,909		229,909	100,000	45,200	1,884,300	561,814			339,600	2,810,914

See footnotes on p 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
KANSAS											
Fort Hays Kansas State College, Hays	$45,695	$13,911	$59,606	40,000	$210,000	$1,035,725	$155,408				$1,401,133
Kansas State Teachers College, Emporia	1,974		1,974	66,000	46,000	1,354,280	259,313	$250,000			1,909,593
Kansas State Teachers College, Pittsburg		8,000	8,000	38,316	150,000	1,565,000	314,374				2,029,374
KENTUCKY											
Eastern Kentucky State Teachers College, Richmond	39,586	28,224	67,810	33,000	235,712	1,485,390	335,316				2,056,418
Morehead State Teachers College, Morehead	46,057	26,253	72,310	15,113	79,350	1,514,641	229,028				1,823,019
Murray State Teachers College, Murray	307,825	15,528	323,353	19,211	111,899	1,391,724	115,060				1,618,683
Western Kentucky State Teachers College, Bowling Green	112,217	33,795	146,012	32,130	29,180	2,095,217	300,098				2,424,495
LOUISIANA											
Louisiana State Normal College, Natchitoches	1,344	5,672	7,016	28,688	84,953	770,851	267,404				1,123,208
MAINE											
State Normal School, Farmington	22,000		22,000	6,000		320,370	37,500	5,000	$2,000		364,870
MASSACHUSETTS											
State Teachers College:											
Bridgewater	804	1,415	2,219	20,097	45,000	1,159,300	93,500	15,000			1,312,800
Fitchburg				12,000	66,500	436,442	75,500				578,442
Framingham [1]				7,000		384,000	20,000				404,000
Lowell				5,200		265,000	27,750				292,750
Salem		3,321	3,321	13,000		500,000	100,000		1,000		601,000
Worcester				20,000	40,000	365,000	41,000				446,000
Teachers College of the City of Boston				27,000					10,000		10,000

MICHIGAN											
Central State Teachers College, Mount Pleasant	----------	6,193	6,193	29,440	30,000	1,165,000	254,284	----------	7,500	----------	1,456,784
Michigan State Normal College, Ypsilanti	10,344	10,018	20,362	75,642	185,961	1,418,726	695,499	----------	21,316	----------	2,321,502
Northern State Teachers College, Marquette	5,000	----------	5,000	28,864	41,025	554,579	156,595	----------	25,000	----------	777,199
Western State Teachers College, Kalamazoo	2,214	5,863	8,077	35,938	223,472	1,042,488	412,771	----------	----------	----------	1,678,731
MINNESOTA											
State Teachers College:											
Bemidji	----------	----------	----------	6,700	24,000	375,000	35,000	----------	----------	----------	434,000
Duluth	----------	----------	----------	16,000	61,043	522,815	88,515	----------	----------	----------	672,373
Mankato	24,020	4,173	28,193	16,971	133,940	934,692	168,847	----------	5,681	----------	1,243,160
Moorhead	633,433	39,682	673,115	14,700	30,900	893,450	72,050	----------	1,400	----------	997,800
St. Cloud	7,000	10,678	17,678	34,560	16,000	860,000	194,323	----------	5,000	----------	1,075,323
Winona	4,870	3,275	8,145	15,000	55,000	917,500	141,156	----------	49,250	----------	1,162,906
MISSISSIPPI											
Delta State Teachers College, Cleveland	1,000	1,600	2,600	11,600	54,000	564,435	131,512	----------	----------	----------	749,947
State Teachers College, Hattiesburg	----------	----------	----------	15,700	69,351	997,827	243,574	----------	----------	----------	1,310,752
MISSOURI											
Central Missouri State Teachers College, Warrensburg	6,000	----------	6,000	40,000	----------	1,535,000	74,000	----------	----------	----------	1,609,000
Harris Teachers College, St. Louis	519	930	1,449	12,000	20,800	167,297	76,873	----------	----------	----------	284,970
Northeast Missouri State Teachers College, Kirksville	----------	2,621	2,621	33,000	100,000	595,000	182,865	----------	5,300	----------	883,165
Northwest Missouri State Teachers College, Maryville	----------	----------	----------	25,000	25,000	715,000	65,000	----------	----------	----------	805,000
Southeast Missouri State Teachers College, Cape Girardeau	6,546	----------	6,546	22,846	100,000	190,000	269,500	----------	7,000	----------	566,500
Southwest Missouri State Teachers College, Springfield	2,484	6,670	9,154	35,645	----------	1,165,000	315,000	----------	----------	$129,400	1,609,400
Stowe Teachers College,[1] St. Louis	----------	----------	----------	9,000	----------	----------	----------	----------	----------	----------	----------
Teachers College of Kansas City	----------	12,000	12,000	8,473	----------	500,000	12,000	----------	1,933	----------	513,933
MONTANA											
Montana State Normal College, Dillon	297	----------	297	23,000	22,627	619,032	102,446	----------	5,800	----------	749,905
NEBRASKA											
Nebraska State Normal College, Chadron	1,449	5,856	7,305	18,261	12,780	737,000	72,583	----------	----------	----------	822,363
Nebraska State Teachers College:											
Kearney	----------	----------	----------	28,745	12,750	790,500	261,000	----------	----------	----------	1,064,250
Wayne	153,000	----------	153,000	18,000	----------	800,000	65,500	----------	1,200	----------	866,700
Peru State Teachers College, Peru	----------	5,632	5,632	40,700	10,000	980,000	165,000	----------	2,500	----------	1,157,500
NEW HAMPSHIRE											
Keene Normal School, Keene	1,000	7,251	8,251	16,000	----------	675,000	102,000	----------	----------	----------	777,000
Plymouth Normal School, Plymouth	90,000	----------	90,000	15,000	----------	485,637	70,500	----------	----------	----------	556,137

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TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
NEW JERSEY											
New Jersey State Teachers College, Upper Montclair	$16,158	$5,995	$22,153	24,542	$162,000	$1,319,445	$82,000		$6,500		$1,569,945
State Teachers College and State Normal School, Trenton		34,487	34,487	20,200	120,000	2,550,000	100,000		16,085		2,786,085
NEW MEXICO											
New Mexico Normal University, Las Vegas	10,529	4,278	14,807	15,000	40,000	411,000	99,000		4,000		554,000
New Mexico State Teachers College, Silver City	1,490	1,844	3,334	21,000	16,000	215,424	94,720		600		326,744
NEW YORK											
State College for Teachers, Albany	473	6,460	6,933	13,208	235,000	1,669,500	199,027	$12,000	13,528		2,129,055
State Teachers College, Buffalo	13,000	19,000	32,000	15,000	300,000	1,600,000	285,000				2,185,000
NORTH CAROLINA											
Appalachian State Teachers College, Boone	8,622	3,171	11,793	13,000							
East Carolina Teachers College, Greenville				17,132	70,732	2,700,541					2,771,273
Western Carolina Teachers College, Cullowhee	391	1,020	1,411	10,500	72,618	735,946		54,413	19,719		882,696
Winston-Salem Teachers College,[1] Winston-Salem		1,461	1,461	6,295	137,500	465,664	32,108				635,272
NORTH DAKOTA											
State Teachers College, Dickinson	151,775	4,250	156,025	8,800	3,350	460,197	97,466		9,400		570,413
State Normal and Industrial School, Ellendale	1,163	2,351	3,514	8,733	3,000	274,537	48,895	350,000	1,500		677,932
State Teachers College:											
Mayville	1,200	6,450	7,650	15,000	30,000	463,000	121,724	300,000			914,724
Minot	37,206	3,501	40,707	20,000	77,000	854,387	181,201		7,137		1,119,725
Valley City	18,685	7,415	26,100	23,462	50,000	690,338	290,413		2,033		1,032,784

OHIO											
Bowling Green State College, Bowling Green	20,000	5,000	25,000	41,000	251,000	1,823,000	367,114	.....	1,658	.....	2,442,772
Kent State College, Kent	.....	5,092	5,092	40,000	.....	2,441,060	413,769	.....	1,800	.....	2,868,629
OKLAHOMA											
Central State Teachers College, Edmond	.....	5,892	5,892	26,331	116,328	526,106	129,715	.....	.....	.....	772,149
East Central State Teachers College, Ada	.....	11,881	11,881	23,176	40,000	527,500	.....	.....	.....	.....	567,500
Northeastern State Teachers College, Tahlequah	185	6,454	6,639	15,652	.....	360,000	98,000	.....	.....	.....	458,000
Northwestern State Teachers College, Alva	705	3,681	4,476	24,581	23,225	321,713	76,351	.....	.....	.....	421,349
Southeastern State Teachers College, Durant	.....	5,300	5,300	18,805	57,600	1,210,000	108,580	.....	10,000	.....	1,386,180
Southwestern State Teachers College, Weatherford	.....	5,000	5,000	19,000	40,000	390,000	105,817	.....	.....	.....	535,817
PENNSYLVANIA											
State Teachers College:											
Bloomsburg	11,004	3,333	14,337	12,500	225,989	787,735	243,715	.....	.....	.....	1,257,439
California	.....	.....	.....	13,000	.....	1,032,500	62,000	.....	.....	.....	1,094,500
Clarion	.....	.....	.....	13,326	75,000	947,635	188,993	.....	.....	.....	1,211,618
East Stroudsburg	24,500	7,260	31,760	15,700	76,222	1,027,045	119,045	.....	.....	.....	1,222,312
Edinboro	20	14,777	14,797	14,846	14,000	685,536	104,269	.....	.....	.....	803,605
Indiana	7,194	18,624	25,818	18,000	382,206	1,883,622	617,431	.....	.....	.....	2,883,259
Kutztown	5,193	.....	5,193	15,025	58,662	824,300	217,090	.....	.....	.....	1,100,052
Lock Haven	3,115	5,342	8,457	18,000	98,000	808,105	74,055	.....	.....	.....	980,160
Mansfield [1]	.....	.....	.....	15,500	.....	1,520,929	338,908	.....	.....	.....	1,859,837
Millersville	833	9,731	10,564	21,000	80,070	842,596	247,064	.....	.....	.....	1,169,730
Shippensburg	82,152	5,450	87,602	16,000	108,632	990,351	148,026	.....	7,000	.....	1,254,009
Slippery Rock	64,146	11,085	75,231	16,500	50,000	1,162,500	191,600	.....	4,748	.....	1,498,848
West Chester	11,230	14,332	25,562	34,721	328,117	2,598,049	504,445	.....	.....	.....	3,431,611
RHODE ISLAND											
Rhode Island College of Education, Providence	1,737	5,692	7,429	41,161	250,000	2,200,000	58,976	.....	4,898	.....	2,513,874
SOUTH DAKOTA											
Northern Normal and Industrial School, Aberdeen	111,611	6,367	117,978	21,207	50,000	734,783	366,733	756,537	3,000	.....	1,911,053
TENNESSEE											
State Teachers College:											
Johnson City	53,420	9,501	62,921	25,000	125,000	929,500	139,200	.....	5,700	.....	1,199,400
Memphis	8,344	4,644	12,988	20,000	50,000	1,170,000	145,500	.....	9,200	.....	1,374,700
Murfreesboro	27,786	8,839	36,605	16,000	62,500	1,187,500	92,500	.....	.....	.....	1,342,500
TEXAS											
East Texas State Teachers College, Commerce	601	12,378	12,979	22,500	40,300	812,250	182,882	.....	.....	.....	1,015,432
North Texas State Teachers College, Denton	1,960	19,690	21,650	40,000	212,119	685,710	576,779	.....	.....	.....	1,474,608

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931–32—Continued

PART 3.—TEACHERS COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS—continued											
Sam Houston State Teachers College, Huntsville	----------	$10,500	$10,500	28,592	$126,800	$560,000	$211,981	----------	$23,450	----------	$922,231
Southwest Texas State Teachers College, San Marcos	$45,953	----------	45,953	33,400	68,000	488,759	120,528	----------	----------	----------	677,287
Stephen F. Austin State Teachers College, Nacogdoches	7,342	10,733	18,075	15,601	----------	536,430	68,636	----------	4,750	----------	609,816
Sul Ross State Teachers College, Alpine	----------	26,569	26,569	13,500	----------	392,500	140,500	----------	----------	----------	533,000
West Texas State Teachers College, Canyon	11,535	13,285	24,820	20,000	87,741	919,153	332,612	----------	----------	----------	1,339,506
VIRGINIA											
State Teachers College:											
East Radford	55,496	6,438	61,934	16,270	93,000	710,000	105,500	----------	24,585	----------	933,085
Farmville	----------	2,440	2,440	22,826	125,000	1,300,000	233,500	----------	20,000	----------	1,678,500
Fredericksburg	68,954	5,961	74,915	16,000	----------	1,115,500	130,000	----------	----------	----------	1,245,500
Harrisonburg	39,511	3,729	43,240	17,169	125,000	1,325,000	175,000	----------	43,140	----------	1,668,140
WEST VIRGINIA											
Bluefield State Teachers College,[1] Bluefield	13,500	3,550	17,050	5,200	41,127	252,000	51,460	----------	----------	----------	344,587
Concord State Teachers College, Athens	7,000	6,000	13,000	12,000	25,000	462,000	52,000	----------	----------	----------	539,000
Fairmont State Teachers College, Fairmont	----------	----------	----------	15,783	----------	800,000	55,000	----------	----------	----------	855,000
Glenville State Teachers College, Glenville	----------	250	250	9,500	10,000	501,000	35,000	----------	4,550	----------	550,550
Marshall College, Huntington	----------	7,305	7,305	28,329	----------	2,300,000	144,987	----------	10,000	----------	2,454,987
Shepherd State Teachers College, Shepherdstown	2,000	9,000	11,000	14,800	50,000	318,000	40,000	----------	2,500	----------	410,500
West Liberty State Teachers College, West Liberty	----------	2,350	2,350	11,713	21,800	441,700	39,630	----------	----------	----------	503,130

WISCONSIN											
State Teachers College:											
Eau Claire	7,000	10,700	17,700	16,000	30,000	400,000	100,000	.....	.....	.....	530,000
La Crosse	4,316	8,503	12,819	21,659	44,400	514,985	257,432	.....	.....	.....	816,797
Milwaukee	2,243	14,912	17,155	45,623	500,000	1,072,600	212,500	.....	.....	.....	1,785,100
Oshkosh	2,473	7,795	10,268	20,000	100,000	953,210	285,000	.....	4,000	.....	1,342,210
Platteville	3,650	8,700	12,350	23,282	50,000	475,000	186,000	.....	5,100	.....	716,100
River Falls	30,000	10,600	40,600	18,700	37,000	624,900	187,000	.....	2,000	.....	850,900
Stevens Point	4,250	7,100	11,350	16,798	.....	760,800	185,000	.....	.....	.....	945,800
Superior	123,064	9,820	132,884	22,000	.....	804,760	191,800	.....	2,108	.....	998,668
Whitewater	2,416	10,106	12,522	27,265	50,000	621,336	106,000	.....	.....	.....	777,336
Stout Institute, Menomonie	8,854	15,765	19,619	32,000	80,257	586,569	422,702	$31,255	13,005	.....	1,133,788

PART 4.—TEACHERS COLLEGES, PRIVATELY CONTROLLED—Continued

CONNECTICUT											
Arnold College for Hygiene and Physical Education, New Haven	.....	.....	.....	4,221	$56,700	$159,600	$67,907	$15,000	$500	.....	$298,807
ILLINOIS											
National College of Education, Evanston	$206	$4,413	$4,619	12,187	109,298	602,442	132,404	11,941	7,065	$17,800	880,951
Pestalozzi Froebel Teachers College, Chicago	.....	.....	.....	1,750	.....	.....	11,224	8,766	.....	.....	19,990
INDIANA											
Central Normal College, Danville	3,147	.....	3,147	6,382	10,000	130,000	24,300	27,500	.....	.....	191,800
Normal College of the American Gymnastic Union, Indianapolis	.....	327	327	1,500	68,920	.....	28,929	4,950	.....	1,795	104,594
NEW JERSEY											
Panzer College of Physical Education and Hygiene, East Orange	.....	800	800	760	.....	114,000	2,088	9,472	.....	.....	125,560
NEW YORK											
Ithaca College, Ithaca	.....	.....	.....	5,670	.....	607,165	35,018	.....	.....	.....	642,183
NORTH CAROLINA											
Asheville Normal and Teachers College, Asheville	.....	.....	.....	17,000	280,000	583,000	98,000	.....	20,000	.....	981,000
TENNESSEE											
George Peabody College for Teachers, Nashville	11,609	16,987	28,596	80,000	.....	4,004,501	482,116	3,834,805	.....	.....	8,321,422

See footnotes on p. 387.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931–32—Continued

PART 5.—STATE NORMAL SCHOOLS, PUBLICLY CONTROLLED

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA											
State Teachers College, Daphne				2,077		$63,500	$7,000				$70,500
CONNECTICUT											
State Normal School:											
Danbury	$2,465	$2,549	$5,014	10,000		390,365	34,490				424,855
New Britain	7,047	7,711	14,758	12,800	$25,000	1,325,000	155,000				1,505,000
New Haven	5,000	2,000	7,000	14,500	50,000	80,000	27,000		$1,500		158,500
Willimantic	5,042	5,523	10,565	12,000		665,000			4,950		669,950
GEORGIA											
Americus Normal College, Americus	7,125	850	7,975	4,000	12,000	130,600	21,800				164,400
Georgia Normal and Agricultural College,[1] Albany	56,493	3,739	60,232	3,653	22,200	225,750	41,061				289,011
IDAHO											
Albion State Normal School, Albion	5,536	5,379	10,915	10,000	3,300	639,300	65,500		2,000		710,100
Lewiston State Normal School, Lewiston	13,683	11,031	24,714	9,749	85,250	432,500	115,400		2,880		636,030
MAINE											
Aroostook State Normal School, Presque Isle				3,800	8,000	325,000	42,400				375,400
Eastern State Normal School, Castine				5,600		230,434	24,300		200		254,934
Madawaska Training School, Fort Kent				1,500	7,000	152,810	8,950				168,760
State Normal School, Gorham		3,000	3,000	6,000	10,000	500,000	15,000				525,000
Washington State Normal School, Machias				5,000		172,497	25,500		350		198,347

MARYLAND											
Maryland Normal School,[1] Bowie				3,749	9,439	149,587	42,278				201,304
Maryland State Normal School.											
Salisbury	200,000	1,725	201,725	14,000	16,266	818,762	62,672				897,700
Towson	130,800	1,800	132,600	30,794	83,735	1,038,508	183,394		5,000		1,310,637
State Normal School, Frostburg	72,000	4,000	76,000	12,000	25,000	293,000	16,000		800		334,800
MASSACHUSETTS											
State Normal College:											
Hyannis				5,200	10,000	124,000	39,700		13,563		187,263
North Adams		1,447	1,447	16,500	69,016	208,109	45,100				322,225
Westfield				13,000	250,000	150,000	60,000				460,000
MONTANA											
Eastern Montana Normal School, Billings		2,342	2,342	7,500	25,000		42,907				67,907
NEW JERSEY											
New Jersey State Normal School:											
Glassboro	2,275		2,275	21,000	38,000	842,243	134,423				1,014,666
Jersey City				10,000	100,000	1,124,478	176,193				1,400,671
Newark				27,000		500,000	76,000				576,000
Paterson		9,995	9,995	9,515			55,194				55,194
NEW YORK											
State Normal School:											
Brockport	17,884		17,884	17,500	10,000	320,000	55,000				385,000
Cortland		8,710	8,710	16,000		1,125,000	181,000				1,306,000
Fredonia		6,000	6,000	9,867	49,500	450,000	17,000		7,500		524,000
Geneseo				18,852		325,186	62,500				387,686
New Paltz	435,283		435,283	16,000	5,000	775,000	50,000				830,000
Oneonta	270,000		270,000	10,000	5,000	700,000	42,000				747,000
Oswego	318,000		318,000	14,000		400,000	130,000		1,000		531,000
Plattsburgh	1,025,000	89,000	1,114,000	4,000							
Potsdam				10,025		800,500	90,575				891,075
NORTH CAROLINA											
Cherokee Indian Normal School, Pembroke				2,785	14,837	127,640	44,514				186,991
State Normal School.											
Elizabeth City [1]				5,878	20,000	268,000	34,500		1,500		324,000
Fayetteville [1]				4,851		288,000					288,000
OREGON											
Eastern Oregon Normal School, La Grande	3,220	2,981	6,201	6,833	15,100	166,660	19,861				201,621
Oregon Normal School, Monmouth		539	539	16,089		561,088	55,779		8,827		625,704
Southern Oregon State Normal School, Ashland		974	974	5,215	38,800	188,106	25,070				251,979

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 5.—STATE NORMAL SCHOOLS, PUBLICLY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA											
Cheyney Training School for Teachers,[1] Cheyney	.....	.....	.....	9,225	$20,897	$462,715	$92,701	.....	.....	.....	$575,313
SOUTH DAKOTA											
Eastern State Normal School, Madison	.....	$5,314	$5,314	14,980	24,000	200,000	70,852	.....	$2,241	.....	297,093
Spearfish Normal School, Spearfish	$18,235	3,166	19,401	15,870	20,250	546,250	101,286	$180,000	350	.....	848,136
Southern State Normal School, Springfield	.....	.....	.....	15,700	8,000	385,000	86,900	.....	1,000	.....	480,900
TENNESSEE											
Austin Peay Normal School, Clarksville	160,000	8,000	168,000	4,500	14,500	321,000	57,000	.....	.....	.....	392,500
VERMONT											
State Normal School											
Castleton	.....	.....	.....	3,500	.....	251,000	8,000	.....	.....	.....	259,000
Johnson	.....	1,000	1,000	3,500	1,000	50,000	11,000	.....	.....	.....	62,000
WASHINGTON											
State Normal School.											
Bellingham	.....	3,500	3,500	40,000	200,000	800,000	750	.....	27,096	.....	1,027,846
Cheney	17,226	542	17,768	30,000	.....	608,281	124,872	.....	19,324	.....	752,477
Ellensburg	.....	907	907	25,000	83,975	787,000	55,000	.....	1,885	.....	927,860

PART 6.—CITY AND COUNTY NORMAL SCHOOLS, PUBLICLY CONTROLLED

A.—City Normal Schools

ILLINOIS											
Chicago Normal College, Chicago				35,000	$600,000	$3,634,486	$445,000				$4,679,486
Peoria Kindergarten Training School, Peoria											
KENTUCKY											
Louisville Normal School, Louisville				12,359			11,774				11,774
Louisville Colored Normal School, Louisville				484			396				396
MASSACHUSETTS											
Training School for Teachers of Mechanic Arts, Boston											
NEW YORK											
City Normal School, Syracuse				3,000			20,000				20,000
OHIO											
Dayton Junior Teachers College, Dayton				5,260	15,000	32,871	2,431				50,302
PENNSYLVANIA											
Philadelphia Normal School, Philadelphia				10,000	39,725	439,568	58,000				537,293
VIRGINIA											
Richmond Normal School, Richmond											

B.—County Normal Schools

Michigan		$100	$100	1,750			$5,087			$5,087
Wisconsin	$3,765	2,500	6,265	37,268	$132,000	$334,100	86,609	$62		552,771

See footnotes on p. 367

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 7.—NORMAL SCHOOLS, PRIVATELY CONTROLLED

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
CALIFORNIA											
Miss Fulmer's School, Los Angeles				2,100			$12,207				$12,207
CONNECTICUT											
Fannie A. Smith Kindergarten Training School, Bridgeport	$180	$100	$280	2,000		$50,000	18,800				68,800
ILLINOIS											
Chicago Teachers College, Chicago				2,000		140,000	4,500				144,500
Concordia Teachers College, River Forest	4,100	2,450	6,550	10,544	$650,000	670,000	38,700		$67,700		1,426,400
[illegible] College of Physical Education, Chicago		375	375	2,000	175,000	200,000	44,780		4,500		424,280
MASSACHUSETTS											
Chauncey Training School of Boston		82	82	300		24,331	2,254			$5,156	31,741
[illegible] School of Physical Education, Boston				500	28,125	52,744	10,996				91,865
Teachers School, Boston		2,823	2,823	1,800		150,000	14,000				164,000
MINNESOTA											
[illegible] College, New Ulm	1,000	1,000	4,000	8,000	7,200	367,000	28,000	$25,314			427,514
[illegible]'s Kindergarten-Primary Training School, Minneapolis		426	426	1,700			4,900				4,900
NEBRASKA											
Concordia Teachers College, Seward	17,000	1,300	18,850	6,000	48,000	561,150	38,450				639,600
[illegible] College, York				8,500							

NEW YORK											
Froebel League School, New York				900		186,000	3,800				189,800
Jenny Hunter Kindergarten-Training School, New York		650	650	800			10,000		1,750		11,750
Savage School for Physical Education, New York				1,500			12,750		4,000		16,750
OREGON											
Marylhurst Normal School, Oswego		978	978	8,950	187,000	155,465	52,550	59,730			454,745
Mount Angel Normal School, Mount Angel				7,000		165,000	50,000				215,000
PENNSYLVANIA											
Ilman Training School for Kindergarten and Primary Teachers, Philadelphia		800	800	2,000		51,000	11,700				62,700
WASHINGTON											
Holy Names Normal School, Spokane	1,090	2,715	3,805	9,763		150,000	44,656	762,000			956,656

PART 8.—JUNIOR COLLEGES, PRIVATELY CONTROLLED

ALABAMA											
Marion Institute, Marion	$8,500	$1,000	$9,500	3,430	$50,000	$56,736	$51,000				$157,736
ARIZONA											
Gila College, Thatcher		444	444	5,800	5,000	70,000					75,000
ARKANSAS											
Central College, Conway				4,800	282,859	(9)	40,925				323,784
Galloway Woman's College, Searcy				8,000	29,000	422,768	64,750	$109,086		$17,143	642,747
Jonesboro Baptist College,[7] Jonesboro				4,800	100,000	277,000	14,000				391,000
John E. Brown College,[7] Siloam Springs					350,000	400,000	6,100				756,100
CALIFORNIA											
Beulah College, Upland		70	70	1,800	500		6,286	1,725	$50	10,100	18,661
College of Notre Dame, Belmont		1,835	1,835	5,000	25,000	625,000	38,000	40,000			728,000
Cumnock College, Los Angeles				5,000			12,745				12,745
Los Angeles Pacific College, Los Angeles	792	357	1,149	5,000	30,000	50,000	5,500	32,000	1,000	27,000	145,500
Menlo School and Junior College, Menlo Park	43,801	14,559	58,360	5,000	40,444	334,520	152,019				526,983
Southern California Junior College, Arlington	8,672	6,354	15,026	5,000	133,071	177,501	55,522				366,094
Williams Institute, Berkeley				5,000	26,238	101,032	11,359				138,629

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 8.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued.

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
COLORADO											
Colorado Woman's College, Denver	.....	$10,390	$10,390	6,000	$130,836	$398,405	$87,385	$36,514	$26,627	.....	$679,767
CONNECTICUT											
Junior College of Connecticut, Bridgeport	$10,230	1,407	11,637	4,600	23,000	107,568	27,359	.....	461	.....	158,418
Marot Junior College, Thompson	1,466	980	2,446	4,000	8,700	178,185	67,740	.....	.....	.....	254,625
FLORIDA											
Bethune-Cookman College,[1] Daytona Beach	.....	1,882	1,882	5,000	160,554	361,800	47,220	8,050	.....	.....	577,624
Palmer College and Academy, De Funiak Springs	.....	.....	.....	2,775	146,279	1,721	.....	2,000	.....	.....	150,000
GEORGIA											
Andrew College, Cuthbert	.....	519	519	3,200	17,500	166,257	59,159	30,000	.....	$39,911	312,827
IDAHO											
Ricks College, Rexburg	.....	.....	.....	8,000	15,000	200,000	55,000	35,500	.....	10,000	315,500
ILLINOIS											
Blackburn College, Carlinville	3,000	2,100	5,100	8,220	18,300	430,200	55,000	786,000	45,000	11,000	1,345,500
Broadview College and Theological Seminary, La Grange	2,858	3,021	5,659	13,000	51,907	241,690	69,104	.....	177	2,125	365,003
Central Y.M.C.A. College, Chicago	.....	2,950	2,950	10,988	500,000	(?)	66,006	300,000	1,500	.....	867,506
Chicago Junior College, Chicago	.....	1,778	1,778	2,600	25,000	190,000	30,000	.....	.....	.....	245,000
College of St. Francis, Joliet	.....	.....	.....	10,250	.....	.....	.....	.....	.....	.....	.....

Ferry Hall, Lake Forest	4,151	787	4,938	7,000	150,000	1,025,000	26,400	7,500			1,208,900
Frances Shimer Junior College and Preparatory School, Mount Carroll	389	5,806	6,195	11,361	15,000	259,480	21,320	215,000	10,000		520,800
Mallinckrodt College, Wilmette		500	500	14,628	650,000	70,000					720,000
Monticello Seminary, Godfrey				7,000	1,000,000	(1)	(1)	6,456	36,000		1,042,456
North Park College, Chicago		1,684	1,684	8,535	200,628	221,222	24,750	317,962	5,748		770,310
Springfield Junior College, Springfield		4,291	4,291	3,325	10,000	186,226	35,153	536,044			767,423
INDIANA											
Concordia College, Fort Wayne		669	669	15,000	6,140	619,327	160,850	15,412	28,891	10,000	840,620
St. Joseph's College, Collegeville	800	2,000	2,800	18,000	160,000	1,115,000	34,200	65,000			1,374,200
Vincennes University, Vincennes				10,000	197,400	65,000	23,749				286,149
IOWA											
Briar Cliff Junior College, Sioux City				2,760	366,192	(1)	8,808				375,000
Graceland College, Lamoni	6,500	870	7,370	15,316	49,683	317,233	65,512	243,369	77,809	25	753,631
Grundy Junior College, Grundy Center	10,000	5,000	15,000	2,500	58,000	25,000	5,000	12,000			100,000
Lenox College, Hopkinton				5,000	150,000	(1)	4,500	20,000			174,500
Mount St. Clare Junior College, Clinton	50,000	1,800	51,800	5,000	20,000	1,425,000	8,000				1,453,000
Northwestern Junior College, Orange City		260	260	8,680	10,000	107,000	16,000	55,500		2,500	191,000
Waldorf College, Forest City		704	704	3,921	18,000	110,000	22,125	14,774			164,899
Wartburg Normal College, Waverly				4,925	46,568	340,000	44,437				430,995
KANSAS											
Central Academy and College, McPherson	1,100		1,100	5,500	[2]40,000	[3]210,000	31,600	18,000	15,000	26,000	340,600
College of Paola, Paola				6,000	60,000	640,000	70,800				770,800
Hesston College, Hesston	384		384	3,500	6,000	59,000	17,475	50,000			132,475
Highland College, Highland		250	250	1,200	10,000	75,000	19,000	40,000			144,000
St. John's Lutheran College, Winfield	5,725	500	6,225	9,100	45,000	348,161	45,255	7,000			445,416
Tabor College, Hillsboro				11,000	15,063	172,167	39,628	3,120		18,500	248,478
KENTUCKY											
Bethel Woman's College, Hopkinsville		480	480	3,594	60,000	160,000	40,000		11,000	1,028	272,028
Campbellsville Junior College, Campbellsville	800	450	1,250	4,400	11,050	88,400	24,602				124,052
Caney Junior College, Pippapass				18,000	28,605	137,057	79,971		800		246,433
Cumberland College, Williamsburg	1,766	25	1,791	7,000	100,000	400,000	74,000	443,303	36,282		1,053,585
Lees College, Jackson		948	948	3,161	4,400	79,500	16,241	2,000			102,141
Mount St. Joseph Junior College,[4] St. Joseph				6,050	100,000	150,000	7,000				257,000
Nazareth Junior College, Nazareth				14,800		2,000,000	165,000				2,165,000
Pikeville Junior College, Pikeville				4,300	129,000	347,056	24,719	164,701			665,476
St. Mary's College,[4] St. Mary				5,000	25,000	100,000	11,500				136,500
LOUISIANA											
Dodd College, Shreveport					(1)	600,000	53,000				653,000

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 8.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
MARYLAND											
Blue Ridge College, New Windsor				5,000	$4,000	$120,000	$108,700	$30,000			$262,700
MASSACHUSETTS											
Atlantic Union College, South Lancaster		$1,162	$1,162	7,000	17,277	60,502	39,480		$300	$2,000	119,559
Bradford Academy, Bradford	$500	11,867	12,397	12,173	458,813	(9)	190,985	205,374			855,172
Lasell Junior College, Auburndale	9,716		9,716	6,000	137,820	228,608	115,850	91,184			573,462
MICHIGAN											
Ferris Institute, Big Rapids				5,000	250,000		30,000		2,000		282,000
Spring Arbor Seminary and Junior College, Spring Arbor		575	575	5,000	12,200	37,785	19,448	14,939		12,750	97,122
MINNESOTA											
Concordia College, St. Paul	11,343	4,000	15,343	12,119	222,230	411,178	73,045	3,000			709,453
St. Paul Luther College, St. Paul		1,212	1,212	8,701	70,209	248,850	37,000	20,138	2,673		378,870
MISSISSIPPI											
All Saints' Junior College, Vicksburg				3,000	20,000	130,479	17,837	88,128	25,563		282,007
Clarke Memorial College, Newton		200	200	3,000	10,000	165,000	22,000				197,000
Gulf Park College,[7] Gulfport				3,774	30,000	298,000	44,500				372,500
Hillman College, Clinton	714	165	879	3,500	15,000	60,000	4,500				79,500
Mississippi Synodical College,[7] Holly Springs				1,350	4,000	113,828	4,050	17,000			138,878
Whitworth College, Brookhaven		288	288	7,946	60,000	253,550	24,278	53,085			390,913

MISSOURI											
Central Wesleyan College, Warrenton				14,719	174,000	18,800	30,500				223,300
Christian College, Columbia	6,000		6,000	6,500	75,000	542,039	73,605	61,248			751,892
Cottey College, Nevada		1,461	1,461	5,300	21,000	239,011	36,535	37,656	300		334,502
Hannibal-La Grange College, Hannibal				8,000	26,138	289,290	38,754				354,182
Kemper Military School, Boonville		3,617	3,617	3,350	67,546	508,526	101,361	30,000	99,812	14,745	822,090
Kidder Institute, Kidder				4,954	[7] 6,000	140,000	16,000	100,000			262,000
Ozark Wesleyan College, Carthage		29	29	8,000	241,236		32,529				273,765
St. Paul's College, Concordia				8,400	20,000	285,000	25,000				330,000
Southwest Baptist College, Bolivar		500	500	5,000	28,600	185,000		1,416,316		8,100	1,638,016
Stephens College, Columbia	2,625	3,975	6,600	9,200	228,532	1,055,678	174,074	44,015	25,978	35,350	1,563,627
The Principia, St. Louis	1,007,960	15,762	1,023,722	15,354	465,713	1,909,885	216,005	623,763	65,227	827,948	4,098,541
Wentworth Military Academy, Lexington		5,760	5,760	5,400	51,799	303,219	74,722			89,162	518,902
Western College, Kansas City		200	200	3,000	50,000	225,000	30,000	150			305,150
William Woods College, Fulton					(6)	797,891	159,343	536,090	4,298	47,000	1,544,622
NEBRASKA											
College of St. Mary, Omaha	1,000	1,500	2,500	5,000	90,000	200,000	15,000	1,000,000	100		1,305,100
Hebron College and Academy, Hebron		700	700	3,600	4,300	125,000	23,000		125		152,425
Luther College, Wahoo		350	350	5,000	10,000	160,000		44,400			214,400
NEW HAMPSHIRE											
Colby Junior College, New London		11,957	11,957	5,000		389,554	50,778	259,495		3,028	702,845
NEW JERSEY											
Centenary Collegiate Institute, Hackettstown	68,290	2,164	70,454	4,100	95,000	622,050	115,041	12,665	10,332	75,362	870,450
NEW YORK											
Collegiate School of the Packer Collegiate Institute, Brooklyn	4,577	4,962	9,539	12,000	156,692	352,390	37,325	658,362	59,305	32,492	1,296,566
Sarah Lawrence College, Bronxville	5,133	6,983	12,116	13,356	271,539	1,124,536	225,080	310,000			1,931,155
NORTH CAROLINA											
Belmont Abbey Junior College,[1] Belmont				8,000		300,000	8,000				308,000
Campbell College, Buies Creek				4,294	33,000	324,300	51,700	10,988	19,096		439,084
Lees-McRae College, Banner Elk	1,510		1,510	6,650	216,216	(6)	77,287	117,718		50,490	461,621
Louisburg College, Louisburg		110	110	4,500	176,866	261,607	33,658	66,700	13,837		552,668
Mars Hill College, Mars Hill		1,200	1,200	8,000	(6)	327,978	43,495	74,344	10,000		455,817
Mitchell College, Statesville				4,200	100,000	69,066	4,200	3,264			176,530
Peace, a Junior College for Women, Raleigh				5,000	75,000	228,000	30,000	5,500			338,500
Pineland Junior College, Salemburg	5,000	250	5,250	3,000	3,500	30,000	7,750	8,085			49,335
Presbyterian Junior College for Men, Maxton		400	400	5,200	3,800	164,000	19,700		2,300		189,800
Rutherford College,[1] Rutherford				8,000	25,000	160,000	15,000	136,000			336,000
St. Genevieve of the Pines Junior College, Asheville		225	225	4,000	75,000	117,000	24,900	205,000			421,900
St. Mary's School and Junior College, Raleigh				5,000	(6)	335,632	82,487	149,291			567,410
Weaver College, Weaverville				6,000	27,500	93,000	12,352	100,000	1,280		234,132
Wingate College, Wingate	15,000	2,000	17,000	3,500	25,000	167,500	13,000	3,500	3,000		212,000

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931-32—Continued

PART 8.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
OHIO											
Fenn College, Cleveland	.....	$3,544	$3,544	5,800	$100,000	$450,000	$87,500	$300,000	$16,000	.....	$953,500
Rio Grande College, Rio Grande	.....	.....	.....	5,300	27,200	173,051	9,701	80,253	.....	$10,600	300,805
Urbana Junior College, Urbana	.....	500	500	12,000	6,958	42,300	39,985	564,670	1,200	.....	655,113
OKLAHOMA											
Bacone College, Bacone	.....	314	314	7,000	15,000	325,000	35,000	233,350	.....	.....	608,350
Oklahoma Presbyterian College, Durant	.....	1,000	1,000	3,602	6,600	218,400	30,328	43,000	.....	.....	298,328
OREGON											
Columbia University, Portland	.....	700	700	3,000	182,500	152,000	6,600	.....	.....	.....	341,100
Mount Angel College and Seminary, St. Benedict	.....	2,560	2,560	27,000	119,000	648,000	74,500	.....	80,000	.....	921,500
PENNSYLVANIA											
Ogontz School, Ogontz School	.....	400	400	.....	97,395	525,732	24,739	.....	.....	.....	647,866
Penn Hall, School and Junior College, Chambersburg	.....	.....	.....	4,225	43,418	370,219	50,808	.....	.....	.....	464,445
Williamsport Dickinson Seminary, Williamsport	$354	813	1,167	4,600	24,245	416,254	84,275	356,079	30,295	30,000	941,11
SOUTH CAROLINA											
Anderson College, Anderson	.....	.....	.....	5,000	40,000	215,000	9,500	16,915	.....	.....	281,415
SOUTH DAKOTA											
Freeman Junior College, Freeman	.....	.....	.....	3,225	4,000	85,000	11,300	30,000	.....	.....	130,300
Notre Dame Junior College, Mitchell	200,000	40,000	240,000	10,000	208,000	.....	12,000	.....	.....	.....	220,000
Wessington Springs College, Wessington Springs	1,300	2,000	3,300	5,500	47,000	110,500	28,050	13,000	6,100	14,760	219,410

TENNESSEE											
David Lipscomb College, Nashville		12,600	12,000	5,000	200,000	250,000	65,500		14,000	3,200	532,700
Freed-Hardeman College,[7] Henderson				6,000	10,000	225,000	11,000				246,000
Hiawassee College, Madisonville	500	1,000	1,500	7,000	85,000		3,000		2,000		90,000
Martin College, Pulaski				1,800	60,000	165,000	25,000	30,000			280,000
Nashville Agricultural Normal Institute, Madison	213,890	40,787	254,167	12,178	750,000	(9)	(9)				750,000
Tennessee Wesleyan College, Athens	1,000	1,000	2,000	8,000	90,000	410,000	19,600	78,000	750	14,500	612,850
Trevecca College, Nashville	870	2,003	2,873	3,000	45,000	90,000	20,000	16,000			171,000
Ward-Belmont School, Nashville		1,500	1,500	12,500	209,146	1,681,273	107,000				1,997,419
TEXAS											
Blinn Memorial College, Brenham		58	58	4,605	[7] 5,000	148,000	25,000	67,000			245,000
Butler College,[7] Tyler	467		467	2,025	10,000	25,000	3,700				38,700
Clifton Junior College, Clifton				3,105	6,200	102,000	20,138	12,993			141,336
College of Marshall,[7] Marshall				2,500	14,356	219,305	32,413				266,074
Guadalupe College,[7] Seguin				2,000	23,300	103,600	2,000				128,900
Jacksonville College,[7] Jacksonville				3,200	21,500	86,880	8,050	10,050			126,480
Jarvis Christian Institute,[7] Hawkins				5,000	34,580	128,300	44,020				206,900
Kidd-Key College, Sherman				5,000	50,000	233,000	6,000				289,000
Lon Morris College, Jacksonville				6,000	345,000		11,500	148,000			504,500
Mary Allen Seminary,[7] Crockett				2,920	15,000	65,930	18,437				99,367
Paul Quinn College,[7] Waco				4,000	80,000	192,450	26,374				298,824
Randolph College, Cisco		71	71	5,131	5,000	89,084	15,963	60,000			170,047
St. Philips College,[7] San Antonio	8,000	5,000	8,000	2,000		48,000					48,000
Schreiner Institute, Kerrville	5,700	3,600	9,300	4,000	58,000	252,100	51,500	183,000	250		542,850
Southwestern Junior College, Keene		673	673	4,575	6,207	133,191	25,882				164,280
Texas Lutheran College, Seguin	342	277	619		20,225	191,531	23,181	36,319		20,367	291,623
Texas Military College, Terrell				3,360	15,000	82,750	24,367			12,438	134,555
Wayland College, Plainview				4,000	45,000	163,300	24,418	15,000			247,718
Weatherford College, Weatherford		446	446	4,969	20,000	88,000	19,000	60,000	1,700		188,700
Wesley College, Greenville				6,000	15,150	129,133	59,113				203,396
Westminster College, Tehuacana		700	700	4,200	4,000	65,000	9,600				78,600
Westmoorland College, San Antonio				6,500	128,000	291,750	55,850				476,400
UTAH											
College of St. Mary-of-the-Wasatch, Salt Lake City				6,732	164,000	800,000	52,700				1,016,700
Dixie College, St. George	1,038		1,038	6,100	13,332	135,645	19,898	2,430			171,305
Snow College, Ephraim	441	776	1,217	8,000	137,650		12,000				149,650
Weber College, Ogden	6,900	6,600	13,500	10,000	204,655	(9)	80,000				284,655
Westminster College, Salt Lake City	821		821	9,000	92,191	332,164	55,637	115,372	28,215	56,351	679,930
VIRGINIA											
Averett College,[7] Danville				4,200	125,000	455,000	10,700				590,700
Blackstone College for Girls, Blackstone		773	773	2,806	21,271	433,555	29,982	43,225		22,268	550,301
Bluefield College, Bluefield, (W. Va)				5,000	154,723	400,450	39,819		4,890		599,882
Marion Junior College, Marion				7,000	25,000	125,000	14,212				164,212
Shenandoah College, Dayton				6,000	172,579	(9)	28,000				200,579
Sullins College, Bristol		2,000	2,000	5,500	(9)	450,000	25,000	22,000			497,000
Virginia Intermont College, Bristol	35,000		35,000	6,500	50,000	490,000	47,500	125,000			712,500

See footnotes on p. 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931–32—Continued

PART 8.—JUNIOR COLLEGES, PRIVATELY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
WASHINGTON											
Pacific Lutheran College, Parkland	----------	$2,959	$2,959	10,000	$14,854	$189,466	$34,812	$119,581	$433	$46,532	$405,678
St. Martin's College, Lacey	----------	1,280	1,280	10,000	[7] 48,000	542,600	67,314	----------	----------	----------	657,914
WEST VIRGINIA											
Storer College,[1] Harpers Ferry	----------	----------	----------	7,500	25,000	369,000	21,400	80,000	----------	----------	495,400
WISCONSIN											
Concordia College, Milwaukee	$1,312	----------	1,312	16,000	102,372	(9)	36,600	----------	669	----------	139,641

PART 9.—JUNIOR COLLEGES, PUBLICLY CONTROLLED

ALABAMA											
State Agricultural and Mechanical Institute,[1] Normal	----------	----------	----------	5,000	$210,500	$460,500	$39,250	----------	----------	----------	$710,250
ARIZONA											
Phoenix Junior College, Phoenix	----------	$2,173	$2,173	----------	50,000	183,787	42,073	----------	----------	----------	275,860
ARKANSAS											
Agricultural and Mechanical College:											
Jonesboro	20,745	6,839	27,584	8,550	114,701	363,360	163,363	----------	----------	----------	641,424
Magnolia	----------	2,456	2,456	5,750	20,000	244,948	67,070	----------	----------	----------	332,018
Monticello	1,823	5,444	7,267	[7] 4,000	24,850	398,508	60,612	----------	----------	----------	483,970

Arkansas Polytechnic College, Russellville				15,000		407,696	63,016				470,712
Little Rock Junior College, Little Rock	8,653		8,653	7,000		24,200					24,200
CALIFORNIA											
California Polytechnic School, San Luis Obispo	40,000	5,000	45,000	10,829	159,250	573,611	173,041		$500		906,402
Chaffey Junior College, Ontario				[16] 24,242	24,500	230,000	37,000				291,500
Junior College:											
Bakersfield		2,177	2,177	[14] 6,700	26,250	165,000	40,800				232,050
Glendale	961	8,025	8,986								
Los Angeles	415,836	86,514	502,350	15,700	804,241	619,834	305,577				1,729,652
Modesto	35,970		35,970	8,500	32,700	250,000	76,000				358,700
Pasadena		46,939	46,939	25,000	219,556	1,177,901	107,405		52,798		1,557,660
Riverside	36,351	14,268	50,619	6,821	26,500	331,705	74,268				432,473
Sacramento	27,856		27,856	14,000	100,000	462,679	130,261				692,940
San Bernardino	8,213	10,741	18,954	8,732	68,456	509,420	66,102				[8] 643,978
San Mateo	2,313	16,721	19,034	7,248		132,916	39,850				172,766
Santa Rosa	66,686		66,686		80,000	90,000	20,000				190,000
Marin Union Junior College, Kentfield	39,661	16,524	56,185	5,490	88,000	172,000	45,500		862		304,362
DELAWARE											
State College for Colored Students, Dover	72,246	2,929	75,175	1,923	31,000	298,851	37,978		1,000		368,829
FLORIDA											
Junior College, St. Petersburg				3,000	50,000	50,000	12,500				112,500
GEORGIA											
South Georgia State College, Douglas				3,500	31,400	132,000	17,250				[7] 180,650
ILLINOIS											
Crane Junior College, Chicago				12,500			180,000				180,000
Morton Junior College, Cicero		9,124	9,124	6,923			35,600		205		35,805
IOWA											
Junior College:											
Boone		230	230	800	1,000	15,600	1,250				17,850
Charlton		300	300	480			2,300				2,300
Eagle Grove		350	350	500		25,000	5,000		300		30,300
Mason City		400	400			60,000	10,000				70,000
Webster City		1,000	1,000	1,200	25,000		7,000		500		32,500
KANSAS											
Junior College, El Dorado		717	717	1,531			10,888				10,888
LOUISIANA											
Southeastern Louisiana College, Hammond				3,600	12,000	21,675	3,700			$1,275	[7] 38,650

See footnotes on p 367.

TABLE 23.—CAPITAL OUTLAY AND PROPERTY, 1931–32—Continued

PART 9.—JUNIOR COLLEGES, PUBLICLY CONTROLLED—Continued

Name of institution and location	Capital outlay			Number of bound volumes in library	Value of property						
	Buildings and grounds	Equipment	Total		Value of campus and farms	Value of buildings and improvements	Value of equipment	Endowment funds	Student-aid funds	Other assets	Total
1	2	3	4	5	6	7	8	9	10	11	12
MARYLAND											
Princess Anne Academy, Princess Anne	$636	$1,646	$2,282	1,643	$17,387	$103,455	$10,376				$131,218
MICHIGAN											
Junior College:											
Flint		888	888		212,380		26,386				238,766
Grand Rapids		7,140	7,140	10,000	42,200	251,000	70,500				363,700
Port Huron	108	1,946	2,054	2,409	15,000	145,940	23,478				184,418
MINNESOTA											
Itasca Junior College, Coleraine		950	950	2,500		180,000	13,000				193,000
Junior College:											
Eveleth		4,430	4,430	11,567	100,000	230,000	90,000				420,000
Virginia				7,500		228,814	20,000		$722		249,536
MISSISSIPPI											
Harrison-Stone-Jackson Junior College, Perkinston	800	647	1,447	3,293	9,961	222,500	17,659				250,120
Sunflower County Junior College, Moorhead		1,302	1,302	3,644	8,536	189,522	33,116				231,174
MISSOURI											
Junior College:											
Kansas City	1,572		1,572		200,000	234,950	76,600				511,550
St. Joseph	168	446	614	6,190	178,108		31,950				210,058
MONTANA											
Northern Montana College, Havre	4,573	2,262	6,835								

NEW MEXICO											
New Mexico Military Institute, Roswell	133,418	22,000	155,418	8,750	87,500	1,138,710	(1)				1,226,210
NORTH DAKOTA											
North Dakota School of Forestry, Bottineau		2,142	2,142	3,322	1,500	89,190	24,658				115,348
North Dakota State School of Science, Wahpeton	7,100	5,300	12,400	5,000	25,000	498,000		$300,000			823,000
OKLAHOMA											
Cameron State Agricultural College, Lawton		5,000	5,000	5,000	10,000	175,567	52,781				238,348
Conners State Agricultural College, Warner	2,218	1,932	4,150	3,500	4,165	202,000	71,689				277,354
Eastern Oklahoma College, Wilburton	6,000		6,000	3,000	15,000	250,000	24,100				289,100
Murray State School of Agriculture, Tishomingo		1,123	1,123	[2] 6,000	3,000	152,389					155,389
Northeastern Oklahoma Junior College, Miami				4,500		150,000	15,503				165,503
Oklahoma Military Academy, Claremore				[2] 3,200	15,000	455,110	32,000				[2] 502,110
University Preparatory School and Junior College, Tonkawa		2,793	2,793	5,561	50,000	350,000	10,311				410,311
TEXAS											
John Tarleton Agricultural College, Tarleton	5,750	16,027	21,777	16,253	154,685	695,294	244,793	75,000	61,642		1,231,414
Junior College:											
Clarendon				7,458	25,000	250,000	10,000				285,000
Paris		1,200	1,200	4,450	10,000	110,000	24,000				144,000
San Angelo				2,965	10,000	191,210	48,857				250,067
San Antonio		1,000	1,000	4,000	100,000		21,250				121,250
Texarkana		528	528	3,748	20,000	150,000	56,000				226,000
Tyler	150,000	20,000	170,000	2,500	40,000		17,000				57,000
Victoria		920	920	5,235	5,000	65,000	13,500				83,500
North Texas Agricultural College, Arlington	1,900	14,700	16,600	7,100	85,000	440,450	171,900		3,000		700,350
WEST VIRGINIA											
Potomac State School, Keyser	5,000	4,000	9,000	6,000	62,000	373,200	36,400				471,600

[1] Negro
[2] Figures duplicated under University of Georgia.
[3] Included in preceding column.
[4] Includes College of Pharmacy and Detroit Teachers College.
[5] Included in column 7.
[6] Includes value of university-owned State lands.
[7] Figures for 1929–30.
[8] Value of land endowment included in column 6.
[9] Included in column 6.
[10] Not owned.
[11] Owned by Transylvania College.
[12] Library only.
[13] Figures refer to the central corporation of St. Louis University and exclude those of corporate and affiliated institutions.
[14] In addition, the Long Island College of Medicine occupies and has resources to the following Polhemus Memorial Clinic and Hoagland Library and Laboratory.
[15] Values are omitted where it is known that the junior college uses the high-school building and equipment.
[16] High-school library included.

Part V—Land-Grant Colleges and Universities

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PART V.—LAND-GRANT COLLEGES AND UNIVERSITIES, YEAR ENDED JUNE 30, 1932

By WALTER J. GREENLEAF
Specialist in Higher Education

As indicated in the directory on page 371, the 69 land-grant colleges and universities are located in every State in the Union and in three Territories. Originally these institutions were known as "agricultural colleges", or "colleges of agriculture and mechanic arts", because by the act of 1862 the Federal Government granted them certain tracts of land for an endowment for the purpose of promoting "the liberal and practical education of the industrial classes". While these institutions teach such branches "as are related to agriculture and the mechanical arts" those subjects now represent only a portion of the curricula offered in them. At present, therefore, the term "land-grant colleges and universities" is superseding other terms. A number of institutions have recently dropped the word "agricultural" from their names retaining the title "State college" rather than "State agricultural college".

THE 69 LAND-GRANT COLLEGES AND UNIVERSITIES

[* Indicates a State university as well as land-grant college]

	Location	Name of institution	President
1	Alabama, Auburn	Alabama Polytechnic Institute	Marion J. Funchess.
2	Alaska, College	Alaska Agricultural College and School of Mines.	Charles E. Bunnell.
3	Arizona, Tucson	*University of Arizona	Homer L. Shantz.
4	Arkansas, Fayetteville	*University of Arkansas	John C. Futrall.
5	California, Berkeley	*University of California	Robert G. Sproul.
6	Colorado, Fort Collins	Colorado Agricultural College	Charles A. Lory.
7	Connecticut, Storrs	Connecticut State College	Charles C. McCracken.
8	Delaware, Newark	*University of Delaware	Walter Hullihen.
9	Florida, Gainesville	*University of Florida	John J. Tigert
10	Georgia, Athens	*University of Georgia [1]	Steadmen V. Sanford.
11	Hawaii, Honolulu	University of Hawaii	David L. Crawford.
12	Idaho, Moscow	*University of Idaho	Mervin G. Neale.
13	Illinois, Urbana	*University of Illinois	Arthur H. Daniels, acting.
14	Indiana, Lafayette	Purdue University	Edward C. Elliott.
15	Iowa, Ames	Iowa State College of Agriculture and Mechanic Arts.	Raymond M. Hughes.
16	Kansas, Manhattan	Kansas State College of Agriculture and Applied Science.	Francis D. Farrell.
17	Kentucky, Lexington	*University of Kentucky	Frank L. McVey.
18	Louisiana, Baton Rouge	*Louisiana State University	James M. Smith
19	Maine, Orono	*University of Maine	Harold S. Boardman.
20	Maryland, College Park	*University of Maryland	Raymond A. Pearson.
21	Massachusetts, Amherst	Massachusetts State College	Hugh P. Baker.
22	Massachusetts, Cambridge	Massachusetts Institute of Technology.	Karl T. Compton.
23	Michigan, East Lansing	Michigan State College of Agriculture and Applied Science.	Robert S. Shaw.
24	Minnesota, Minneapolis	*University of Minnesota	Lotus D. Coffman.
25	Mississippi, State College	Mississippi State College	Hugh Critz.

THE 69 LAND-GRANT COLLEGES AND UNIVERSITIES—Continued

	Location	Name of institution	President
26	Missouri, Columbia	*University of Missouri	Walter Williams.
27	Montana, Bozeman	Montana State College	Alfred Atkinson
28	Nebraska, Lincoln	*University of Nebraska	Edgar A Burnett.
29	Nevada, Reno	*University of Nevada	Walter E. Clark.
30	New Hampshire, Durham	*University of New Hampshire	Edward M Lewis.
31	New Jersey, New Brunswick	Rutgers University	Robert C. Clothier
32	New Mexico, State College	New Mexico College of Agriculture and Mechanic Arts.	Harry L. Kent.
33	New York, Ithaca	Cornell University	Livingston Farrand.
34	North Carolina, West Raleigh	North Carolina State College of Agriculture and Engineering.	Eugene C. Brooks, V.P.
35	North Dakota, State College	North Dakota Agricultural College	John H. Shepperd.
36	Ohio, Columbus	*Ohio State University	George W. Rightmire.
37	Oklahoma, Stillwater	Oklahoma Agricultural and Mechanical College.	Henry G. Bennett.
38	Oregon, Corvallis	Oregon State Agricultural College	William J. Kerr.
39	Pennsylvania, State College	Pennsylvania State College	Ralph D. Hetzel
40	Puerto Rico, Rio Piedras	University of Puerto Rico	Carlos E. Chadron.
41	Rhode Island, Kingston	Rhode Island State College	Raymond G. Bressler.
42	South Carolina, Clemson College	Clemson Agricultural College	Enoch W. Sikes.
43	South Dakota, Brookings	South Dakota State College of Agriculture and Mechanic Arts.	Charles W. Pugsley.
44	Tennessee, Knoxville	*University of Tennessee	James D. Hoskins, acting.
45	Texas, College Station	Agricultural and Mechanical College of Texas.	Thomas O. Walton.
46	Utah, Logan	Utah State Agricultural College	Elmer G. Peterson
47	Vermont, Burlington	*University of Vermont	Guy W. Bailey.
48	Virginia, Blacksburg	Virginia Polytechnic Institute	Julien A. Burruss.
49	Washington, Pullman	State College of Washington	Ernest O. Holland.
50	West Virginia, Morgantown	*West Virginia University	John R. Turner.
51	Wisconsin, Madison	*University of Wisconsin	Glenn Frank.
52	Wyoming, Laramie	*University of Wyoming	Arthur G. Crane

NEGRO LAND-GRANT COLLEGES

1	Alabama, Normal	State Agricultural and Mechanical Institute	J. F. Drake.
2	Arkansas, Pine Bluff	Agricultural, Mechanical, and Normal College.	John B. Watson.
3	Delaware, Dover	State College for Colored Students	R. S. Grossley.
4	Florida, Tallahassee	Florida Agricultural and Mechanical College.	J. R. E. Lee.
5	Georgia, Savannah	Georgia State Industrial College	B. F. Hubert.
6	Kentucky, Frankfort	Kentucky State Industrial College	R. B. Atwood.
7	Louisiana, Scotlandville	Southern University and Agricultural and Mechanical College.	J. S. Clark.
8	Maryland, Princess Anne	Princess Anne Academy	T. H. Kiah.
9	Mississippi, Alcorn	Alcorn Agricultural and Mechanical College.	L. J. Rowan.
10	Missouri, Jefferson City	Lincoln University	Charles W. Florence.
11	North Carolina, Greensboro	Negro Agricultural and Technical College.	F. D. Bluford.
12	Oklahoma, Langston	Colored Agricultural and Normal University.	I. W. Young.
13	South Carolina, Orangeburg	State Colored Normal, Industrial, Agricultural and Mechanical College	M. F. Whittaker.
14	Tennessee, Nashville	Agricultural and Industrial State Teachers College.	W. J. Hale.
15	Texas, Prairie View	Prairie View State Normal and Industrial College.	W. R. Banks.
16	Virginia, Ettricks	Virginia Normal and Industrial Institute.	John M. Gandy.
17	West Virginia, Institute	West Virginia State College	John W. Davis.

[1] The University of Georgia and all its branches constitutes the "University System of Georgia" Philip Weltner, chancellor, Atlanta, Ga.

There is no homogeneity in the group of 69 land-grant colleges. Twenty-three are State universities; 3—Cornell, Massachusetts Institute of Technology, and Rutgers—are essentially privately controlled institutions which have been designated by their respective States as land-grant institutions to receive Federal aid in certain departments; several of the Negro colleges are primarily normal schools or teachers colleges with small emphasis on agriculture and mechanic arts. Even if grouped in several different classifications, the institutions within a single group would not be comparable as to size, enrollment, endowment, or service. However, these institutions have one common factor—they are aided by the Federal Government to the extent of $17,512,064 annually. Details of distribution are shown in table 30.

A condensed summary of data concerning these institutions is shown in table 24—Comparative Summary. In this summary the land-grant institutions are compared with 1,464 colleges and universities throughout the United States including outlying parts. It should be noted that the totals for all higher education in part V of this bulletin include institutions in outlying parts as well as for the continental United States. Totals in other parts of this bulletin are for continental United States only and exclude outlying parts. This procedure is necessary in comparing land-grant colleges and universities with all higher education, since three of the land-grant institutions are located outside of the continental United States, in Alaska, Hawaii, and Puerto Rico. Percentage figures for the 52 institutions for white students compared with 1,464 institutions are shown. That the group of land-grant institutions is outstanding in higher education is revealed by certain significant conclusions drawn from comparisons.

The land-grant institutions employ a fifth of all men and a tenth of all women who are resident teachers in higher education. Reduced to a full-time basis, they employ 26 percent of the men and 17 percent of the women faculty members in higher education. (Consult table 24, sec. I, column 4.)

Of all undergraduate and graduate students in college in the United States, the land-grant institutions enroll about 1 of every 5 men and 1 of every 8 women students. A substantial portion of students taking correspondence courses or extension classes are likewise enrolled in the land-grant institutions. While there are few secondary students in these institutions, most of the correspondence courses and extension classes below college grade are offered by the land-grant colleges. (Consult table 24, sec. II, column 4.)

The 52 institutions for white students specialize in certain curricula. If enrollments in the several specialities are limited to those in schools or colleges devoted to these specialities, the land-grant

colleges and universities enroll 97 percent of all agricultural students in the United States, 92 percent of all students in veterinary medicine, 91 percent of all students in architectural engineering, 85 percent of all women in home economics, 65 percent of all men in forestry, 55 percent of all mining engineering students, 54 percent of all civil engineering students, and nearly half of all other engineering students and journalism students. Likewise among the graduate students, 27 percent of all men and 19 percent of all women in graduate work are enrolled in the land-grant institutions. More than half of the graduate work in the fields of agriculture, engineering, fine arts, library science, medicine, pharmacy, and veterinary medicine, is offered in the land-grant institutions. (See table 24, sec. III, columns 2–13.)

First degrees awarded by the land-grant institutions and by others, hold in general the same ratio shown for enrollments. In the following fields more than half of the master's degrees granted in the United States in 1932 were awarded by land-grant colleges and universities—agriculture, architecture, engineering, home economics, library science, medicine, pharmacy, and veterinary medicine. With the addition of commerce and business, the same statement holds true for the awarding of doctor's degrees. (See table 24, section III, columns 14–22.)

The curricula elected by the students enrolled in land-grant institutions for the past 7 years are shown in a percentage analysis of enrollments and degrees in table 24, section IV. Each year for 7 years figures on enrollments and degrees have been received and tabulated independently. The fact that variations in percentage figures are small indicates a certain reliability of the data. By interpreting these data the following generalizations may be made: Agriculture, forestry, home economics, and architecture are holding their own with respect to enrollments, but fewer degrees are being awarded in agriculture. Veterinary medicine is being favored by more students; the percentage of enrollments has more than doubled in 7 years, and more degrees are being awarded. Arts and sciences continue to be popular with more than a third of land-grant students enrolled, and a definite increase in both enrollments and degrees in 1932. Commerce and business courses show a definite decrease in the past year over the preceding years with respect to both enrollments and degrees. Education courses continue to gain in both enrollments and degrees, in spite of the oversupply of teachers. Engineering as a whole fluctuates but little, but within the field, architectural, civil and electrical engineering have lost students while chemical engineering has gained. Definite declines are shown in fine arts, music, journalism, law, and dentistry. Pharmacy shows little change, but medicine continues to be increasingly popular as a profession.

For the first time information on the numbers of students preparing to teach is shown in detail for 52 land-grant institutions in table 27 and summarized in table 24, section 5, for land-grant institutions compared with 1,464 colleges and universities in the United States. Of the undergraduate students in the entire United States more than twice as many women as men are planning to enter the teaching profession. Among the graduate students, however, practically equal numbers of men and women are registered, both for the United States as a whole, and for the group of land-grant institutions. Larger numbers of students are in training to teach in the senior or regular high schools than for other types of schools. Considering the teaching of special subjects only, the larger numbers in the United States are in home economics, physical education and health, public-school music, and commerce and business; in the land-grant institutions the larger numbers are in home economics, agriculture, and physical education and health.

FINANCES

About one-fourth of all receipts for higher education in 1931–32 went to the 52 land-grant institutions for white students. The data show that these colleges and universities received 27 percent of all educational and general funds, 12 percent of dormitory and dining hall charges, 23 percent of all athletic receipts, 27 percent of receipts from student-health services, bookstores, and student unions, and 24 percent of all receipts for extension of physical plants. While tuition rates are low in these institutions, there are fees which students pay and the total of tuition and fees in the land-grant institutions amounts to more than $19,000,000, or one-eighth of all such charges in the United States in 1931–32. Forty-nine percent of the receipts from all public sources—i.e., Federal Government, States, counties, and cities—went to the land-grant institutions—more than $86,000,000. As for property, the land-grant institutions own 15 percent of all higher educational property in the United States, 17 percent of campus and farm investments, 19 percent of college buildings and improvements, 29 percent of college equipment, but smaller proportions of endowment and student aid funds.

For individual land-grant colleges and universities, detailed statistics are shown in tables 25 to 30, inclusive, for staff members, student enrollments, students preparing to teach, Morrill-Nelson funds, 1862 land-grant funds, and Federal funds summarized. For further institutional details consult part IV of this volume, where land-grant colleges and universities are included generally with the publicly controlled institutions except three—Cornell, Rutgers, and Massachusetts Institute of Technology—which are included with the privately controlled institutions.

Student enrollment in the land-grant institutions is seldom a definite figure since there are so great a number and variety of activities. When a single figure is given it generally refers to students who are in resident work on the campus, and excludes all other students that the institutions serve—for instance, correspondence students, extension students, secondary pupils, short-course students, and those attending other farmers' institutes. In the 52 land-grant institutions for white students, the resident enrollment including undergraduates, specials, and graduate students for 1931–32 was 128,343 men and 56,011 women. How these students were distributed among the institutions is shown in table 26, columns 7 and 8. Land-grant institutions with more than 10,000 students are: University of California at Berkeley and Los Angeles, 20,361 students; University of Minnesota, 13,997; University of Illinois, 12,814; and Ohio State University, 12,025. The median size of the fall enrollment in 52 institutions was 2,094 with extremes from 126 students in Alaska to 18,342 in California.

MORRILL-NELSON APPROPRIATIONS

Each year since 1912 the Federal Government has appropriated $50,000 to each State for the support of the land-grant colleges and universities. Forty-eight States and three territories now participate in the fund which totals $2,550,000 annually. In general the fund must be used during the fiscal year for which it is appropriated, and disbursements are allowed in seven different fields for salaries and facilities. The distribution of expenditures among these seven fields is left to the institution, and considerable variation is shown for different colleges. (See table 28.) For the 52 land-grant institutions for white students, the percentages of the fund in the 7 fields of work are as follows:

Field of work	Percentage of fund expended
Agriculture	18
Engineering and mechanic arts	29
English language	11
Mathematical science	8
Natural and physical science	27
Economic science	6
Teacher preparation in agriculture, etc	1

APPORTIONMENT OF MORRILL-NELSON APPROPRIATIONS TO NEGRO LAND-GRANT COLLEGES

Seventeen States maintain separate land-grant institutions for white and Negro students. Morrill-Nelson funds are required to be divided between these institutions in each State on an equitable basis, usually according to a census classification. Amounts received by the several institutions are detailed in table 28. The basis for division of the Morrill-Nelson funds in the different States is as follows:

ALABAMA—Division is "based from year to year upon the ratio of the number of each race of legal school age to the population of school age in the State."

ARKANSAS—Division is eight-elevenths to the University of Arkansas, and three-elevenths to the Negro college at Pine Bluff.

DELAWARE—By joint resolution of the legislature (1891) "the State treasurer is directed and required to pay annually to the trustees of the State College for Colored Students—20 percent, one-fifth part of the sum * * *."

FLORIDA—The funds are equally divided between the white and Negro land-grant colleges.

GEORGIA—By joint resolution (1890) "one-third of said fund shall be for the colored students, and two-thirds for the whites * * *."

KENTUCKY—The fund is divided on a basis of the "ratio which the school census of colored children taken in the State bears to the school census in both races." Since 1893 the ratio has been 14.5 percent to 85.5 percent.

LOUISIANA—Division is on a basis of the State census of educable children between 6 and 18 years of age.

MARYLAND—Division is on a basis of total population census.

MISSISSIPPI—The legislature provided (1892) that the funds be divided between the land-grant colleges for white and colored students in the proportion that the whole number of educable children in the State of each race bears to the whole number of educable children of both races.

MISSOURI—In 1891 the division was fixed at one-sixteenth for the benefit of Lincoln University (Negro) and fifteen-sixteenths for the State university including the school of mines.

NORTH CAROLINA—By implication the provisions of the Morrill Act were accepted and approved by the legislature in 1891, and divided "into the exact ratio in this State of the white population to the colored, and this provision to apply to the current and all succeeding appropriations."

OKLAHOMA—By an act March 10, 1899, Oklahoma divided the fund so that the Negro college receives one-tenth of the appropriation.

SOUTH CAROLINA—In 1890 the legislature provided that the fund—shall be equally divided between the land-grant institutions for white and for Negro students.

TENNESSEE—On a basis of scholastic population the Negro land-grant college receives six twenty-fifths, or 24 percent of the fund.

TEXAS—By act of 1890 Texas apportioned three-fourths of the fund to the institution for white students, and one-fourth to the Negro land-grant college.

VIRGINIA—The legislature has apportioned one-third of the fund to the Negro land-grant college, and two-thirds to the institution for white students.

WEST VIRGINIA—By provision of legislature, the Negro land-grant college has received $10,000 annually from Morrill-Nelson appropriations since 1912 (20 percent).

Proportion of appropriation received by Negro land-grant colleges in 1931–32.

Alabama	36.41	Missouri	1/16
Arkansas	3/11	North Carolina	33
Delaware	20	Oklahoma	10
Florida	50	South Carolina	50
Georgia	1/3	Tennessee	24
Kentucky	14.5	Texas	25
Louisiana	39.33	Virginia	1/3
Maryland	20	West Virginia	20
Mississippi	56.54		

LAND-GRANT FUNDS OF 1862

The Federal land-grant funds of 1862 are in the nature of endowment funds and not direct annual appropriations. These funds are invested by the several land-grant institutions in safe securities which yield reasonable rates of interest. Until April 13, 1926, these funds were required to earn 5 percent interest but on that date the act was amended to read—that "Such funds shall yield a fair and reasonable rate of return, to be fixed by the State legislatures, and that the principal thereof shall forever remain unimpaired." These funds which are detailed for each land-grant institution in table 29 total $22,496,957 and in 1931–32 yielded a return of $1,021,621 on invested funds, and $68,711 from rentals, deferred payments, etc. Nine-tenths of this income is expended for teachers' salaries.

In addition to these Federal appropriations and endowments, there are other Federal funds which are received by the land-grant institutions. These funds include land-grant funds other than 1862 funds, Hatch-Adams funds, Smith-Lever funds, Smith-Hughes funds, Clarke-McNary funds, Purnell funds, Capper-Ketcham funds, and additional cooperative extension funds. The grand total of all Federal money received by the land-grant institutions in 1931–32 was $17,512,064. The 17 Negro land-grant colleges received $354,716.

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TABLE 24.—COMPARATIVE SUMMARY

PART 1.—FACULTY

Officers, teachers, extension workers, etc. (excluding clerks)	1,464 institutions[1]	In 52 land-grant institutions		In 17 Negro land-grant colleges	Total in all 69 land-grant institutions
		Number	Percent		
1	2	3	4	5	6
In general administration: President, deans, registrars, financial officers, librarians, and other officers	13,706	1,480	10.8	205	1,685
In resident instruction in charge of classes:					
College, professional, and graduate instructors, including critic teachers	88,487	15,599	17.6	487	16,086
Subcollegiate, secondary, excluding training school	2,973	211	7.1	146	357
Total, excluding duplicates:					
Men	66,055	13,205	20.0	368	13,573
Women	24,351	2,539	10.4	224	2,763
Summer session, men and women	26,291	5,071	19.3	391	5,462
In extension service					
Correspondence courses	3,696	1,513	38.8	12	1,525
Extension class and course instruction	5,144	967	18.8	76	1,043
Agricultural and home economics extension	2,042	1,836	89.9	192	2,028
County, home, and club agents	4,056	4,040	99.6	36	4,076
In organized research:					
Agricultural and experiment station staff	2,989	2,989	100.0	0	2,989
Staff in all other organized research	1,489	596	40 0	0	596
Grand totals:					
Number of staff members reduced to full-time basis:					
Men	71,952	18,924	26.3	490	19,414
Women	29,237	4,974	17.0	316	5,290

STUDENTS OF COLLEGE GRADE					
In residence work:					
Regular and conditioned undergraduates—matriculated, including candidates for first professional degrees:					
Men	592,815	114,350	19.3	2,474	116,824
Women	420,495	49,732	11.9	3,123	52,855
Special and unclassified students—nonmatriculated, men and women	74,166	2,951	4.0	101	3,052
Graduate students.					
Men	48,209	13,119	27.2	0	13,119
Women	28,149	5,247	18.6	0	5,247
Grand totals, excluding duplicates:					
Men	660,176	128,343	19.2	2,544	130,887
Women	468,940	55,011	11.4	3,154	59,165
Total	1,158,116	184,354	15.9	5,698	190,052
Number in attendance the third week of the first semester, or fall term	843,577	166,908	19.8	5,012	171,920
Number who were enrolled in the freshman class (the first year of college work of any type above high-school grade)	308,107	47,457	15.4	2,229	49,686
Number in military drill	76,602	48,462	63.3	1,025	49,487

STUDENTS OF COLLEGE GRADE—CON.					
In nonresidence work:					
Number in correspondence courses:					
Men	36,096	13,226	36.6	49	13,275
Women	56,874	14,526	25.5	133	14,659
Number in extension classes:					
Men	64,711	31,464	48.6	328	31,792
Women	108,466	24,054	22.2	2,016	26,070
STUDENTS NOT OF COLLEGE GRADE					
In residence work.					
Secondary or preparatory school students:					
Men	20,591	1,163	5 6	795	1,958
Women	16,087	485	3.0	791	1,276
In short courses of 4 days or more:					
Men	22,001	19,272	87 6	296	19,568
Women	10,164	7,540	74.2	98	7,638
In nonresidence work·					
In correspondence courses·					
Men	14,745	14,745	100 0	0	14,745
Women	5,692	4,349	76.4	0	4,349
In extension classes.					
Men	86,430	82,855	95.9	2	82,857
Women	68,218	64,931	95 2	108	65,039
Total	174,921	166,880	95.4	110	166,990

See footnotes on p. 386.

TABLE 24.—COMPARATIVE SUMMARY—Continued

PART 3.—ENROLLMENTS AND DEGREES

Course of study	Undergraduate students						Graduate students						Degrees to men and women								
	Men			Women			Men			Women			First degrees			Master's degrees			Doctor's degrees		
	In 1,464 institutions	In 52 land-grant institutions only		In 1,464 institutions	In 52 land-grant institutions only		In 1,464 institutions	In 52 land-grant institutions only		In 1,464 institutions	In 52 land-grant institutions only		In 1,464 institutions	In 52 land-grant institutions only		In 1,464 institutions	In 52 land-grant institutions only		In 1,464 institutions	In 52 land-grant colleges only	
	Number	Number	Percent	Number	Number	Percent	Number	Number	Percent	Number	Number	Percent	Number	Number	Percent	Number	Number	Percent	Number	Number	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Arts and sciences	207,222	37,725	12.7	235,961	24,488	10.4	26,002	5,998	23.1	16,768	2,526	15.1	[35,308 [31,475	[5,620 [4,188	[16.0 [13.3	[5,452 [3,852	[1,192 [812	[21.9 [21.1	[1,568 [340	[375 [71	[23.9 [20.9
Professional schools:																					
Teachers college (education)	53,870	5,605	8.8	148,224	11,854	8.0	8,592	2,383	27.7	7,735	1,118	14.5	25,962	4,106	15.8	5,310	932	17.5	172	53	30.8
Agriculture	12,281	11,908	96.9	321	311	96.7	2,214	2,211	99.9	136	136	100.0	2,039	1,987	97.4	575	575	100.0	170	170	100.0
Architecture	3,572	1,313	36.8	558	116	20.8	287	83	32.3	12	5	41.7	574	228	39.7	45	24	53.3	1	1	100.0
Commerce and business	50,127	9,440	18.9	9,435	1,819	19.3	3,381	710	21.0	1,457	59	4.0	6,797	1,800	26.5	492	157	32.6	29	26	89.7
Dentistry	8,302	1,401	16.9	137	11	8.0	77	30	39.0	3	3	100.0	2,074	348	16.8	10	3	30.0	----	----	----
Engineering:																					
Architectural	1,250	1,135	90.8	----	----	----	35	30	85.7	----	----	----	267	184	68.9	24	15	62.5	2	1	50.0
Chemical	8,755	3,774	43.1	----	----	----	518	330	63.7	----	----	----	1,148	484	42.2	212	116	54.2	29	23	79.3
Civil	11,186	6,028	54.0	----	----	----	367	335	86.6	----	----	----	2,124	954	44.9	314	158	50.3	16	6	37.5
Electrical	14,915	7,318	49.1	----	----	----	644	331	51.4	----	----	----	2,432	1,249	50.3	332	160	48.2	19	7	36.8
Mechanical	13,490	6,683	49.5	----	----	----	482	205	42.5	----	----	----	2,092	987	47.7	225	103	45.8	17	12	70.6
Mining	2,204	1,227	55.2	----	----	----	249	90	36.1	----	----	----	457	211	46.2	79	36	45.6	3	2	66.6
All other	22,108	7,494	33.7	----	----	----	961	503	52.3	----	----	----	1,840	877	47.7	328	168	51.2	30	15	50.0
Fine arts (not music)	2,449	169	6.9	2,431	286	11.8	42	36	85.7	19	19	100.0	335	65	19.4	58	11	19.0	----	----	----
Forestry	2,139	1,387	65.1	----	----	----	92	43	46.7	----	----	----	362	206	56.9	43	12	27.9	2	----	----
Home economics	----	----	----	10,477	8,932	85.3	----	----	----	564	490	86.1	1,813	1,550	85.5	161	160	99.4	3	3	100.0
Journalism	1,192	662	48.3	770	241	31.3	74	16	21.6	70	4	5.1	466	224	54.9	32	11	34.4	----	----	----
Law	24,232	2,768	8.1	1,971	116	5.9	833	215	26.8	70	14	20.0	8,021	768	8.6	343	----	----	59	1	1.7
Library science	78	12	15.4	833	152	18.2	80	58	72.5	97	60	61.8	620	129	20.8	37	19	51.3	1	----	----
Medicine	21,606	3,963	18.4	1,027	197	19.2	1,294	826	63.8	113	62	54.9	5,274	1,013	19.2	186	107	57.5	27	19	70.4
Music	1,626	170	10.4	4,401	473	10.7	79	30	37.9	33	19	12.0	905	94	10.4	65	5	7.7	----	----	----
Nursing	----	----	----	6,370	1,259	19.7	----	----	----	6	4	67.0	82	14	17.1	----	----	----	----	----	----

Pharmacy	3,006	2,702	89.9	744	251	33.7	811	491	60.5	8	5	62.5	2,353	620	26.3	31	17	54.8	5	1	20.0
Theology	10,304			736			1,220			70			1,393			349			108		
Veterinary medicine	1,290	1,183	92.4				30	30	100.0				234	209	89.3	17	17	100.0	2	2	100.0
All other	9,645	2,162	22.4	5,046	442	8.7	1,540	993	53.9	1,397	65	4.6	2,055	335	16.4	360	121	33.6	53	32	60.4
Total in professions [1]	303,377	77,222	25.	5194,257	25,624	13.2	24,977	9,665	38.7	10,503	1,929	18.2		[2] 13,30 [3] 5,20			2,926			374	
Grand total [4]	603,075	116,166	19.2	429,471	50,945	11.9	49,511	[5] 14,413	29.1	25,617	[6] 4,570	16.0	139,394	28,463	20.4	18,922	4,930	26.0	2,654	820	30.9
Total individuals	592,761	114,350	19.3	419,432	49,732	11.9	48,189	[5] 13,119	27.2	23,149	[7] 5,247	18.6		28,316			4,930			820	

PART 4.—ENROLLMENTS AND DEGREES IN MAJOR CURRICULA, BY PERCENTAGES, LAND-GRANT COLLEGES AND UNIVERSITIES ONLY

Departments, divisions of major courses of study	Percent of enrollment of resident students, in land-grant institutions, year ended—								Percent of first degrees conferred in land-grant institutions, year ended—							
	1926	1927	1928	1929	1930	1931	1932	Number 1931–32	1926	1927	1928	1929	1930	1931	1932	Number 1931–32
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Agriculture, general	8.0	7.4	7.4	7.9	7.8	7.7	7.8	14,568	10.0	8.5	7.6	7.8	7.4	7.1	7.0	1,987
Forestry	.8	.7	.7	.7	.8	.8	.8	1,430	.7	.6	.6	.6	.6	.8	.7	206
Veterinary medicine	.3	.3	.4	.5	.5	.6	.7	1,213	.5	.4	.4	.5	.5	.6	.7	209
Home economics	5.3	5.2	5.3	5.2	5.5	5.5	5.0	9,412	5.9	6.2	6.1	6.0	5.9	5.9	5.5	1,550
Arts and sciences	34.0	34.6	34.9	34.2	33.1	31.1	37.8	70,737	29.4	32.4	30.1	32.3	30.4	29.9	34.5	9,808
Architecture	.7	.8	1.0	1.0	1.1	.9	.8	1,517	.4	.5	.5	.8	.9	.7	.8	228
Commerce and business	9.0	8.4	7.9	8.2	8.5	9.0	6.4	12,028	7.4	7.4	7.2	6.8	7.0	8.0	6.3	1,800
Education, teachers college	8.1	10.1	10.8	10.9	9.9	10.1	11.2	20,955	10.2	12.1	13.4	13.5	13.7	14.5	14.4	4,106
Engineering	20.5	19.9	20.1	19.9	20.5	20.9	19.0	35,513	19.0	18.6	18.5	17.8	17.2	17.2	17.4	5,777
Architectural	.8	.7	.9	.7	.7	.8	.6	1,165	.4	.5	.6	.6	.6	.8	.6	184
Chemical	1.4	1.4	1.4	1.6	1.8	2.1	2.2	4,104	1.5	1.3	1.3	1.4	1.4	1.4	1.7	494
Civil	4.0	3.8	4.0	3.6	3.9	3.5	3.4	6,363	4.4	4.5	4.3	3.8	4.0	3.9	3.4	954
Electrical	6.1	5.8	5.6	4.9	5.0	4.9	4.1	7,649	5.6	5.8	6.0	6.1	5.2	5.5	4.4	1,249
Mechanical	3.8	3.4	3.7	4.4	4.3	4.6	3.7	6,888	4.4	3.8	3.9	3.5	3.7	3.4	3.5	997
Mining	.7	.6	.6	.5	.6	.6	.8	1,357	.8	.8	.6	.5	.5	.5	.7	211
All other	3.7	4.2	3.9	4.2	4.2	4.4	4.2	7,987	1.9	1.9	1.8	1.9	1.8	1.7	3.1	877
Fine arts	.4	.5	.5	.6	.6	.8	.2	509	.1	.2	.5	.6	.6	1.0	.2	65
Music	.6	.6	.6	.5	.7	.8	.3	693	.4	.4	.4	.4	.5	.7	.3	94
Journalism	.8	.8	.6	.7	.7	.7	.4	813	.7	1.0	.9	.9	1.1	1.2	.8	224
Law	2.3	2.1	2.1	2.0	1.9	1.8	1.7	3,113	3.0	3.7	2.9	3.1	2.8	2.7	2.7	768
Dentistry	1.2	1.1	1.1	1.0	1.0	.9	.8	1,445	1.7	2.4	1.5	2.3	1.3	1.3	1.2	348
Medicine	2.1	2.3	2.5	2.4	2.4	2.5	2.7	5,068	4.1	3.0	4.2	3.1	4.2	3.8	3.6	1,013
Pharmacy	1.9	1.9	1.9	2.1	2.0	1.8	1.6	3,007	3.0	1.5	2.1	2.6	2.7	2.4	2.2	620
Miscellaneous	4.0	3.3	2.2	2.2	3.0	4.1	2.8	5,207	3.5	1.1	3.1	.9	3.2	2.2	1.7	481
Total								[8] 187,216								[8] 28,473

See footnotes on p. 386.

TABLE 24.—COMPARATIVE SUMMARY—Continued

PART 5.—STUDENTS PREPARING TO TEACH, JULY 1931 TO JUNE 1932

Students preparing to teach	In 1,464 institutions		In land-grant institutions only			
			52 institutions[1]		17 Negro colleges	
	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7
Students in regular session (September to June) who were preparing to teach:						
Undergraduate	98,596	220,806	10,476	20,631	1,543	2,511
Graduate	10,663	10,132	1,872	2,073	3	2
Type or level of school, students specializing in:						
Preschool work	0	115	0	3	0	0
Kindergarten	0	268	0	16	0	0
Kindergarten-primary	0	4,327	0	143	0	0
Primary grades	0	3,565	0	220	0	23
Elementary grades	1,030	11,473	14	409	13	240
Rural schools	966	4,108	6	53	27	12
Intermediate grades	610	6,083	10	43	0	20
Junior high schools	1,511	3,358	35	209	27	18
Senior or regular high schools	10,288	19,419	1,351	2,789	168	228
Teaching of special subjects, number of students:						
Agriculture	802	24	461	16	94	0
Commerce and business	736	1,108	74	138	5	9
Home economics	8	3,200	0	875	0	114
Industrial arts	1,004	136	143	34	11	0
Physical education or health	1,437	1,541	187	172	3	3
Public-school art	99	762	12	109	0	0
Public-school music	397	1,761	46	165	3	1
School administration	730	184	94	20	3	0
School supervision	103	134	14	10	0	0
Educational research	21	18	9	11	0	0
Graduates (1931-32) without degrees, number completing:						
1-year teacher-preparing course	1,047	4,439	0	0	0	0
2-year teacher-preparing course	3,049	21,023	37	390	13	327
3-year teacher-preparing course	872	5,731	4	12	0	0
4-year teacher-preparing course	152	368	0	0	0	0

Finances	1,361 institutions reporting	62 land-grant institutions		17 Negro land-grant institutions	Total in 69 land-grant institutions
		Amount	Percent of total in column 2		
1	2	3	4	5	6
RECEIPTS					
Educational and general fund:					
Student fees (exclude athletic and activity fees)	$150,876,508	$19,182,466	12.7	$189,309	$19,371,775
Income from endowments	60,916,642	3,915,230	6.4	0	3,915,230
Receipts from public sources for current expenses	176,952,535	86,235,802	49.0	1,749,138	87,984,940
Private gifts and grants for current expenses	29,983,154	1,962,569	6 5	12,219	1,974,788
Sales and services of educational departments	21,042,818	8,072,103	38.4	75,854	8,147,957
Other receipts for educational purposes	14,854,223	2,062,730	13 9	43,219	2,105,949
Total educational and general fund receipts	453,625,880	121,430,900	26.8	2,069,739	123,500,639
Auxiliary enterprises and activities (gross receipts):					
Dormitories and dining halls	64,285,782	7,883,990	12.3	735,347	8,619,337
Athletics	15,070,869	3,531,016	23.4	65,179	3,596,195
Student health service, bookstore, unions, etc	24,079,770	6,438,155	26.7	124,304	6,562,459
Total auxiliary enterprises and activities	103,416,401	17,853,161	17.3	924,830	18,777,991
Other noneducational purposes Income and gifts for scholarships, annuities, etc	11,013,731	1,840,490	16.7	25,190	1,865,680
Capital outlay. Receipts for extension of physical plant	56,290,350	13,587,692	24.1	878,208	14,465,900
Increase of permanent funds: Receipts for student aid, annuity, and endowment	47,745,426	4,183,599	8.8	1,000	4,184,599
EXPENDITURES					
Educational and general:					
Administration and general control	47,392,292	8,190,782	17.3	294,081	8,484,863
Instructional salaries and supplies	233,530,087	53,547,186	22.9	1,140,068	54,687,254
Related activities-hospitals, clinics, museums, etc	21,303,531	6,193,944	29.1	6,391	6,200,335
Organized research, separately budgeted	22,128,410	15,262,378	69 0	16,258	15,278,636
Extension service and correspondence courses	24,175,961	19,047,842	78.8	52,576	19,100,418
Libraries, operation and maintenance only	11,420,405	2,015,804	17.7	37,598	2,053,402
Physical plant, operation and maintenance	56,937,332	11,135,748	19 6	494,212	11,629,960
Unitemized totals	5,238,649				
Total educational and general	422,126,607	115,393,684	27.3	2,021,184	117,414,868

See footnotes on p. 386.

TABLE 25.—FACULTY MEMBERS OF ADMINISTRATIVE AND INSTRUCTIONAL STAFF IN LAND-GRANT INSTITUTIONS, YEAR ENDED JUNE 30, 1932—Continued

Institution	General administration—men and women	Resident instruction, 1931–32		Summer session, 1931	Extension service				Organized research		Total faculty, reduced to full time, excluding those employed for summer sessions only	
		Men	Women		Correspondence	University extension	Agricultural and home economics extension	County home and club agents	Agricultural and experiment stations	Other	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13
University of Missouri	59	343	68	200	82	11	107	78	101	5	442	108
Montana State College	13	62	26	----	----	----	19	46	40	----	146	43
University of Nebraska	30	304	126	159	5	----	34	63	44	----	397	165
University of Nevada	9	58	16	----	----	----	6	16	19	8	91	23
University of New Hampshire	15	139	25	50	----	----	18	34	44	1	199	42
Rutgers University (N.J.)	32	244	66	133	11	132	27	55	112	----	387	120
New Mexico A. and M. College	12	40	8	22	----	1	11	30	21	----	79	25
Cornell University (N.Y.)	63	726	90	246	13	----	78	186	129	----	702	169
North Carolina State College	32	136	----	22	----	----	38	162	32	2	285	176
North Dakota Agricultural College	26	106	30	54	16	18	23	37	42	----	165	47
Ohio State University	36	595	107	253	----	6	73	108	12	30	804	163
Oklahoma A. and M. College	21	188	58	183	52	3	37	146	65	15	322	136
Oregon State Agricultural College	35	224	59	64	----	----	24	47	41	----	327	78
Pennsylvania State College	18	409	58	229	4	213	59	142	114	30	636	144
University of Puerto Rico	34	97	45	72	----	2	----	----	----	----	94	45
Rhode Island State College	14	41	12	----	----	----	9	9	17	----	60	19
Clemson Agricultural College (S.C.)	21	101	----	12	----	----	25	67	52	----	217	5
South Dakota State College	20	82	26	36	----	----	23	46	33	----	136	49
University of Tennessee	67	289	41	100	49	17	40	139	35	6	375	125
A. and M. College of Texas	7	207	----	92	----	2	49	340	131	22	578	165
Utah State Agricultural College	16	77	20	61	13	9	16	29	35	----	116	37
University of Vermont	25	171	30	62	----	----	17	36	26	----	172	64
Virginia Polytechnic Institute	28	142	6	45	----	----	42	168	42	9	320	68
State College of Washington	57	176	49	58	38	20	15	55	65	3	270	85
West Virginia University	46	204	44	153	----	12	28	75	55	----	317	90

University of Wisconsin	72	500	113	229	30	81	80	68	105	160	670	164
University of Wyoming	24	88	46	84	39	9	14	32	36	3	161	66
Total white	1,480	13,205	2,539	5,071	1,513	967	1,836	4,040	2,989	596	18,924	4,974
State A. and M. Inst. (Ala.)	8	9	8	6							13	10
A., M. and N. College (Ark.)	4	14	5	18							17	6
State College for Colored Students (Del.)	8	7	8								11	12
Florida A. and M. College	28	32	17	30		12	3	3			45	34
Georgia State Industrial College	6	18	8	20			7				19	10
Kentucky State Industrial College	9	14	11	14							19	15
Southern University and A and M. College (La.)	9	24	16	31		9					24	17
Princess Anne Academy (Md.)	3	4	3								4	3
Alcorn A. and M. College (Miss.)	13	22	5	12		5					30	13
Lincoln University (Mo.)	15	22	10	16		1					28	16
Negro A. and T. College (N.C.)	8	17	3	22			3	2			21	6
Col. A. and N. University (Okla.)	13	30	14	44	10	22					62	27
St. C., N., L, A. and M. College (S.C.)	18	31	18	20		7	172	28			44	24
Agricultural and Ind. State College (Tenn.)	23	16	13	26							23	28
Prairie View St. N. and I College (Tex.)	11	42	33	62		3	4				57	36
Virginia N. and I. Institute	9	28	36	39	1	9		3			34	38
West Virginia State College	20	38	16	31	1	8	3				39	21
Total Negro	205	368	224	391	12	76	192	36			490	316

TABLE 26.—STUDENTS OF COLLEGE GRADE IN LAND-GRANT INSTITUTIONS, YEAR ENDED JUNE 30, 1932

Institution	In resident work, regular session 1931-32							Summer session, 1931		Military drill, men	Students in third week of fall term, men and women	Freshmen, first year of college work, men and women
	Undergraduates, regular and conditioned		Special and unclassified, men and women	Graduate students		Total resident students in regular session						
	Men	Women		Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama Polytechnic Institute	1,661	232	14	95	23	1,770	255	723	342	0	1,877	597
Alaska Agricultural College	76	37	30	1	0	91	53	.....	.....	32	126	56
University of Arizona	1,171	691	167	153	90	1,414	858	170	237	885	1,993	529
University of Arkansas	1,322	555	.....	48	17	1,352	570	355	662	675	1,716	478
University of California	9,065	8,147	220	1,751	1,274	10,896	9,465	1,921	3,012	3,325	18,342	4,382
Colorado Agricultural College	995	411	.....	47	9	1,042	420	519	413	496	1,336	469
Connecticut State College	448	168	10	6	0	460	173	.....	.....	268	595	238
University of Delaware	471	279	.....	2	0	473	279	111	386	.....	750	276
University of Florida	2,401	12	.....	132	13	2,533	25	613	869	1,364	2,431	891
University of Georgia	1,571	800	.....	76	59	1,647	859	438	1,105	.....	.....	.....
University of Hawaii	658	694	548	66	51	895	1,122	139	456	384	1,907	435
University of Idaho	1,234	572	.....	100	42	1,334	614	213	210	700	1,784	639
University of Illinois	8,522	2,936	96	1,159	321	9,629	3,185	1,914	1,182	2,936	12,152	2,728
Purdue University (Ind.)	3,755	628	106	301	59	4,070	775	798	169	2,002	4,655	1,537
Iowa State College	2,776	1,028	9	421	122	3,203	1,153	969	708	1,400	3,975	1,162
Kansas State College	1,975	954	.....	171	99	2,146	1,053	496	575	1,244	2,894	933
University of Kentucky	2,064	1,061	141	254	176	2,318	1,358	878	1,067	938	3,145	905
Louisiana State University	2,015	877	61	159	85	2,213	984	609	657	1,059	2,956	1,026
University of Maine	1,192	421	46	39	23	1,261	460	215	275	622	1,675	476
University of Maryland	2,560	506	44	203	49	2,794	568	338	539	543	3,241	944
Massachusetts State College	819	209	2	82	23	903	232	92	93	398	1,141	461
Massachusetts Institute of Technology	2,525	31	54	568	10	3,145	43	1,270	33	1,252	3,188	628
Michigan State College	2,096	1,092	84	223	64	2,357	1,212	425	392	1,383	3,299	1,131
University of Minnesota	7,916	5,073	.....	1,321	521	8,771	5,226	2,916	3,294	2,732	11,994	3,270
Mississippi State College	1,136	46	.....	58	13	1,194	59	.....	.....	664	1,171	378

University of Missouri	3,131	1,158	117	357	206	3,551	1,418	1,250	1,491	1,598	4,600	1,181
Montana State College	743	327	.....	61	18	804	345	.....	.....	.....	1,109	377
University of Nebraska	3,577	2,263	.....	407	240	3,984	2,503	1,001	1,712	1,620	5,945	1,620
University of Nevada	566	285	22	36	43	619	433	.....	.....	.....	932	281
University of New Hampshire	1,140	442	84	51	22	1,248	493	108	176	726	1,663	509
Rutgers University (N.J.)	1,653	1,089	27	125	17	1,805	1,106	886	1,184	637	2,911	941
New Mexico A. and M. College	346	151	18	3	0	357	161	76	134	187	455	164
Cornell University (N.Y.)	3,797	1,191	144	987	172	4,359	1,412	1,228	1,100	.....	5,927	1,450
North Carolina State College	1,801	93	40	1 96	0	1,787	93	144	241	870	1,790	669
North Dakota State College	1,021	417	5	28	25	1,050	448	187	210	607	1,365	444
Ohio State University	7,150	3,089	.....	1,333	454	8,474	3,561	2,774	2,071	3,040	10,795	2,781
Oklahoma A. and M. College	2,056	1,127	74	187	88	2,293	1,239	728	1,028	1,007	3,082	1,099
Oregon State Agricultural College	2,175	974	81	114	44	2,320	1,068	368	544	1,089	3,068	1,082
Pennsylvania State College	3,722	668	265	300	50	4,210	705	1,511	2,129	1,870	4,857	1,296
University of Puerto Rico	872	668	59	4	8	899	732	354	774	234	1,596	432
Rhode Island State College	628	163	15	8	.....	645	169	.....	.....	.....	802	325
Clemson Agricultural College (S.C.)	1,216	.....	12	.....	.....	1,228	0	200	.....	1,228	1,228	402
South Dakota State College	696	276	.....	28	14	854	280	100	173	338	893	285
University of Tennessee	2,541	1,448	.....	86	88	2,627	1,536	825	1,148	536	3,299	860
A. and M. College of Texas	2,218	0	.....	84	0	2,302	0	881	150	2,035	2,185	691
Utah State Agricultural College	960	519	62	60	22	1,082	550	193	177	486	1,305	622
University of Vermont	708	523	20	21	9	739	542	203	797	472	1,263	353
Virginia Polytechnic Institute	1,598	70	8	118	16	1,724	86	243	49	1,220	1,755	644
State College of Washington	2,175	1,152	14	125	64	2,308	1,202	355	456	1,246	3,190	1,185
West Virginia University	1,329	796	72	174	77	2,020	928	755	650	782	2,587	763
University of Wisconsin	5,035	2,890	76	956	398	8,017	3,338	2,363	2,725	1,079	8,765	1,990
University of Wyoming	742	493	104	44	29	828	574	250	819	393	1,220	503
Total white	114,350	49,782	2,951	13,199	5,247	128,349	56,011	33,195	36,644	48,462	166,908	47,457

TABLE 28.—STUDENTS OF COLLEGE GRADE IN LAND-GRANT INSTITUTIONS, YEAR ENDED JUNE 30, 1932—Continued

Institution	In resident work, regular session 1931-32							Summer session, 1931		Military drill, men	Students in third week of fall term, men and women	Freshmen, first year of college work, men and women
	Undergraduates, regular and conditioned		Special and unclassified, men and women	Graduate students		Total resident students in regular session						
	Men	Women		Men	Women	Men	Women	Men	Women			
1	2	3	4	5	6	7	8	9	10	11	12	13
State A. and M. Institute (Ala.)	45	46	.....	.....	.....	45	46	11	85	.....	89	48
A. M. and N. College (Ark.)	54	95	8	.....	.....	62	93	28	199	.....	135	66
State College for Colored Students (Del.)	10	42	.....	.....	.....	10	42	.....	.....	.....	51	31
Florida A. and M. College	145	227	3	.....	.....	148	227	20	430	160	305	162
Georgia State Industrial College	68	64	8	.....	.....	75	65	.....	.....	.....	100	69
Kentucky State Industrial College	137	201	5	.....	.....	142	201	60	406	.....	257	150
Southern University and A. and M. College (La.)	123	163	.....	.....	.....	123	163	30	219	.....	273	111
Princess Anne Academy (Md.)	12	5	.....	.....	.....	12	5	.....	.....	.....	16	10
Alcorn A. and M. College (Miss.)	114	65	.....	.....	.....	114	65	73	168	.....	158	53
Lincoln University (Mo.)	104	104	2	.....	.....	104	106	61	145	.....	194	68
Negro A. and T. College (N.C.)	238	63	.....	.....	.....	238	63	66	251	108	268	97
Colored A. and N. University (Okla.)	208	301	.....	.....	.....	208	301	[1] 360	.....	34	499	198
St. C.N.I. and A. and M. College (S.C.)	166	131	23	.....	.....	173	147	87	309	.....	287	140
Agricultural and Industrial State College (Tenn.)	296	535	.....	.....	.....	296	535	159	855	.....	614	332
Prairie View St. N. and I. College (Tex.)	220	403	39	.....	.....	254	408	244	950	.....	607	229
Virginia N. and I. Institute	235	336	4	.....	.....	237	338	69	604	723	536	216
West Virginia State College	299	344	9	.....	.....	303	349	47	260	.....	613	249
Total Negro	2,474	3,123	101	.....	.....	2,544	3,154	1,815	4,881	1,625	5,012	2,229

[1] Men and women.

TABLE 27.—STUDENTS PREPARING TO TEACH—IN 52 LAND-GRANT INSTITUTIONS FOR WHITE STUDENTS, YEAR ENDED JUNE 30, 1932

Land-grant college	Teacher-preparing students in regular session				Graduates with specialization in teaching by school type or level [1]										Graduates specializing by special subjects								
	Undergraduates		Graduates		Preschool, kindergarten, primary	Elementary		Rural		Intermediate		Junior high		Senior or regular 4-year high school		Agriculture	Home economics	Commerce and business	Physical education		Public school govt.	Public school music	School administration or supervision	
	Men	Women	Men	Women		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men and women	Men	Women	Men and women	Men and women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Alabama Poly. Inst.	238	113	29	13	----	----	5	----	----	----	----	----	----	26	26	22	5	----	----	----	----	----	----	----
Alaska Agri. College	3	16	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Univ. of Arizona	87	308	44	25	----	----	----	----	----	----	----	----	----	19	71	----	----	----	----	----	----	----	----	----
Univ. of Arkansas	132	301	2	4	16	----	----	----	----	----	----	----	----	21	29	16	19	----	----	1	----	2	3	----
Univ. of Calif.	723	2,088	185	465	221	----	----	----	----	----	----	11	102	133	400	----	25	21	7	35	45	17	----	----
Colo. Agri. College	450	175	20	8	----	----	----	----	----	----	----	----	----	25	8	20	36	----	----	----	----	1	----	----
Conn. State College	3	14	----	----	----	----	----	----	----	----	----	----	----	2	8	2	8	----	----	----	----	----	----	----
Univ. of Delaware	19	233	----	----	----	----	21	----	(2)	----	----	----	9	8	17	----	12	----	----	----	----	----	----	----
Univ. of Florida	330	1	26	2	(2)	----	38	----	----	----	(2)	(2)	(2)	71	18	2	----	----	4	----	----	----	----	----
Univ. of Georgia	147	165	57	59	----	----	----	----	----	----	----	----	----	----	----	27	16	10	----	3	----	----	17	----
Univ. of Hawaii	114	455	----	----	2	2	4	----	----	2	2	19	68	3	16	7	13	2	1	----	2	----	----	----
Univ. of Idaho	250	315	52	30	----	----	----	----	----	----	----	----	----	55	62	8	10	15	----	----	----	8	----	----
Univ. of Illinois	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Purdue Univ. (Ind.)	159	254	3	----	----	----	----	----	----	----	----	----	----	59	70	30	194	----	52	----	----	----	----	----
Iowa State College	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Kansas State College	22	75	11	2	(2)	1	32	----	----	(2)	(2)	(2)	(2)	21	53	----	----	4	----	----	----	----	----	----
Univ. of Kentucky	200	575	78	70	32	----	----	----	----	0	10	----	----	23	64	14	19	----	----	----	----	8	8	----
Louisiana State Univ.	100	310	35	19	----	----	----	----	----	----	----	----	----	12	35	10	11	----	----	----	----	----	----	----
Univ. of Maine	160	273	16	13	----	0	1	----	----	----	----	----	----	27	34	1	15	----	----	----	----	----	2	----
Univ. of Maryland	175	248	28	6	----	----	----	----	----	----	----	----	----	18	36	13	11	----	----	----	----	----	----	----

See footnotes on p. 395.

TABLE 27.—STUDENTS PREPARING TO TEACH—IN 52 LAND-GRANT INSTITUTIONS FOR WHITE STUDENTS, YEAR ENDED JUNE 30, 1932—Continued

Land-grant college	Teacher-preparing students in regular session				Graduates with specialization in teaching by school type or level [1]										Graduates specializing by special subjects								
	Undergraduates		Graduates		Preschool, kindergarten, primary		Elementary		Rural		Intermediate		Junior high		Senior or regular 4-year high school		Agriculture	Home economics	Commerce and business	Physical education		Public school govt	Public school music	School administration or supervision	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men and women	Men	Women	Men and women	Men and women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Mass. State College	125	75	30	12	.....	.....	.....	0	2	.....	.....	3	3	15	7	5	3	.....	4	.....	.....	.....	.....	.....
Mass. Inst. of Tech	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mich. State College	425	594	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	24	42	13	44	.....	15	7	.....	12	.....	.....
Univ. of Minnesota	527	1,500	118	98	14	1	70	.....	.....	.....	.....	.....	.....	36	161	5	41	29	24	46	22	33	22	12
Mississippi State College	0	857	.....	.....	17	0	12	.....	.....	.....	.....	.....	.....	0	109	30	.....	.....	.....	.....	.....	.....	.....	.....
Univ. of Missouri	175	650	145	100	19	1	20	.....	.....	0	12	(3)	(3)	32	123	.....	16	2	4	8	7	14	.....	.....
Montana State College	27	57	6	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	33	59	11	28	17	6	.....	.....	.....	.....	.....
Univ. of Nebraska	593	1,823	105	70	30	.....	10	0	(3)	.....	(3)	.....	.....	110	333	29	47	6	9	13	19	45	32	16
Univ. of Nevada	21	79	6	.....	.....	1	15	.....	.....	.....	.....	.....	.....	11	25	1	4	.....	.....	.....	.....	.....	.....	.....
Univ. of New Hampshire	234	94	10	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rutgers Univ. (N.J.)	101	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
N.Mex. A. & M. College	20	83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	5	2	.....	.....	.....	2	.....	.....
Cornell Univ. (N.Y.)	177	365	108	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	57	122	20	40	.....	.....	4	.....	.....	[4]108	.....
N.Car. State College	245	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	.....	25	.....	1	.....	.....	.....	.....	.....	.....
N.Dak. State College	118	136	8	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	23	50	19	23	.....	.....	.....	.....	.....	.....	.....
Ohio State Univ	630	1,368	300	751	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Okla. A. & M. College	196	403	74	58	.....	2	22	.....	.....	.....	.....	.....	.....	13	12	4	10	3	5	5	.....	6	.....	.....
Ore. State Agri. College	281	264	37	22	.....	.....	.....	.....	.....	.....	.....	(3)	(3)	52	103	4	40	21	12	7	.....	.....	.....	.....
Penna. State College	349	496	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	93	89	11	34	11	.....	.....	.....	10	.....	.....
Univ. of Puerto Rico	171	820	1	2	17	0	18	0	12	8	19	2	23	5	32	.....	1	.....	.....	.....	.....	.....	2	3

R.I. State College	10	60															6						
Clemson Agri. College	66	0											1	4	40								
S.Dak. State College	220	245				0	12						16	10	10	22	10						
Univ. of Tenn	1,050	575	40	40																			
A. & M. College of Texas	95	0	11	0				6	0						20			3					
Utah State Agri. College	100	200	15	5	8	6	48	(2)	(2)	(2)	(2)			28	44	8	19	6	3	6	2	5		
Univ. of Vermont	89	433	12	8	6	0	17	0	35			0	4	8	34	4	13	6						
Va. Poly Inst	85	7	24	0												11	7							
State College of Wash	400	840	33	45										86	110	6	20	30	13	7	1	19	4	
West Va. Univ	166	450	86	56										39	75	4	26		5	2		10	19	10
Univ. of Wisconsin	405	1,100	79	67										74	274	5	26	6	16	26	23	16		
Univ. of Wyoming	73	228	8	6		0	68	0	4					2	13	16	10	4	2	2		3	5	
Total 52 colleges	16,476	20,681	[1] 1,872	[1] 2,073	382	14	409	6	53	10	43	35	209	1,351	2,789	477	875	212	187	172	121	211	225	41
Total in 17 Negro colleges	1,543	2,511	3	2	23	13	240	27	12		20	27	18	168	228	94	114	14	3	3	0	4	3	0

[1] All are 4-year graduates except 37 men and 390 women who graduated from a 2-year course, and 4 men and 12 women who graduated from a 3-year course
[2] Included under elementary.
[3] Included under senior high school.
[4] Men and women.

TABLE 28.—MORRILL-NELSON FUNDS—RECEIPTS AND DISBURSEMENTS OF FUNDS RECEIVED UNDER ACTS OF CONGRESS APPROVED AUG. 30, 1890, AND MAR. 4, 1907, YEAR ENDED JUNE 30, 1932

Land-grant institution located in (see directory p. 371)—	Receipts, 1931-32				Disbursements, 1931-32								Balance on hand July 1, 1932
	Balance on hand July 1, 1931	Interest	Appropriation year ended June 30, 1932	Total	Total	Percent of column 6 expended for—							
						Agriculture	Engineering and mechanic arts	English language	Mathematical science	Natural and physical science	Economic science	Teacher preparation	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama			$31,794	$31,794	$31,794	30	37	8	7	18	0	0	
Negro college	$72.59		18,206	18,278	17,858	17	24	14	10	14	21	0	$419.86
Alaska			50,000	50,000	50,000	6	28	3	12	30	21	0	
Arizona			50,000	50,000	50,000	25	23	15	6	27	4	0	
Arkansas			36,364	36,364	36,364	4	27	11	8	40	10	0	
Negro college			13,636	13,636	13,636	15	39	5	0	0	20	21	
California			50,000	50,000	50,000	21	24	0	0	41	4	0	
Colorado			50,000	50,000	50,000	15	20	13	9	29	14	0	
Connecticut			50,000	50,000	50,000	41	0	0	7	46	6	0	
Delaware			40,000	40,000	40,000	16	41	8	6	29	0	0	
Negro college	1.25		10,000	10,001	10,000	9	8	16	9	29	29	0	1.25
Florida			25,000	25,000	25,000	24	16	13	9	36	2	0	
Negro college			25,000	25,000	25,000	17	23	24	12	7	12	0	
Georgia			33,333	33,333	33,333	8	9	6	6	39	2	30	
Negro college	(−1.02)		16,667	16,666	16,667	19	19	13	9	14	26	0	(−1.02)
Hawaii	97.05	$460.58	50,000	50,558	50,445	12	29	9	14	32	4	0	112.63
Idaho			50,000	50,000	50,000	12	5	19	7	42	15	0	
Illinois			50,000	50,000	50,000	13	50	22	3	8	4	0	
Indiana			50,000	50,000	50,000	12	43	11	12	22	0	0	
Iowa			50,000	50,000	50,000	25	24	7	6	28	5	5	
Kansas			50,000	50,000	50,000	0	45	20	15	20	0	0	
Kentucky			42,750	42,750	42,750	4	37	11	9	39	0	0	
Negro college			7,250	7,250	7,250	0	15	30	27	28	0	0	
Louisiana			30,334	30,334	30,334	0	15	30	27	28	0	0	
Negro college			19,666	19,666	19,666	12	21	14	18	17	18	0	
Maine			50,000	50,000	50,000	25	26	9	7	24	7	0	
Maryland			40,000	40,000	40,000	31	17	10	5	26	11	0	
Negro college			10,000	10,000	10,000	32	17	25	3	0	23	0	

Massachusetts:												
Amherst			33,333	33,333	33,333	44	6	5	5	40	0	0
Cambridge			16,667	16,667	16,667	0	42	27	21	10	0	0
Michigan			50,000	50,000	50,000	20	31	10	9	21	9	0
Minnesota			50,000	50,000	50,000	46	19	10	5	20	0	0
Mississippi			21,728	21,728	21,728	22	25	12	16	19	6	0
Negro college			28,272	28,272	28,272	11	14	20	7	12	28	10
Missouri			46,875	46,875	46,875	25	35	2	2	36	0	0
Negro college	608.23		3,125	3,733	3,687	62	0	0	0	33	5	0	46 57
Montana			50,000	50,000	50,000	8	31	19	12	23	7	0
Nebraska			50,000	50,000	50,000	40	15	0	0	10	35	0
Nevada			50,000	50,000	50,000	12	18	14	7	35	14	0
New Hampshire			50,000	50,000	50,000	0	44	0	12	38	6	0
New Jersey			50,000	50,000	50,000	11	2	12	15	44	16	0
New Mexico			50,000	50,000	50,000	14	28	12	18	20	8	0
New York			50,000	50,000	50,000	12	40	2	2	44	0	0
North Carolina			33,500	33,500	33,500	56	44	0	0	0	0	0
Negro college			16,500	16,500	16,500	31	24	11	15	19	0	0
North Dakota			50,000	50,000	50,000	24	24	7	8	24	13	0
Ohio			50,000	50,000	50,000	21	29	8	9	33	0	0
Oklahoma			45,000	45,000	45,000	13	32	11	14	19	11	(0 5)
Negro college	482.61		5,000	5,483	2,553	26	14	11	8	21	20	0	2,929 95
Oregon			50,000	50,000	50,000	25	23	5	6	23	18	0
Pennsylvania			50,000	50,000	50,000	16	32	24	0	16	0	12
Puerto Rico	637.83	636.83	50,000	51,574	49,602	27	21	10	12	24	6	0	1,972.78
Rhode Island			50,000	50,000	50,000	4	24	19	7	36	10	0
South Carolina			25,000	25,000	25,000	16	36	11	10	26	1	0
Negro college	612.94		25,000	25,613	25,000	6	43	7	7	16	12	9	612.94
South Dakota			50,000	50,000	50,000	14	24	16	14	22	10	0
Tennessee			38,000	38,000	38,000	11	50	0	0	29	10	0
Negro college	4.90		12,000	12,005	10,700	0	24	26	13	23	8	6	1,304.90
Texas		503.33	37,500	38,004	38,004	26	26	7	10	31	0	0
Negro college		121.33	12,500	12,621	12,621	1	12	32	(0.4)	8	45	2
Utah			50,000	50,000	50,000	11	31	20	4	27	7	0
Vermont			50,000	50,000	50,000	22	62	0	0	16	0	0
Virginia			33,333	33,333	33,333	14	32	6	11	32	5	0
Negro college			16,667	16,667	16,667	0	33	23	12	24	8	0
Washington			50,000	50,000	50,000	12	36	16	7	29	0	0
West Virginia			40,000	40,000	40,000	0	100	0	0	0	0	0
Negro college			10,000	10,000	9,995	24	36	0	0	3	37	0	4.81
Wisconsin			50,000	50,000	50,000	40	40	0	5	10	5	0
Wyoming			50,000	50,000	50,000	0	3	38	18	4	0	0
Subtotals.													
52 white institutions	1,034.68	1,601.24	2,300,511	2,303,147	2,301,062	18	29	11	8	27	6	1	2,085.41
17 Negro colleges	1,731.50	121.33	249,489	251,391	246,072	15	24	16	9	14	19	3	5,319.26
Grand total (69 institutions)	2,816.18	1,722.57	2,550,000	2,554,538	2,547,134	18	29	11	8	26	7	1	7,404.67

TABLE 29.—FEDERAL LAND-GRANT FUNDS OF 1862, PRINCIPAL, INCOME, AND DISBURSEMENTS, YEAR ENDED JUNE 30, 1932

Land-grant institutions located in [1]	Principal	Receipts				Disbursements			Balance remaining unexpended July 1, 1932
	Amount of fund not including value of unsold land	Balance remaining unexpended July 1, 1931	Income on invested funds	Income from rentals, deferred payments, etc	Total available June 30, 1932	Salaries	Facilities	Total	
1	3	3	4	5	6	7	8	9	10
Alabama	$253,500		$20,280.00		$20,280.00	$20,280 00		$20,280.00	
Arizona	23,755		60.00	$5,352.45	5,412.45	5,412.45		5,412.45	
Arkansas	132,667		6,633 34		6,633 34	6,633 34		6,633.34	
California	763,361		41,982.29	57 03	42,039 32	42,039.32		42,039 32	
Colorado	473,294	$4,022.80	23,468.09	2,426.98	29,917 87	29,325.83		29,325.83	$592.04
Connecticut	135,000	2,306.21	7,658.83		9,965.04	9,000.00		9,000 00	965 04
Delaware	83,000		4,980.00		4,980 00	4,980.00		4,980 00	
Florida	154,088	2,633.16	6,496.65		9,129 81	6,966 95		6,966 95	2,162.86
Georgia	242,202		16,954.14		16,954.14	15,500.00	$1,454.14	16,954 14	
Idaho	661,299	18,139.53	37,912.99		56,052.52	6,730 51	38,828.30	45,558.81	10,493.71
Illinois	649,013		32,450.66		32,450 66	32,450.66		32,450.66	
Indiana	340,000		17,000.00		17,000.00	9,173.29	7,826.71	17,000.00	
Iowa	592,463		20,750.00		20,750 00	20,750.00		20,750 00	
Kansas	505,509	12,666.12	23,199 40	525.00	36,390.52	30,417.16	1,461.39	31,878.55	4,511 97
Kentucky	144,078		8,644.50		8,644.50	8,644.50		8,644 50	
Negro college	20,922		1,255.50		1,255 50	1,255.50		1,255 50	
Louisiana	182,313		9,115.69		9,115.69	9,115.69		9,115.69	
Maine	118,300		5,915.00		5,915.00	5,915.00		5,915.00	
Maryland	117,500		6,950.44		6,950.44		6,950.44	6,950.44	
Massachusetts.									
Amherst	146,000		7,300.00		7,300 00	7,300.00		7,300 00	
Cambridge	73,000		3,650.00		3,650.00	2,100.00	1,550 00	3,650 00	
Michigan	1,055,274		74,056.03		74,056 03	74,056.03		74,056.03	
Minnesota	[2] 5,618,845		201,860.37	2,280.70	204,141 07	207,141.07		204,141 07	
Mississippi	98,575		5,914.50		5,914.50	5,914.50		5,914.50	
Negro college	113,575		6,814.50		6,814.50	1,050.00	5,764.50	6,814.50	
Missouri	466,950		21,353.93	195.00	21,548.93	21,548.93		21,548 93	

Montana	536,264	180.14	24,961.85	5,595.97	30,737.86	4,902.78	25,087.38	29,090 16	1,647 80
Nebraska	665,621	94,030.95	36,822.87		130,853.82	47,064.72		47,064.72	83,789 10
Nevada	122,407	2,147.30	5,032.31	350.02	7,529.72	5,980.99		5,980 99	1,548 73
New Hampshire	80,000		4,800.00		4,800.00		4,800.00	4,800.00	
New Jersey	116,000		5,800.00		5,800.00	5,500 00		5,800.00	
New Mexico	132,932	508.56	6,364.38	12,684.39	19,617.32	19,061.21		19,061.21	556 11
New York	688,576		34,428.80		34,428.80	34,428 80		34,428.80	
North Carolina	125,000		7,500.00		7,500.00	7,500 00		7,500 00	
North Dakota	1,305,710		22,085.16	11,813.85	33,899.01	27,784.43	6,114.58	33,899.01	
Ohio	524,177	11,186.99	31,450.60		42,637.59		10,259.93	10,259.93	32,377.66
Oklahoma	(3)								
Oregon	204,563	1,623.10	11,134.79		12,757.89	9,975 00		9,975 00	2,782.89
Pennsylvania	500,000		25,000.00		25,000.00	25,000.00		25,000 00	
Rhode Island	50,000	2,664.67	2,735.00		5,389.67	5,389.67		5,389.67	
South Carolina	95,000		5,754.00		5,754.00	5,754.00		5,754.00	
Negro college	95,000	65.00	5,754.00		5,819.00	4,280.06	1,204.55	5,484.61	334.39
South Dakota	517,091		15,477.53	16,625.29	32,102.82	32,102.82		32,102.82	
Tennessee	400,000		20,691.03		20,691.03	20,691 03		20,691 03	
Texas	209,000	828.60	10,450.00		11,278 60	10,832.83		10,832.83	445.77
Utah	304,231		8,265.31	2,753 26	11,018 57	11,018 57		11,108.57	
Vermont	121,500		7,320.00		7,320.00	7,320 00		7,320 00	
Virginia	344,312		19,917.66		19,917.66	19,917.66		19,917 66	
Negro college	173,000		6,049 68		6,049.68	6,049 68		6,049 68	
Washington	1,201,144	23,993.91	61,787.09	774.13	86,555 13	47,388 03		47,388.03	39,167.10
West Virginia	107,300	1,552.20	5,307.50		6,859 70	5,262.34		5,262 34	1,597 36
Wisconsin	303,595		11,912.55		11,912 55	11,912 55		11,912.55	
Wyoming	358,242		12,162.50	7,337 51	19,500 01		17,419 95	17,419 95	2,080 06
Subtotals:									
49 institutions	22,093,560	178,534.32	1,001,747.78	68,771.58	1,249,053.68	942,582 66	121,752.82	1,064,335.48	184,718.20
4 Negro colleges	403,397	65.00	19,873.68		19,938.68	12,635.24	6,969.05	19,604.29	334.39
Grand total [1]	22,496,957	178,599.32	1,021,621.46	68,771.58	1,268,992.36	955,217.90	128,721.87	1,083,939.77	185,052.59

[1] Alaska Agricultural College and School of Mines, University of Hawaii, University of Puerto Rico and 13 Negro land-grant colleges do not participate in the land-grant fund of 1862.

[2] Includes $2,644,455 occupational tax on mining of iron ore.

[3] $2,930,657 from other land grants.

TABLE 30.—FEDERAL FUNDS RECEIVED BY LAND-GRANT INSTITUTIONS, FISCAL YEAR ENDED JUNE 30, 1932

Land-grant institution located in—	1862 land-grant fund	Other land-grant funds	Morrill-Nelson funds	Hatch-Adams funds	Smith-Lever funds	Smith-Hughes funds	Clarke-McNary funds	Purnell funds	Capper-Ketcham funds	Additional co-operative extension funds	Grand totals
1	2	3	4	5	6	7	8	9	10	11	12
Alabama	$20,280	.....	$31,794	$30,000	$210,512	$9,935	$1,980	$60,000	$37,601	$29,000	$431,102
Negro college	.....	.....	18,206	.....	.....	4,302	.....	.....	.....	.....	22,508
Alaska	.....	.....	50,000	15,000	10,000	.....	.....	.....	.....	.....	75,000
Arizona	5,412	$24,520	50,000	30,000	40,121	.....	.....	60,000	22,644	11,000	243,697
Arkansas	6,633	.....	36,364	30,000	165,141	4,095	.....	60,000	33,618	35,000	370,851
Negro college	.....	.....	13,636	.....	.....	2,304	.....	.....	.....	.....	15,940
California	42,039	3,973	50,000	30,000	169,890	.....	.....	60,000	34,035	10,000	399,937
Colorado	25,895	.....	50,000	30,000	64,389	5,500	1,642	60,000	24,774	15,000	277,200
Connecticut	7,659	.....	50,000	15,000	60,090	6,648	.....	30,000	24,397	7,000	200,794
Delaware	4,980	.....	40,000	30,000	22,148	11,000	.....	59,641	21,066	.....	188,835
Negro college	.....	.....	10,000	.....	.....	600	.....	.....	.....	.....	10,600
Florida	6,497	3,095	25,000	30,000	84,685	4,438	.....	60,000	26,556	20,500	260,771
Negro college	.....	.....	25,000	.....	.....	1,163	.....	.....	.....	1,205	27,368
Georgia	16,954	.....	33,333	.....	222,218	10,226	.....	.....	38,628	47,000	368,359
Negro college	.....	.....	16,667	.....	.....	2,065	.....	.....	.....	.....	18,732
Hawaii	.....	.....	50,000	21,951	31,412	2,215	.....	.....	20,538	.....	126,116
Idaho	37,913	73,897	50,000	30,000	43,264	.....	.....	60,000	22,920	13,000	330,994
Illinois	32,451	.....	50,000	30,000	220,311	15,370	.....	60,000	38,461	27,800	474,393
Indiana	17,000	.....	50,000	30,000	162,065	21,374	1,980	60,000	33,350	26,000	401,789
Iowa	20,750	.....	50,000	30,000	167,254	14,835	1,285	60,000	33,804	27,000	404,928
Kansas	23,725	.....	50,000	30,000	131,359	8,881	.....	60,000	30,653	26,500	361,118
Kentucky	8,644	.....	42,750	30,000	201,402	12,732	.....	60,000	36,801	31,000	423,329
Negro college	1,256	.....	7,250	.....	.....	2,675	.....	.....	.....	.....	11,181
Louisiana	9,116	5,440	30,334	30,000	143,633	6,605	.....	60,000	31,735	22,500	339,413
Negro college	.....	.....	18,666	.....	.....	3,894	.....	.....	.....	.....	23,560
Maine	5,915	.....	50,000	30,000	60,173	3,796	.....	60,000	24,404	10,000	244,288
Maryland	6,950	.....	40,000	30,000	79,226	10,374	.....	60,000	26,077	16,500	269,127
Negro college	.....	.....	10,000	.....	.....	.....	.....	.....	.....	.....	10,000
Massachusetts (Amherst)	7,300	.....	33,333	30,000	54,087	1,953	.....	60,000	23,870	8,000	218,543
Massachusetts (Cambridge)	3,650	.....	16,667	.....	.....	.....	.....	.....	.....	.....	20,317
Michigan	74,059	.....	50,000	30,000	172,378	25,756	1,980	60,000	34,253	22,000	470,423

Minnesota	204,141	.....	50,000	30,000	147,184	21,866	.....	60,000	30,957	23,078	567,226
Mississippi	5,914	8,473	21,728	30,000	186,159	.....	1,980	60,000	35,463	33,500	383,217
Negro college	6,815	5,777	28,272	.....	.....	.....	.....	.....	.....	.....	40,864
Missouri	21,549	7,320	40,875	30,000	196,625	15,155	.....	60,000	36,382	34,000	447,906
Negro college	.....	.....	3,125	.....	.....	.....	.....	.....	.....	.....	3,125
Montana	30,558	12,307	50,000	30,000	47,501	3,935	.....	60,000	43,286	.....	277,787
Nebraska	36,823	12,274	50,000	30,000	104,022	12,800	.....	60,000	28,253	23,200	357,372
Nevada	5,382	2,066	50,000	30,000	15,966	.....	.....	60,000	20,524	24,507	208,444
New Hampshire	4,800	.....	50,000	30,000	30,264	88	1,980	60,000	21,779	7,000	205,911
New Jersey	5,800	.....	50,000	30,000	84,016	7,336	.....	60,000	26,497	12,500	276,149
New Mexico	19,061	.....	50,000	30,000	43,367	1,704	.....	60,000	22,929	10,000	237,061
New York	34,429	.....	50,000	30,000	227,310	30,055	.....	60,000	39,078	22,666	493,538
North Carolina	7,500	.....	33,500	30,000	258,844	4,601	1,980	60,000	41,843	31,000	469,268
Negro college	.....	.....	16,500	.....	.....	4,480	.....	.....	.....	.....	20,980
North Dakota	33,800	.....	50,000	30,000	66,832	9,417	.....	60,000	25,252	20,500	293,900
Ohio	31,451	13,642	50,000	.....	256,534	.....	.....	.....	39,797	.....	391,424
Oklahoma	.....	112,306	45,000	30,000	175,974	.....	.....	60,000	34,569	30,000	487,848
Negro college	.....	.....	5,000	.....	.....	2,626	.....	.....	.....	.....	7,626
Oregon	11,135	.....	50,000	30,000	58,921	5,200	.....	60,000	24,294	19,500	259,050
Pennsylvania	26,000	1,020	50,000	30,000	336,510	32,299	1,500	60,000	48,661	10,000	594,990
Puerto Rico	.....	.....	50,000	.....	.....	.....	.....	.....	.....	.....	50,000
Rhode Island	2,735	.....	50,000	30,000	15,489	.....	.....	60,000	20,482	.....	178,706
South Carolina	5,754	.....	25,000	30,000	154,186	.....	.....	60,000	32,656	27,600	335,196
Negro college	5,754	.....	25,000	.....	23,417	5,200	.....	.....	4,280	.....	63,651
South Dakota	32,103	10,701	50,000	30,000	69,242	9,312	.....	60,000	25,200	20,000	306,558
Tennessee	20,691	.....	38,000	30,000	191,330	12,241	1,980	60,000	35,917	34,000	424,159
Negro college	.....	.....	12,000	.....	.....	7,690	.....	.....	.....	.....	19,690
Texas	10,450	.....	37,500	30,000	372,165	4,743	42,235	60,000	51,791	58,000	666,884
Negro college	.....	.....	12,500	.....	.....	6,428	.....	.....	.....	.....	18,928
Utah	11,019	.....	50,000	30,000	35,468	2,554	1,263	60,000	22,236	13,000	225,540
Vermont	7,320	.....	50,000	30,000	35,391	5,814	1,980	60,000	22,229	11,000	223,734
Virginia	19,918	.....	33,333	30,000	182,505	5,721	1,600	60,000	35,142	66,250	434,469
Negro college	6,050	.....	16,667	.....	.....	5,196	.....	.....	.....	.....	27,913
Washington	62,561	100,865	50,000	30,000	81,567	3,724	.....	60,000	26,282	13,481	428,480
West Virginia	5,307	.....	40,000	30,000	140,482	22,245	1,980	60,000	31,454	10,000	341,468
Negro college	.....	.....	10,000	.....	.....	2,050	.....	.....	.....	.....	12,050
Wisconsin	11,913	9,072	50,000	30,000	156,119	.....	.....	60,005	32,818	20,800	370,727
Wyoming	19,500	92,557	50,000	30,000	26,390	3,146	.....	60,000	21,439	11,000	314,032
Subtotals:											
52 institutions [1]	1,070,532	493,616	2,300,511	1,401,951	6,215,281	389,689	67,345	2,729,646	1,497,395	991,382	17,157,348
17 Negro colleges	19,875	5,777	249,489	.....	23,417	50,673	.....	.....	4,280	1,205	354,716
Grand total, 69 institutions	1,090,407	499,393	2,550,000	1,401,951	6,238,698	440,362	67,345	2,729,646	1,501,675	992,587	17,512,064

[1] Primarily or exclusively for white students.

UNITED STATES DEPARTMENT OF THE INTERIOR
RAY LYMAN WILBUR : SECRETARY
OFFICE OF EDUCATION : WILLIAM JOHN COOPER
COMMISSIONER

STATISTICS OF NURSE-TRAINING SCHOOLS 1930–31

BEING CHAPTER IV OF THE
BIENNIAL SURVEY OF EDUCATION IN THE
UNITED STATES : 1930–1932

BULLETIN, 1933, No. 2
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PREPARED IN THE DIVISION OF STATISTICS
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CHAPTER IV

STATISTICS OF NURSE-TRAINING SCHOOLS

1930–31 [1]

THERE ARE NEARLY twice as many nurses in training now in the United States as there were 11 years ago, according to reports made to the Office of Education by the nurse-training schools for the year 1930–31.

More than 100,000 student nurses were reported enrolled by a total of 1,844 schools. The Office of Education sent inquiry blanks to a total of 1,925 schools listed in the hospital number of the Journal of the American Medical Association and other sources. Statistics on training of nurses were last collected by the Office of Education for the year 1926–27.

SCHOOLS

This report for 1931 includes data for 89 more schools than reported 11 years ago in 1920, and 47 more than in 1927. This represents a 5.1 per cent increase in the 7-year period and 2.7 per cent in the four years from 1927 to 1931. No schools are reported from the State of Nevada. Data are given separately for the 1,778 schools connected with general hospitals and 66 schools maintained by hospitals for the insane. The number of schools reporting at different periods since 1880 is presented in Table 1 and the number of schools by States are given in summary Tables 7 and 8.

TABLE 1.—*Comparative statistics of nurse-training schools 1880–1931*

Year	Schools	Nurse-pupils	Graduates	Capacity of hospitals (beds)	Average daily number of patients
1	2	3	4	5	6
1880	15	323	157	----------	----------
1884–85	34	793	218	----------	----------
1889–90	35	1,552	471	----------	----------
1894–95	131	3,985	1,498	----------	----------
1899–1900	432	11,164	3,456	84,227	----------
1904–05	862	19,824	5,795	145,506	----------
1909–10	1,129	32,636	8,140	214,597	----------
1914–15	1,509	46,141	11,118	256,325	185,408
1919–20	1,755	54,953	14,980	321,619	252,823
1926–27	1,797	77,768	18,623	359,077	276,194
1930–31	1,844	100,419	25,971	428,472	325,319

[1] The tabulations for this bulletin were made by Miss Maude Farr of the Office of Education.

STUDENTS

The 1931 data show 100,419 students in training for the nursing profession, an increase of 45,953, or 82.7 per cent, over the number reported in 1920 and of 29.1 per cent over those studying in this field in 1927. Of the total number of students, only 0.84 per cent are men.

Of the 97,907 students in general hospitals, 575, or 0.59 per cent, were men, but of the 2,512 students connected with hospitals for the insane 273, or 10.87 per cent, were men. Training courses for men nurses were reported by 42 general hospitals and 23 hospitals for the insane.

GRADUATES

There were 25,971 graduates from schools for nurses in 1930–31 of which 524 were trained in hospitals for the care of the insane. Of the 361 men graduates, 300 were from general hospitals and 61 from hospitals for the insane.

LENGTH OF COURSE

The usual length of the nurse-training course in general hospitals is now three years. The increase in the length of course is shown by the fact that in 1927 only 85.6 per cent of the schools reporting had 3-year courses, while in 1931 this percentage was 89.7 Only two schools reported 4-year courses both in 1927 and 1931. Of training schools connected with hospitals for the insane, a smaller percentage reported 3-year courses in 1930 than in 1927. This is due to a decrease in the number of schools of this type.

TABLE 2.—*Distribution of nurse-training schools according to length of course offered*

Years in course	General hospitals						Hospitals for the insane					
	1920		1927		1931		1920		1927		1931	
	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent
1	2	3	4	5	6	7	8	9	10	11	12	13
Less than 1 year	26	1.5	14	0 8	24	1.34	------	------	------	------	1	1.52
1 to 1 9 years	18	1.1	17	1.0	11	0 64	------	------	1	1.3	2	3.03
2 to 2.9 years	179	10.7	215	12.5	146	8.21	23	26 4	9	12.0	11	16.67
3 to 3.9 years	1,439	86 5	1,474	85 6	1,595	89 70	64	73.6	65	86.7	52	78.78
4 years or more	3	.2	2	.1	2	0 11	------	------	------	------	------	------
Total	[1] 1,665	------	1,722	------	1,778	------	[2] 87	------	75	------	66	------

[1] 2 schools did not report the length of course offered.
[2] 1 school did not report the length of course offered

EDUCATIONAL REQUIREMENTS FOR ADMISSION TO NURSE-TRAINING COURSES

The educational requirements for admission to nurse-training courses have been steadily rising. Most of the schools connected with general hospitals in 1920 required only one year of high-school work. In 1927 fully one-third required completion of the high-school curriculum, one-third two years of high-school work, and the other third, one year of high-school work. By 1930, however, 87 per cent of the schools connected with general hospitals required the completion of a high-school course. When the question as to the educational requirement for admission was answered by the words "high school," the answer has been interpreted, as in previous years, to mean the completion of a 4-year course

Of the schools connected with hospitals for the insane, 54 per cent required only one year of high school for entrance in 1920 but in 1930, 64 per cent required completion of a 4-year course for admission.

TABLE 3.—*Distribution of nurse-training schools according to the educational requirements for admission in 1920, 1927, and 1931*

Requirement for admission	1920				1927				1931			
	General hospitals		Hospitals for insane		General hospitals		Hospitals for insane		General hospitals		Hospitals for insane	
	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent
1	2	3	4	5	6	7	8	9	10	11	12	13
Elementary school	157	9.6	20	22.7	40	2.3	6	8.0	11	0.62	3	4.55
One year of high school	694	42.2	48	54.6	551	32.2	48	64.0	41	2.31	9	13.64
Two years of high school	355	21.5	4	4.5	533	31.2	15	20.0	108	6.07	5	7.58
Three years of high school	7	.4	------	------	25	1.5	1	1.3	54	3.04	6	9.09
Complete high school	434	26.3	16	18.2	560	32.8	5	6.7	1,547	87.00	42	63.63
Post graduates [1]	------	------	------	------	------	------	------	------	17	.96	1	1.51
Total	1,647	------	88	------	1,709	------	75	------	1,778	------	66	------

[1] Previous training in nursing required for these special schools.

MINIMUM AGE REQUIRED FOR ADMISSION

Between 1927 and 1931 there was very little change in the minimum age requirement for admission to nurse-training schools. Practically 90 per cent required the student to have reached the age of 18. Although 25 per cent had set 19 years as the minimum age in 1920, this upper age limit was required by only 6 per cent of the schools in 1930.

TABLE 4.—*Distribution of nurse-training schools according to the minimum age requirements for admission*

Minimum age	General hospitals						Hospitals for the insane					
	1920		1927		1931		1920		1927		1931	
	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent
1	2	3	4	5	6	7	8	9	10	11	12	13
Will admit under 18 years	5	0.3	15	0.9	51	2.88	----	------	----	------	4	6.06
18 years required	1,017	61.0	1,519	88.7	1,590	89.83	65	73.9	70	93.3	60	90.91
19 years required	409	24.5	146	8.5	104	5.88	9	10.2	3	4.0	----	------
20 years required	147	8.8	20	1.2	17	.96	8	9.1	----	------	2	3.03
21 years required	85	5.1	11	.7	7	.39	6	6.8	2	2.7	----	------
22 years or over	4	.3	1	0	1	.06	----	------	----	------	----	------
Total	1,667	------	1,712	------	[1]1,770	-------	88	------	75	------	66	------

[1] Eight schools did not report on age requirements for admission.

NUMBER OF HOURS OF DUTY REQUIRED DAILY

The number of hours of duty required daily as a part of the nurse-training course in general hospitals has been steadily decreasing for the last 35 years. In 1896 the 8-hour day was in effect in less than 2 per cent of the schools. By 1920 a third had reduced the number of hours of duty to 8, and in 1931 two-thirds of the schools required only 8 hours.

In schools connected with hospitals for the insane, however, about a fourth of the schools require 12 hours' duty and another fourth 10 hours. A little less than a third require only 8 hours on duty.

TABLE 5.—*Distribution of nurse-training schools according to number of hours of duty required daily*

GENERAL HOSPITALS

Hours of duty	1896		1911		1918		1920		1927		1931	
	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent
1	2	3	4	5	6	7	8	9	10	11	12	13
Under 8	----	------	----	------	38	2.4	53	3.2	30	1.7	53	2.98
8	2	1.8	69	10.4	232	14.4	539	32.3	954	55.4	1,186	66.70
8½	0	0	43	6.5	64	4.0	77	4.6	39	2.3	35	1.97
9	11	9.9	239	36.1	434	26.9	474	28.4	366	21.3	303	17.05
9½	29	26.2	26	3.9	22	1.4	33	2.0	8	.5	9	.51
10	14	12.6	220	33.2	689	42.7	439	26.3	293	17.0	180	10.12
10½	32	28.8	0	0	4	.2	1	.1	0	0	0	0
11	3	2.7	22	3.3	17	1.1	3	.2	2	.1	0	0
11½	14	12.6	0	0	0	0	0	0	0	0	0	0
12	3	2.7	44	6.6	112	6.9	48	2.9	30	1.7	12	.67
More than 12	3	2.7	0	0	0	0	0	0	0	0	0	0
Total	111	------	663	------	1,612	------	1,667	------	1,722	------	1,778	------

TABLE 5.—*Distribution of nurse-training schools according to number of hours of duty required daily*—Continued

HOSPITALS FOR THE INSANE

Hours of duty	1918		1920		1927		1931	
	Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent
	14	15	16	17	18	19	20	21
Under 8	0	0.0	0.1	1 1	1	1 3	0	0.0
8	5	6.4	20	22.7	22	29 3	20	30.30
8½	2	2.6	1	1 1	1	1.3	3	4.55
9	5	6.4	5	5 7	9	12.0	9	13.64
9½	0	0	0	0	0	0	1	1 52
10	16	20.5	25	28.4	20	26.7	15	22.72
10½	3	3 8	3	3 4	1	1.3	0	0
11	2	2 6	2	2.3	2	2.7	2	3.03
11½	2	2.6	0	0	0	0	0	0
12	18	23 1	22	25.0	14	18.7	16	24.24
More than 12	25	32.0	9	10.3	5	6 7	0	0
Total	78		88		75		66	

REMUNERATION

The data on the remuneration for nurses in training have been changed to give the pay per month instead of per year since many schools reported data in this way and did not give the number of months in the course. In compiling Table 6 on the monthly allowance basis, data reported by the year were divided by 10, assuming that the course was for 10 months. In training schools in general hospitals 15 per cent of the schools apparently offer no remuneration for services during training in any year of the course. About 45 per cent pay less than $10 per month during the first year, and more than 50 per cent pay between $10 and $15 a month during the second and third years of the course. The remuneration is much higher in schools connected with hospitals for the insane, 48 per cent paying between $25 and $50 a month during the first year.

TABLE 6.—*Distribution of nurse-training schools according to remuneration allowed, 1930–31*

GENERAL HOSPITALS

Year	Number of schools reporting	Schools giving no remuneration		Schools giving less than $10 per month		Schools giving $10–$15 per month		Schools giving $16–$25 or more per month	
		Schools	Per cent	Schools	Per cent	Schools	Per cent	Schools	Per cent
1	2	3	4	5	6	7	8	9	10
First year [1]	1,770	275	15.54	810	45.76	622	35.14	63	3 56
Second year	1,761	256	14.54	524	29.75	899	51.05	82	4.66
Third year	1,686	251	14.89	377	22.36	927	54.98	131	7.77

[1] 8 schools did not report on remuneration.

TABLE 6.—*Distribution of nurse-training schools according to remuneration allowed, 1930–31*—Continued

HOSPITALS FOR THE INSANE

Year	Number of schools reporting	Schools giving $25 or less per month		Schools giving $26–$50 per month		Schools giving $51–$75 or more per month	
		Schools	Per cent	Schools	Per cent	Schools	Per cent
	11	12	13	14	15	16	17
First year	66	17	25.76	32	48.48	17	25.76
Second year	64	28	43.75	14	21.88	22	34.37
Third year	60	11	18.33	22	36.67	27	45.00

TABLE 7.—*Summary of statistics of general nurse-training schools, 1930–31*

State or outlying part	Number of schools	Nurse pupils			Graduates
		Men	Women	Total	
1	2	3	4	5	6
Continental United States	1,778	575	97,332	97,907	25,447
Alabama	35	0	1,132	1,132	264
Arizona	3	0	178	178	32
Arkansas	23	0	503	503	136
California	53	329	4,395	4,724	1,324
Colorado	20	5	1,201	1,206	305
Connecticut	23	2	1,733	1,735	521
Delaware	6	0	219	219	58
District of Columbia	11	0	1,111	1,111	234
Florida	17	4	641	645	197
Georgia	38	25	1,173	1,198	317
Idaho	10	0	272	272	65
Illinois	127	53	7,233	7,286	1,791
Indiana	32	0	2,132	2,132	504
Iowa	45	1	2,239	2,240	615
Kansas	51	7	1,570	1,577	436
Kentucky	31	3	1,068	1,071	251
Louisiana	17	0	1,048	1,048	201
Maine	30	3	846	849	259
Maryland	25	8	1,627	1,635	479
Massachusetts	91	39	6,188	6,227	1,581
Michigan	45	2	3,572	3,574	907
Minnesota	56	0	3,667	3,667	971
Mississippi	37	0	667	667	149
Missouri	39	0	2,176	2,176	576
Montana	16	0	551	551	128
Nebraska	19	0	1,212	1,212	274
New Hampshire	22	0	729	729	246
New Jersey	49	0	3,033	3,033	827
New Mexico	2	0	61	61	5
New York	138	50	10,972	11,022	3,031
North Carolina	58	1	1,634	1,635	385
North Dakota	17	0	727	727	186
Ohio	77	0	5,330	5,330	1,336
Oklahoma	22	0	789	789	183
Oregon	13	1	725	726	181
Pennsylvania	154	20	9,791	9,811	2,625
Rhode Island	9	1	1,188	1,189	624
South Carolina	26	0	710	710	206
South Dakota	19	1	540	541	153
Tennessee	30	12	1,339	1,351	351

TABLE 7.—*Summary of statistics of general nurse-training schools, 1930–31*—Con.

State or outlying part	Number of schools	Nurse pupils			Graduates
		Men	Women	Total	
1	2	3	4	5	6
Texas	70	8	2,661	2,669	615
Utah	6	0	441	441	113
Vermont	12	0	358	358	74
Virginia	45	0	1,661	1,661	442
Washington	27	0	1,525	1,525	396
West Virginia	40	0	1,116	1,116	257
Wisconsin	36	0	3,481	3,481	511
Wyoming	6	0	167	167	35
Philippine Islands	7	27	366	393	65
Puerto Rico	2	0	90	90	19

TABLE 8.—*Summary of statistics of nurse-training schools in hospitals for the insane, 1930–31*

State	Number of schools	Nurse pupils			Graduates
		Men	Women	Total	
1	2	3	4	5	6
Continental United States	66	273	2,239	2,512	524
Alabama	1	0	23	23	3
Connecticut	2	0	60	60	12
District of Columbia	1	0	72	72	18
Florida	1	0	33	33	12
Georgia	1	0	37	37	10
Illinois	7	3	177	180	27
Iowa	1	0	0	0	0
Kansas	1	1	14	15	8
Maine	2	2	52	54	17
Maryland	3	8	135	143	41
Massachusetts	11	30	411	441	82
Michigan	3	8	94	102	21
Minnesota	3	0	109	109	17
New Hampshire	1	0	37	37	8
New Jersey	8	0	115	115	21
New York	14	142	560	702	141
North Carolina	1	0	25	25	6
Ohio	3	0	59	59	22
Rhode Island	5	63	144	207	43
South Carolina	2	16	82	98	15

DETAILED STATISTICS FOR EACH INSTITUTION

Since an excellent study giving detailed information for a large number of nurse-training schools has been published by the National League of Nursing Education under date of January 1, 1931, and is available for purchase from the league for $1.50, the detailed statistics which have been published by the Office of Education in previous years have been omitted. Data for any institution, however, are available from an unpublished table on file in this office.

READERS *interested in nursing education may also wish to consult "Nursing," Guidance Leaflet No. 15, published by the Office of Education. This leaflet, especially prepared for the use of guidance advisers in high school and college, reviews briefly the scope of nursing as a profession, qualifications, opportunities, compensation, registration, student expenses, and the services of the professional organizations of nurses. It lists colleges and universities offering nursing degrees and gives references to literature relating to nursing as a career.*

UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES : SECRETARY
OFFICE OF EDUCATION : WILLIAM JOHN COOPER
COMMISSIONER

STATISTICS OF PRIVATE ELEMENTARY SCHOOLS FOR THE YEAR 1930-31

BEING CHAPTER V OF THE
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UNITED STATES : 1930–1932

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CHAPTER V

STATISTICS OF PRIVATE ELEMENTARY SCHOOLS FOR THE YEAR 1930–31

Prepared by RUSSELL M. KELLEY, Assistant Statistican, and ROSE MARIE SMITH in the Division of Statistics of which EMERY M. FOSTER is Chief; and by BESS GOODYKOONTZ, Assistant Commissioner of Education

REPORTS MADE TO the Office of Education by State departments of education show an enrollment of 21,278,593 children in elementary schools during 1929–30. Between two and three million other children attend private elementary schools. Estimates for the year 1929–30 put the total private elementary school enrollment at 2,255,430.[1] The Department of Education of the National Catholic Welfare Conference reports 2,222,598 pupils enrolled in the elementary schools that are affiliated with the Roman Catholic Church.[2] Evidently about 1 elementary school child in every 10 in this country goes to a private school.

This study was made with a view to securing actual enrollments and additional information concerning the education of these more than two million children who attend private elementary schools. A questionnaire was sent by the Office of Education to more than 9,000 private elementary schools for which names and addresses could be obtained. Replies were received from 6,815 schools, including 592 nonsectarian schools, 269 affiliated with Protestant denominations, and 5,954 Roman Catholic schools. In these replies the actual enrollment by individual schools totals 1,802,947 pupils, or 79.5 per cent of the number estimated by this office from various reports. Of these, 1,730,670 pupils were in Roman Catholic schools. This is 77.9 per cent of the total reported by the Department of Education of the National Catholic Welfare Conference to be in elementary schools of the Roman Catholic Church. Whereas the estimates previously reported by this office gave only enrollments, this inquiry secured such information as the types of administrative control of private elementary schools, the number of teachers employed in them, the enrollments by grade and sex, and the length of school term.

The cooperation of other private schools is invited in making successive reports more nearly complete.

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[1] Office of Education Bulletin, 1931, No. 20, Vol II, Ch II Statistics of State School Systems, 1929–30, p. 75, Table 38 The estimates are made by the Office of Education from data submitted by State departments of education, the National Catholic Welfare Conference, private schools themselves, and reports from city school systems

[2] Directory of Catholic Colleges and Schools, 1932–33. National Catholic Welfare Conference, Department of Education, 1312 Massachusetts Avenue NW, Washington, D C Supplementary Table A, page 11, taken from this directory summarizes information by States for the Catholic elementary schools.

ENROLLMENTS IN PRIVATE ELEMENTARY SCHOOLS

By States.—Table 1 shows that according to the reports from 6,815 schools, the private elementary school enrollment reported in this study is about 8 per cent of the total public and private elementary school enrollment in the United States. In some States the percentage runs much higher, with New Hampshire and Rhode Island each reporting more than 20 per cent of their elementary school pupils in private schools, Connecticut, Delaware, and Massachusetts reporting slightly more than 15 per cent, and eight other States and the District of Columbia, all east of the Mississippi River, reporting between 10 and 15 per cent in private schools. New York State, with 293,337 children attending private schools, leads all States in total private elementary school enrollment. Pennsylvania is next with 254,459 enrolled.

TABLE 1.—*Enrollments in private elementary schools*

State	Number of private schools reporting	Private elementary school enrollment (including kindergarten), 1930–31	Public elementary school enrollment (including kindergarten), 1929–30 [1]	Total public and private elementary school enrollment (columns 3 and 4)	Per cent private school enrollment reported in this study is of total enrollment
1	2	3	4	5	6
Continental United States	6,815	1,802,947	21,278,593	23,081,540	7.8
Alabama	46	7,594	561,934	569,528	1.3
Arizona	8	1,696	88,547	90,243	1.9
Arkansas	43	4,235	409,905	414,140	1.0
California	236	46,447	836,701	883,148	5.3
Colorado	45	7,663	197,265	204,928	3.7
Connecticut	131	45,431	260,103	305,534	14.9
Delaware	19	6,225	35,351	41,576	15.0
District of Columbia	38	8,884	64,566	73,450	12.1
Florida	43	5,443	301,227	306,670	1.7
Georgia	29	3,759	632,589	636,348	.6
Idaho	17	1,715	93,775	95,490	1.8
Illinois	528	163,459	1,094,788	1,258,247	13.0
Indiana	202	41,586	523,378	564,964	7.4
Iowa	183	26,592	437,426	464,018	5.7
Kansas	133	15,349	339,556	354,905	4.3
Kentucky	136	22,179	525,884	548,063	4.0
Louisiana	128	33,008	376,714	409,722	8.1
Maine	50	16,651	124,450	141,101	11.8
Maryland	109	27,358	235,163	262,521	10.4
Massachusetts	302	110,327	594,084	704,411	15.7
Michigan	268	96,142	808,787	904,929	10.6
Minnesota	201	42,092	453,128	495,220	8.5
Mississippi	28	3,530	543,161	546,691	.6
Missouri	216	40,553	524,023	564,576	7.2
Montana	32	5,258	95,550	100,808	5.2
Nebraska	110	14,012	256,230	270,242	5.2
Nevada [2]			14,279	14,279	
New Hampshire	51	17,810	60,082	77,892	22.9
New Jersey	282	104,287	672,083	776,370	13.4
New Mexico	35	5,872	89,497	95,369	6.2

[1] Office of Education, Bulletin, 1931, No. 20, Vol. II, Ch. II, Statistics of State School Systems, 1929–30, pp. 32–33.
[2] No schools reported from Nevada.

TABLE 1.—*Enrollments in private elementary schools*—Continued

State	Number of private schools reporting	Private elementary school enrollment (including kindergarten), 1930–31	Public elementary school enrollment (including kindergarten), 1929–30 [1]	Total public and private elementary school enrollment (columns 3 and 4)	Per cent private school enrollment reported in this study is of total enrollment
1	2	3	4	5	6
New York	884	293,337	1,716,645	2,009,982	14.6
North Carolina	38	3,515	750,002	753,517	.5
North Dakota	23	3,825	139,580	143,405	2.7
Ohio	516	145,113	1,011,915	1,157,028	12.5
Oklahoma	46	4,561	578,491	583,052	.8
Oregon	42	5,210	154,908	160,118	3.3
Pennsylvania	756	254,459	1,639,041	1,893,500	13.4
Rhode Island	68	28,304	101,318	129,622	21.8
South Carolina	18	2,296	416,483	418,779	.5
South Dakota	34	5,638	134,286	139,924	4.0
Tennessee	35	4,149	558,056	562,205	.7
Texas	150	19,569	1,071,890	1,091,459	1.8
Utah	9	945	105,427	106,372	.9
Vermont	14	4,054	54,376	58,430	6.9
Virginia	55	6,049	488,929	494,978	1.2
Washington	76	12,494	259,303	271,797	4.6
West Virginia	36	5,636	346,691	352,327	1.6
Wisconsin	363	78,050	457,685	535,735	14.6
Wyoming	3	586	43,341	43,927	1.3

The States varied in actual number of schools reporting from 822 in New York and 701 in Pennsylvania to 2 in Wyoming. No schools in Nevada replied.

By affiliation or control.—As shown in Table 2, most private elementary schools have some denominational affiliation or control. Of the 6,815 schools reporting, 6,223, or 91 per cent of the total, were either affiliated with or controlled by some religious denomination. Of these the Roman Catholic schools accounted for 1,730,670, or nearly 96 per cent of the pupils. The Friends schools reported the next largest number with 4,967, or about 0 3 per cent. Roman Catholic schools reported from every State but Nevada; Episcopal schools from 22 States; Methodist schools from 21; Seventh Day Adventist from 16; Presbyterian and Baptist each from 14; Friends from 10; Lutheran from 6; and Congregational from 5.

The 592 nonsectarian schools accounted for nearly 3 per cent of all the children enrolled in private schools. New York with 127 schools, Massachusetts with 61, California with 49, Pennsylvania with 48, and New Jersey with 42 were the leaders in the number of these schools reporting. It is probable that all, or nearly all, of these schools charge some tuition. Four hundred and seventeen replied on the questionnaire that there were regular tuition charges.

TABLE 2.—*Affiliation or control of private elementary schools*

State	Denominational affiliation or control																		Nonsectarian		Total private elementary school enrollment	
	Baptist		Congregational		Episcopal		Friends		Lutheran		Methodist		Presbyterian		Roman Catholic		Seventh Day Adventists		Miscellaneous sects[1]					
	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils	Schools	Pupils
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Continental United States	20	1,391	10	958	61	3,716	35	4,967	15	1,462	40	2,298	31	2,928	5,954	1,730,670	30	2,269	21	1,502	592	50,786	6,815	1,802,947
Alabama	1	87	2	336							2	224	2	311	27	3,989					12	2,647	46	7,594
Arizona															7	1,629	1	67					8	1,696
Arkansas	3	211													39	3,983	1	41					43	4,235
California					2	43					3	128	1	66	167	42,361	14	1,187			49	2,662	236	46,447
Colorado															40	7,323	2	156			3	184	45	7,663
Connecticut					2	111									97	43,101					32	2,219	131	45,431
Delaware							2	490			1	83			14	5,420					2	242	19	6,235
District of Columbia					2	142					1	16			29	7,915					6	811	38	8,884
Florida					2	86					1	52	1	55	25	4,613	1	15			13	622	43	5,443
Georgia	1	182	3	327	1	381							1	120	11	1,740					12	1,009	29	3,759
Idaho					1	41									14	1,593	1	41	1	40			17	1,715
Illinois	3	163			1	10			1	21	2	43	1	100	494	159,695					26	3,427	528	163,459
Indiana					1	70	1	20	1	64			1	20	192	41,017			1	77	5	318	202	41,566
Iowa					1	56									181	26,503					1	33	183	26,592
Kansas					1	44					1	19			130	15,277	1	9					133	15,349
Kentucky	1	19									1	87	5	481	114	20,663			3	243	12	686	136	22,179
Louisiana															123	32,426			1	295	4	287	128	33,008
Maine															48	16,476					2	175	50	16,651
Maryland					4	84	1	340							91	25,657					13	1,277	109	27,358
Massachusetts					1	20	1	75							237	106,253			2	129	61	3,850	302	110,327
Michigan															255	95,122	3	209			10	811	268	96,142
Minnesota	1	5													195	41,621					5	466	201	42,092
Mississippi	1	41											1	59	22	8,255			1	63	3	112	28	3,530

Missouri	1	47													202	39,300					13	1,206	216	40,553
Montana															31	5,231	1	27					32	5,258
Nebraska									1	144	1	37			108	13,831							110	14,012
Nevada																								
New Hampshire											1	28			46	17,591					4	191	51	17,810
New Jersey					2	82	4	680							234	99,702					42	3,823	282	104,287
New Mexico											2	125	3	137	29	5,554			1	56			35	5,872
New York	1	30	2	48	12	787	2	342			5	119			731	279,045	1	23	3	197	127	12,746	884	293,337
North Carolina			2	178	5	254					4	213	4	608	16	1,511					7	751	38	3,515
North Dakota															23	3,825							23	3,825
Ohio											2	89			486	142,749	1	51	1	24	26	2,200	516	145,113
Oklahoma									2	161	1	110			39	4,122	1	58			3	110	46	4,561
Oregon															38	4,989	2	81			2	140	42	5,210
Pennsylvania					2	448	11	1,818	7	399	2	65			684	247,817			2	169	48	3,743	756	254,459
Rhode Island					1	37	2	867			1	16			61	27,016					3	868	68	28,304
South Carolina	1	229									1	115	2	274	11	1,354					3	324	18	2,296
South Dakota															33	5,488					1	150	34	5,638
Tennessee	1	79			2	60	1	29			3	358	2	201	13	2,452	1	51			12	919	35	4,149
Texas	3	131					10	816			4	329			129	18,017	1	101	3	175			150	19,569
Utah			1	69	1	37									7	839							9	945
Vermont															14	4,054							14	4,054
Virginia	1	28			12	787							6	426	23	4,274			2	34	11	500	55	6,049
Washington	1	139			1	62					1	42			58	11,556	4	152			11	543	76	12,494
West Virginia													1	70	30	5,324					5	242	36	5,636
Wisconsin					4	74			3	673					353	76,811					3	492	363	78,050
Wyoming															3	586							3	586

[1] Denominations reporting fewer than 10 schools have been placed in 1 group and classified as miscellaneous sects

By sex.—On the whole there is little difference in the numbers of boys and girls attending private elementary schools. Of the total enrollment 49.6 per cent are boys, 50.4 per cent are girls. In public elementary schools the proportion for boys and girls is 51 per cent and 49 per cent, respectively.

Table 3 shows considerable variation in the enrollment of boys and girls in the schools affiliated with different denominations. The Congregational, Friends, and Methodist schools have larger numbers of girls in their schools; the Episcopal schools have a larger number of boys. These figures somewhat reflect the situation among private elementary schools in regard to boarding departments for children of elementary school age in that more boarding departments are provided for girls than for boys. Of 662 schools reporting boarding departments, 288 were for girls, 151 for boys, and 223 for both girls and boys.[3]

TABLE 3.—*Private elementary school enrollment by sex*

Affiliation or control	Enrollment			Percentage	
	Boys	Girls	Total	Boys	Girls
1	2	3	4	5	6
Denominational.					
Baptist	709	682	1,391	51.0	49.0
Congregational	414	544	958	43 2	56.8
Episcopal	2,016	1,700	3,716	54 3	45 7
Friends	2,124	2,843	4,967	42.8	57.2
Lutheran	713	749	1,462	48.8	51.2
Methodist	1,042	1,256	2,298	45 3	54.7
Presbyterian	1,384	1,544	2,928	47.3	52.7
Roman Catholic	859,476	871,194	1,730,670	49.7	50.3
Seventh Day Adventist	1,137	1,132	2,269	50 1	49.9
Miscellaneous sects	822	680	1,502	54 7	45.3
Nonsectarian	24,433	26.353	50,786	48.1	51 9
Total	894,270	908,677	1,802,947	49 6	50 4

By grades.—Table 4 distributes the total enrollment in private elementary schools in the various grades, including the kindergarten. Much the largest enrollment is in the first grade. The next three grades enroll considerably fewer than the first, but the number remains approximately the same through the fourth grade, beginning then a steady decline through the eighth grade. This indicates that private elementary schools are not principally primary schools, nor grammar schools, nor any other limited grade organization, but tend on the other hand to include the normal elementary school range.

[3] A circular is available in the Office of Education which lists private schools reporting boarding departments for children of elementary school age.

TABLE 4.—*Grade enrollments in private elementary schools*

State	Kindergarten [1]	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Total enrollment
1	2	3	4	5	6	7	8	9	10	11
Alabama	743	1,257	944	917	894	830	800	659	550	7,594
Arizona	27	319	233	237	205	201	173	160	141	1,696
Arkansas	119	742	524	546	554	507	401	447	395	4,235
California	603	6,904	5,824	5,930	6,006	5,797	5,282	5,187	4,914	46,447
Colorado	170	1,115	1,026	1,053	980	933	805	817	764	7,663
Connecticut	1,572	6,110	5,698	5,695	5,811	5,803	5,381	5,077	4,284	45,431
Delaware	197	896	919	878	832	750	701	586	466	6,225
District of Columbia	169	1,509	1,279	1,219	1,103	1,080	960	833	732	8,884
Florida	384	891	700	690	630	646	589	544	369	5,443
Georgia	548	617	486	461	392	401	360	283	211	3,759
Idaho	14	261	232	220	197	214	202	193	182	1,715
Illinois	2,401	22,162	20,524	20,938	21,392	21,021	20,015	18,239	16,767	163,459
Indiana	187	5,829	5,514	5,264	5,479	5,285	5,018	4,754	4,256	41,586
Iowa	795	3,693	3,297	3,308	3,249	3,317	3,117	3,036	2,780	26,592
Kansas	118	2,316	2,048	2,004	2,000	1,892	1,824	1,629	1,518	15,349
Kentucky	203	3,490	2,949	2,957	2,859	2,801	2,390	2,374	2,156	22,179
Louisiana	1,741	6,668	4,759	4,841	4,548	4,033	3,223	2,702	493	33,008
Maine	1,382	2,760	2,454	2,563	2,128	1,877	1,435	1,162	890	16,651
Maryland	538	4,177	4,014	3,833	3,784	3,410	2,886	2,602	2,059	27,353
Massachusetts	4,842	16,336	14,761	14,485	14,069	13,671	12,399	10,816	8,948	110,327
Michigan	420	12,829	12,857	12,801	13,564	12,755	11,442	10,333	9,041	96,142
Minnesota	816	5,341	5,109	5,604	5,777	5,373	5,040	4,762	4,270	42,092
Mississippi	238	635	466	424	433	407	338	326	263	3,530
Missouri	2,143	6,007	5,213	5,141	5,150	4,942	4,520	4,011	3,426	40,553
Montana	52	745	621	726	688	649	616	617	544	5,258
Nebraska	540	1,798	1,726	1,792	1,821	1,748	1,615	1,560	1,412	14,012
New Hampshire	644	2,801	2,467	2,357	2,329	2,233	1,859	1,743	1,377	17,810
New Jersey	2,090	14,882	13,498	13,709	13,884	13,566	12,424	10,721	9,513	104,287
New Mexico	574	1,186	788	686	643	565	520	465	439	5,872
New York	6,835	41,207	38,932	38,997	38,248	36,867	33,825	30,988	27,438	293,337
North Carolina	114	582	426	453	481	433	422	411	163	3,515
North Dakota	8	587	510	561	507	476	435	304	347	3,825
Ohio	1,422	19,084	18,757	18,698	18,813	18,408	17,010	17,351	16,570	145,113
Oklahoma	108	836	557	577	590	524	523	416	430	4,561
Oregon		721	684	675	721	659	617	599	534	5,210

TABLE 4.—*Grade enrollments in private elementary schools*—Continued

State	Kindergarten	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Total enrollment
1	2	3	4	5	6	7	8	9	10	11
Pennsylvania	1,917	36,718	34,399	34,467	34,972	33,681	30,227	27,030	21,048	254,459
Rhode Island	833	4,778	4,170	3,731	3,800	3,660	2,869	2,460	2,003	28,304
South Carolina	275	374	266	318	289	259	230	215	70	2,296
South Dakota	287	811	784	718	705	670	635	550	478	5,638
Tennessee	293	650	512	516	487	460	393	411	427	4,149
Texas	1,077	5,059	2,987	2,590	2,242	1,986	1,735	1,507	386	19,569
Utah	74	136	96	109	93	118	132	115	72	945
Vermont	211	616	539	513	561	495	422	395	302	4,054
Virginia	272	1,056	757	814	821	724	724	684	197	6,049
Washington	572	1,734	1,657	1,675	1,422	1,454	1,378	1,298	1,254	12,494
West Virginia	96	845	802	746	736	673	704	580	454	5,636
Wisconsin	979	10,050	9,713	10,177	10,483	10,400	9,496	8,742	8,010	78,050
Wyoming	20	100	73	83	80	79	52	52	47	586
Total private school enrollment by grades (1930–31)	39,663	260,250	237,551	237,852	237,452	228,783	208,170	190,836	162,390	1,802,947
Per cent each grade is of total private elementary school enrollment	2.2	14.4	13.2	13.2	13.2	12.7	11.5	10.6	9.0	100.0
Total public-school enrollment by grades (1929–30)	723,443	4,150,919	2,802,914	2,732,239	2,599,229	2,382,491	2,256,249	2,029,736	1,601,373	21,278,593
Per cent each grade is of total public elementary school enrollment	3.4	19.5	13.2	12.8	12.2	11.2	10.6	9.5	7.6	100.0

[1] Includes nursery school enrollment.

At the bottom of Table 4 is shown the per cent each grade's enrollment is of the total private elementary school enrollment, and with this are presented similar data for public elementary school enrollment. Private school enrollment percentages are notable for their regularity of decrease; for the evidence they give of less retardation than is usually attributed to public-school first grades, as shown by the 19.5 per cent of public-school children enrolled in first grades; and for the fact that the enrollments in upper grades do not drop so rapidly as do those in public elementary schools.

Kindergarten-nursery school enrollment showed a total of 39,663 reported from 962 schools. The per cent kindergarten enrollment is of the elementary school totals in private schools is considerably less than that in public schools.

NUMBER OF TEACHERS IN PRIVATE ELEMENTARY SCHOOLS

Not all of the schools which returned the questionnaire reported the number of teachers employed. Those that did, 5,829 in number, reported a total of 40,650 teachers employed in private elementary schools (Table 5), an average of about 7 teachers per school. Only 69 per cent of the pupils reported as enrolled in Roman Catholic schools are accounted for in this table. If this average holds true for all schools, it is probable that approximately 60,000 teachers were teaching in private elementary schools in 1930–31.

TABLE 5.—*Number of teachers in private elementary schools and size of schools*

Affiliation or control	Schools reporting on this item	Number of teachers	Enrollment	Pupil-teacher ratio	Average number of pupils for each school
1	2	3	4	5	6
Denominational:					
Baptist	14	42	975	23 2	69. 6
Congregational	8	36	810	22. 5	101. 2
Episcopal	47	215	2, 887	13. 4	61. 4
Friends	22	226	3, 139	13 9	142. 7
Lutheran	11	39	1, 026	26. 3	93. 3
Methodist	29	85	1, 664	19. 6	57. 4
Presbyterian	24	118	2, 305	19. 5	96. 0
Roman Catholic	5, 251	37, 020	1, 526, 474	41. 2	290. 7
Seventh Day Adventist	29	79	1, 833	23. 2	63. 2
Nonsectarian	394	2, 790	33, 816	12. 1	85. 8
Total	5, 829	40, 650	1, 574, 929	38. 7	270. 2

The number of pupils per teacher in all of the schools reporting averages 39. The average for all except the Roman Catholic schools is considerably below this—approximately 13 pupils per teacher. The Roman Catholic schools with an average of 41 pupils per teacher more nearly approximate the public elementary school average of 37 pupils per teacher in cities of 10,000 population and more.

SIZE AND ORGANIZATION OF PRIVATE ELEMENTARY SCHOOLS

Public elementary schools in cities of 10,000 population and more averaged 416 pupils per school in 1929–30.[4] Table 5 shows that the Roman Catholic schools average 291 pupils. The other elementary schools are on the average much smaller, enrolling an average of 84 pupils.

Many variations are found in the grades included in the private elementary schools. Many begin with kindergarten and continue through the eighth grade; others include the first six grades only; and others are parts of schools which include all eight grades and at least some of the high-school grades.

Of the 962 schools reporting kindergartens, 122 were kindergartens or nursery schools only.

A tabulation of the grade organization of the private elementary schools of the first 12 States alphabetically showed the following organizations in the 1,166 schools included:

Elementary only	Number of schools
Nursery only	5
Nursery and kindergarten	3
Kindergarten only	18
Kindergarten and elementary, or nursery, kindergarten, and elementary, through grade 6 or less	19
Kindergarten and elementary, or nursery, kindergarten, and elementary, through grade 8	91
Elementary through grade 6 or less	17
Elementary through grade 8	708
Total	861

Elementary and high schools	Number of schools
Kindergarten, elementary, through 1, 2, or 3 years of high school	26
Kindergarten, elementary, and 4 years of high school	48
Elementary, all or part, through 1, 2, or 3 years of high school	76
Elementary, all, or part, through 4 years of high school	155
Total	305

LENGTH OF SCHOOL YEAR

Not all of the schools reported the length of their school year. However, the medians for four groups are listed below in Table 6. For the Roman Catholic schools, 1,000 were selected at random throughout the States reporting and taken as a sampling of the total 5,954 included in the study.

TABLE 6.—*Length of the school year*

Affiliation or control	Number of schools reporting	Median number of days in school year
Nonsectarian, free	65	183.4
Nonsectarian, tuition	417	172.0
Protestant	200	179.5
Roman Catholic	1,000	183.9

[4] Office of Education Bulletin, 1931, No 20, Vol. II, Ch. III. Statistics of City School Systems, p. 18.

In 1929–30, 34 States and the District of Columbia reported an average school year in their public elementary schools of 171.8 days. In the same year 775 school systems in cities of 10,000 and more reported an average school year of 186 days. The median school year in private schools falls between these two group averages.

SUPPLEMENTARY TABLE A.—*Summary of statistics of Catholic elementary schools* [1]

State	Number of schools	Teachers			Enrollment			
		Religious	Lay	Total	Boys	Girls	Unclassified	Total
1	2	3	4	5	6	7	8	9
Continental United States	7,923	53,384	4,861	58,245	884,235	911,267	427,096	2,222,598
Alabama	45	179	24	203	2,404	2,847		5,251
Arizona	27	165	34	199	541	806	1,922	3,269
Arkansas	55	188	5	193	405	380	4,574	5,359
California	221	1,368	112	1,480	21,106	24,567	2,866	48,539
Colorado	60	621	33	654	6,149	6,650		12,799
Connecticut	107	1,171	60	1,231	23,462	24,178		47,640
Delaware	19	135	1	136	2,904	3,225		6,129
District of Columbia	26	203	9	212	4,376	4,265		8,641
Florida	33	245	4	249	387	499	4,262	5,148
Georgia	21	129	10	139	1,941	2,225		4,166
Idaho	19	90		90	1,108	1,331		2,439
Illinois	678	5,243	634	5,877	22,282	21,005	188,149	231,436
Indiana	250	1,118	6	1,124	26,129	26,290		52,419
Iowa	272	1,236	64	1,300	17,742	22,175		39,917
Kansas	177	726	1	727	6,293	5,999	10,620	22,912
Kentucky	177	834	26	860	15,795	15,713		31,508
Louisiana	194	1,050	141	1,191	17,913	19,042	11,339	48,294
Maine	62	438	89	527	10,272	10,535		20,807
Maryland	154	979	48	1,027	20,227	20,738		40,965
Massachusetts	315	3,559	181	3,740	62,942	66,746	16,249	145,937
Michigan	325	2,637	202	2,839	45,476	45,119	29,958	120,553
Minnesota	233	1,390	50	1,440	24,404	24,547		48,951
Mississippi	42	156	12	168	2,925	3,227		6,152
Missouri	331	1,606	116	1,722	28,447	28,142	4,422	61,011
Montana	37	283	17	300	3,374	3,680		7,044
Nebraska	138	509	30	539	8,210	8,320	1,839	18,369
Nevada	1	3		3	78	79		157
New Hampshire	68	498	32	530	418	394	21,663	22,475
New Jersey	285	2,386	352	2,738	57,553	58,941		116,494
New Mexico	34	211	15	256	2,626	3,498	1,606	7,730
New York	884	7,139	1,514	8,653	168,060	168,759	4,253	341,072
North Carolina	22	96	1	97	1,064	1,173		2,237
North Dakota	50	252	1	253	3,726	4,047		7,773
Ohio	543	3,303	397	3,700	40,583	39,889	73,414	153,886
Oklahoma	65	409	22	431	164	321	7,160	7,645
Oregon	65	324	16	340	835	1,220	8,212	10,267
Pennsylvania	801	5,857	384	6,241	143,747	146,559		290,306
Rhode Island	68	675	35	710	13,262	14,192		27,454
South Carolina	12	52	3	55	689	718		1,407
South Dakota	55	419	16	435	3,269	3,613	2,743	9,625
Tennessee	34	164	16	180	2,415	2,514	406	5,335
Texas	274	1,374	87	1,461	11,920	14,961	11,289	37,900
Utah	9	43	5	48	458	698		1,156
Vermont	25	355	6	361	4,104	4,699	51	8,854
Virginia	34	169	21	190	3,063	3,024		6,087
Washington	79	560	6	566	6,736	7,896	25	14,657
West Virginia	48	212	13	225	3,596	3,811		7,407
Wisconsin	445	2,569	8	2,577	38,271	37,874	20,074	96,219
Wyoming	4	26	2	28	394	406		800

[1] Directory of Catholic Colleges and Schools, 1932–33, p. 246

UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES : SECRETARY
OFFICE OF EDUCATION : GEORGE F. ZOOK
COMMISSIONER

THE EDUCATION OF EXCEPTIONAL CHILDREN

BEING CHAPTER VI OF THE
BIENNIAL SURVEY OF EDUCATION IN THE
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CHAPTER VI

THE EDUCATION OF EXCEPTIONAL CHILDREN [1]

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THE ECONOMIC DEPRESSION has wrought much confusion. Yet out of all the havoc that has accompanied its onslaught upon educational progress there has come one good thing. We have been forced to sit down and to examine ourselves and our schools; to evaluate our practices, item by item, by the searching standards of social needs; and, if there be found any chaff, to sift it from the wheat.

The education of exceptional children should not be spared such a scrutiny. If there have grown up developments that are not giving value received, then they should give place to better things. If, on the other hand, special educational facilities for exceptional children are yielding results that are of vital value both to the child and to society, then they have earned a place in the school program that should be safeguarded. The two years from 1930 to 1932 have been marked by a spirit of inquiry in this direction, frequently accompanied by a sympathetic understanding of the problems involved and an unwillingness to make any unnecessary retrenchments; but sometimes, too, unfortunately accompanied by a spirit of ruthless attack upon what seemed to the uninformed to be nonessentials.

The outcome of it all has been that special day schools and classes for exceptional children are thus far holding their own and in some respects even making significant progress. Curtailments have been made in a number of cities, but so also have additions been made in other cities, while the large majority of school systems are holding their programs steady. Of 482 cities with population of 10,000 or above, reporting to an inquiry relative to this problem, 70 report eliminations or serious curtailments. Of 797 cities with a population of from 2,500 to 10,000, 37 report such eliminations. In this latter group, however, it must be remembered that due to the small school population the provisions for exceptional children have always been meager if indeed they existed at all. On the other side of the picture

[1] Exceptional children include 8 major groups: (1) The blind and the partially seeing; (2) the deaf and the hard of hearing; (3) the crippled; (4) the delicate (anæmic, tuberculous, and cardiac cases); (5) the speech defective; (6) the mentally deficient; (7) the mentally gifted; (8) the socially maladjusted (incorrigible and delinquent).

we find 22 cities which have made additions to their programs. Despite the general economic condition, the provision of special educational facilities for handicapped children has here been recognized as a sound economic investment. To help a child to help himself is one of the wisest policies accepted in every sphere of human life. If it applies to any one type of individual more than to another, it is probably to the child who because of physical, emotional, or mental handicap cannot keep pace with his normal fellows in the ordinary school.

State residential schools must of necessity be carried on, for cases of extreme mental deficiency, of blindness, of deafness, and of serious delinquency demand institutional care. The lack of adequate appropriation for the maintenance of such institutions may affect the quality of the physical provisions made or of the instruction given or of both these items. Private residential schools have no doubt suffered most, with perhaps the exception of those that receive a large share of their income from State funds. Tuitions, endowments, and other private sources of revenue are likely to show a marked decrease in times like these. Consequently many of the smaller schools are not able to weather the storm and must close their doors.

The situation as it has developed within the past 2 years in various phases of special education is more specifically described in the following pages. It will be discussed under three main topics: (1) General considerations, (2) city day schools and classes, (3) residential schools. Under the first of these some of the significant developments in the field will be pointed out. The two remaining sections present statistical data, with brief discussion of the same.

GENERAL CONSIDERATIONS

The education of exceptional children is inevitably tied up with problems of child welfare and with legislation as well as with education proper. Adequate provision for a serious physical handicap, an extreme mental retardation, or a deep-seated personality maladjustment frequently requires special social as well as educational treatment. Either one of these may require special legislation. The items of progress mentioned below involve all of these.

White House conferences.—The White House Conference of 1930 centered Nation-wide attention upon the child. Children who are mental, physical, or social deviates were given special consideration in the deliberations of the conference, and their cause was emphasized in the clause of the Children's Charter which reads as follows:

> For every child who is blind, deaf, crippled, or otherwise physically handicapped, and for the child who is mentally handicapped, such measures as will early discover and diagnose his handicap, provide care and treatment, and so train him that he may become an asset to society rather than a liability.

Expenses of these services should be borne publicly where they cannot be privately met.

The volumes of material published by the conference during the past 2 years are familiar to all. Attention may be called to the fact that, of some 30 volumes published to date, 4 are devoted entirely to the interests of one or more groups of exceptional children and contain a veritable library of information regarding social and educational provisions that are being made and that need to be made for them. These volumes are as follows:

1. Special Education: The Handicapped and the Gifted.
2. Organization for the Care of Handicapped Children.
3. The Delinquent Child.
4. The Handicapped Child.

But the influence of the National White House Conference extended beyond the confines of its own meetings and publications. One of the most vital results issuing therefrom lay in the organization of State and county White House conferences designed to study more localized conditions and needs. In 1931 and 1932 such conferences were held in 30 States, with others scheduled for 1933, and again the handicapped or the exceptional child has been given a vital place on the program. If these conferences did nothing more than open the eyes of the public to the fact that there is a problem of exceptional children within the borders of their own States, they might be deemed worth while. Fortunately some of them went beyond this and brought about definite constructive action furthering the cause of handicapped children.

Legislation.—No attempt will be made here to analyze all the legislation enacted during the past 2 years affecting the status of exceptional children. A few outstanding examples will serve as illustrative of existing trends. Indiana was the first State to hold a White House Conference (in January 1931). The Indiana Legislature meeting in that year acted upon a bill providing for the identification and training of retarded children and of problem children. The State had already given legislative authorization and support to special classes for physically handicapped children. The addition of legislation for the mentally retarded and behavior problems was a distinct step in advance.

Maryland has begun to put into operation a State program for the examination, classification, and education of physically and mentally handicapped children. Legislation enacted in 1931 provides that the State board of education shall set up standards with reference to these matters and that the State shall make contribution to the expense incurred locally. A State director of the work has now been appointed.

Massachusetts in 1930 enacted a law providing for home instruction of crippled children. In 1932 the legislature amended the law so as

Lisbon. A few other institutions had already taken similar action earlier, but in many places these doubly handicapped children are still struggling along as best they can in one or the other type of institution without having any special provisions made for them. As to the blind and the deaf of approximately normal intelligence, so far as is known there have been no new accessions during the past 2 years to the State schools for these two groups. All States make some provision for them either in their own schools or in schools of neighboring States.

State supervision.—One of the provisions of prime importance to the State-wide welfare of exceptional children is the inauguration of a plan for the administration and supervision of special education through the State department of education. Especially is such a program needed for rural communities, which must depend in large measure upon the State for stimulation and support in their educational development. Prior to 1930 each of 11 States had provided for a bureau or division within the State department of education having as its responsibility the promotion, organization, and supervision of special schools and classes. These States were Alabama, California, Connecticut, Massachusetts, Michigan, Minnesota, New York, Ohio, Pennsylvania, Wisconsin, and Wyoming. To this group have now been added Delaware and Maryland, thus increasing the total from 11 to 13.[2] Other States are contemplating the organization of similar bureaus. It is true that in not all the States mentioned do the assigned divisions exercise fully the supervisory functions needed for all types of exceptional children. Yet there is much fine work being done and there is no doubt that the activities of the State departments are resulting in the increase of special facilities provided by local school systems.

Teacher training.—If exceptional children are to be educated aright, teachers must be prepared to understand and to provide for their special needs. A survey [3] made in 1931 of 600 institutions scattered throughout the country revealed some 75 in which courses were offered definitely designed to prepare teachers for some phase of the field of special education. Some of the institutions showed very comprehensive offerings, through which teachers could prepare themselves for work with one or more groups of exceptional children. Others were more restricted, specializing in the education of a single type. In addition to these 75 institutions, a large number of colleges and universities are of course including in their courses in education some consideration of individual differences and special handicaps or

[2] See Organization for Exceptional Children within State Departments of Education for a description of the programs of these bureaus. (U.S. Office of Education, Pamphlet No. 42, 1933.)

[3] Opportunities for the Preparation of Teachers of Exceptional Children. U.S. Office of Education Bulletin, 1931, no. 21.

to extend the provision to all "physically handicapped" children who need such facilities. Massachusetts has also recently (in 1931) made a requirement for the mental and physical examination of all delinquents between the ages of 7 and 17 before commitment is made to any of the State training schools; and in the same year the existing law relating to the examination of children who are 3 years or more retarded in mental development was amended to include provision for examination of children retarded to a less degree. These are exceedingly important items of legislation in the field of child guidance.

Alabama has made more stringent its requirements for the enrollment in the State Institute for the Deaf and Blind of all deaf and blind children between 7 and 16 years of age, and has raised from 10 to 12 years the total time of attendance required.

California, Kansas, Minnesota, Virginia, and Wisconsin are among the other States which have within the past 2 years given legislative attention to the education and welfare of one or more groups of handicapped children. The development points to an increasing recognition of the place of these young people in the social life and an attempt to make more adequate and yet sanely economical provision for them.

State residential schools.—State residential schools for the mentally deficient, the blind, the deaf, or the delinquent should be considered an integral part of the educational program of the State even though they are not connected with local school systems. In each case the goal is to effect such training as will eliminate or at least reduce to a minimum the liability incurred by a given handicap, and to return the child to society as a self-supporting, self-respecting citizen. Even with the mentally deficient, much has been accomplished in fitting them for return to the community, while many of those who cannot be so returned learn to take their places in the institutional life and to make a real contribution to its activities. It is therefore important that each State provide facilities for the proper care of these groups.

All but three States now have State institutions for the mentally deficient. Up to 1930 New Mexico had been the most recent addition to the list, having provided in 1929 for the first unit of the Home and Training School for Mental Defectives at Los Lunas. In 1931 Utah joined the ranks by opening the Utah State Training School at American Fork. Arizona, Arkansas, and Nevada are now the only States remaining which do not have separate State schools for the feeble-minded. Organized groups of socially-minded individuals are persistently at work, however, to bring about their establishment in these States also.

The problem of the blind-feeble-minded and the deaf-feeble-minded is always a difficult one to solve. Opinions differ as to where such children belong. In New Jersey a class for the blind has recently been organized in the State colony for feeble-minded males at New

endowments without, however, giving special courses in methodology or technique of teaching the various groups.

It is certain that the provisions now made for such special courses are inadequate. On the other hand, it would be unsound and uneconomical for every teacher-preparing institution in the country to add to its curriculum specialized work in psychology and methods for various types of exceptional children. The present trend is happily in the direction of creating intensive training centers. Specific institutions, named by State authority as official training centers for special education, are given the responsibility for organizing and developing the curriculum for maximum service. Ohio State University, State Teachers College in Milwaukee, Michigan State Normal College at Ypsilanti, and State Teachers College in San Francisco may be cited as examples. In addition to these there are the excellent courses given by or under the auspices of various agencies of highly specialized type, such as certain schools for the deaf or the blind, as well as associations interested in the welfare of a particular group.

Curricular development.—Consistent effort is being made to analyze the curricular needs of exceptional children, and to improve upon past methods of approach. For the deaf the techniques of teaching speech and language are constantly being scrutinized by students of the education of the deaf; for the blind devices for bringing nature and art and science more intimately within their experience are being sought; for the speech defective research in causative and remedial methods is in progress; for the gifted curriculum enrichment is an outstanding challenge; and for the mentally deficient we need activities that will be of very practical and yet, too, of enriching value.

Much of the material which has been developed is still in mimeographed form. Perhaps this is as it should be, even without consideration of the cost of publication. Courses of study are not static, but in a constant process of evolution, even with normal children upon whose education we have been intent for generations and centuries. Special methods and curricula for exceptional children are a much more recent addition in our educational history, and we hesitate to put into permanent form that which will be changed next year or the year after. During the past 2 years some excellent materials have been developed, among them being handbooks in the correction of speech,[4] and outlines or courses of study for mentally deficient children.[5] With the latter group the activity unit, through which all subjects of the curriculum are coordinated through a common center of interest, has always been stressed by the most understanding and progressive teachers, but it is increasingly being recognized by all

[4] These have been received from the California State Department of Education, from the San Francisco public schools, and from the Detroit public schools.

[5] Perhaps the most recent ones are those developed in the public schools of Minneapolis, Minn., Rochester

teachers of mentally deficient children as a much more effective method of instruction than the separation of subject matter into compartments having little or no relation to one another.[6]

Mental hygiene service.—No provisions for exceptional children are complete without clinical facilities for diagnosing and treating personality difficulties. The application of mental hygiene is an indispensable factor in the adjustment of children's problems of behavior, whether those problems are tied up with mental or physical or emotional deviations, or whether they are primarily due to environmental situations. Community child guidance service is increasingly being offered to children who need its help, although it has not yet penetrated into nearly all the areas where children's problems abound. In 1928 the National Committee for Mental Hygiene reported 492 clinics in the country giving psychiatric service to children. By 1931 this number had increased to 624, of which 232 were fully equipped child guidance clinics providing psychological, psychiatric, and social service. More than 50,000 children had been examined and treated in the course of the year. Yet even with such an increase in the amount of clinical service available, there were in 1931 fourteen States in which there was still not a single clinic of this type reported.

Another approach to the application of mental hygiene principles is through the preparation of teachers, already mentioned. The provision of highly specialized service for every problem of behavior which arises in the school is just as unnecessary as it is economically impossible. Through the years teachers have handled—or attempted to handle—their own disciplinary problems, but they did so all too often without the insight into the experiences of childhood that helps to bring about a satisfactory adjustment. Teacher-training institutions are recognizing the need of making classroom teachers conscious of the principles involved in mental hygiene. According to recent surveys, approximately 50 are offering regular courses in mental hygiene, while a much larger number report that the subject is presented in some form in connection with various courses.

Mental hygiene is not so much a subject as it is a method or a point of view. If prospective teachers can be imbued with its principles as they apply to teacher-child and parent-child relationships, they could become powerful forces in detecting early the symptoms of undesirable behavior in children and in helping to eradicate the causes before serious developments occur. Specialized help of the clinician can then be reserved for extreme cases of maladjustment beyond the reach of the teacher.

[6] See U.S. Office of Education Bulletin, 1933, no. 7, for a symposium on Group Activities for Mentally Retarded Children.

Research.—In the beginning of this chapter attention was called to the fact that the present economic situation has forced us to evaluate our educational services in order that any necessary retrenchments might be made where they will be least harmful. Evaluation may be of two kinds. It may be the result of quick judgment, of opinion, even of prejudice. Or it may be the result of careful analysis of values, based so far as possible upon scientific research. Obviously the latter is the only justifiable method.

Not every school system has the facilities for carrying on systematic research. It need not for this reason, however, yield the right to its consideration. Studies made elsewhere frequently furnish the needed data quite as well as any that might be carried on locally. And if several investigations of the same problem give approximately the same results, the evidence is so much the more convincing.

The education of exceptional children is one of the many fertile fields of research through which we seek the way to improvement of our practices, and we have scarcely grazed the surface of its possibilities. Yet numerous studies have been made that are worthy of note, and during the past biennium there have been indications of increased activity in this direction. The causes and treatment of delinquency have always been a challenge to the research student, and increasing data are accumulating to show conclusively the need of early preventive treatment. It would be impossible to cite all the valuable research which has been carried on in this field. Perhaps one of the most recently published bits of evidence is that which resulted from an evaluation of the clinical activities of a city school system,[7] showing the positive results accruing therefrom.

Also in the field of mental deficiency scientific research is no new project. Most of it has been confined, however, to the medical and psychological phases of the problem, with less attention given to a critical appraisal of educational methods. At the present time at least two studies are in progress which are designed to evaluate the work of special classes for mentally deficient children. Both of these are being carried on under the practical conditions of city school administration—one in New York and the other in Minneapolis. It is hoped that the results of these studies will be of value in determining future policies with reference to segregating subnormal children in small classes suited to their apparent needs.

Published investigations in the field of mental deficiency appearing during this biennium are too numerous to mention, but they include

[7] Adjustment of Behavior Problems of School Children. United States Office of Education Bulletin, 1932, no. 18.

surveys of occupational accomplishments of subnormal children,[8] psychological study of subnormal children in special classes as compared with those in regular classes,[9] critical evaluation of the curriculum of the special class,[10] intensive investigation of birth injury as a possible cause of mental deficiency,[11] inquiry into the problems involved in the training of teachers,[12] and various others of psychological, medical, or educational import.

In the field of physical handicaps, too, growth in research is evident. Both experimental studies and critical surveys have appeared on the psychology and education of the deaf, the crippled, the blind, and the speech defective.[13] Much more is in progress in various centers and under the sponsorship of various associations and foundations. The comparative value of different methods used in teaching these handicapped children and of different plans of organization of their school work is a problem that increasingly challenges our attention.

The field of gifted children shows the greatest dearth of investigatory studies, even as it also shows the least provision made in the schools. A few university centers are engaged in special study of this neglected group of our exceptional children, among them being New York University, Northwestern University, and Stanford University. But on the whole educators need still to be awakened to the tremendous responsibility of finding the best way to prepare these children for community, State, and national leadership in the cause of true social progress.

National organizations interested in exceptional children.—In 1930 more than a score of national or international organizations functioned in the interests of one or more groups of exceptional children. To this

[8] Channing, Alice. Employment of Mentally Deficient Boys and Girls. Washington, D.C., Children's Bureau, U S Department of Labor. Publication no. 210, 1932. 107 p.

Unger, Edna W. and Burr, Emily T. Minimum Mental Age Levels of Accomplishment. Albany, N.Y., University of the State of New York, 1931. 108 p.

[9] Bennett, Annette. A Comparative Study of Subnormal Children in the Elementary Grades. New York, Bureau of publications, Teachers college, Columbia university, 1932. 81 p. (Contributions to education, no. 510.)

[10] Featherstone, William B. The Curriculum of the Special Class. New York, Bureau of publications, Teachers college, Columbia university, 1932. 157 p. (Contributions to education, no. 544.)

[11] Doll, Edgar A., Phelps, Winthrop M., and Melcher, Ruth T. Mental Deficiency Due to Birth Injuries. New York, The Macmillan Co., 1932. 289 p.

[12] Schleier, Louis M Problems in the Training of Certain Special Class Teachers. New York, Bureau of publications, Teachers college, Columbia university, 1931. 138 p. (Contributions to education, no. 475)

[13] A few of these are the following:

Madden, Richard. The School Status of the Hard-of-Hearing Child. Bureau of publications, Teachers college, Columbia university, 1931. 64 p. (Contributions to education, no 499.)

Long, John Alexander. Motor Abilities of Deaf Children. New York, Teachers college, Columbia university, 1932. 67 p. (Contributions to education, no. 514.)

Witty, Paul A. and Smith, Muriel B. The Mental Status of 1,480 Crippled Children. Educational Trends, 1· 21–24, January 1932.

Caldwell, Floyd Franklin. A Comparison of Blind and Seeing Children in Certain Educational Abilities. New York, American foundation for the blind, 1932. 27 p.

Rogers, James Frederick. The Speech-Defective School Child. Washington, D.C., Government printing office. 31 p. (Office of education Bulletin, 1931, no. 7.)

number have now been added two more recent ones. In 1931 the National Congress of Parents and Teachers organized a section on the exceptional child and a committee chairman was appointed to direct the work of the National Congress in this field as well as to encourage and to assist State officials in the promotion of State programs for exceptional children.[14] In the same year a Department of Special Education was established in the National Education Association, taking its place beside numerous other departments devoted to specific purposes. Both these newly created agencies are functioning actively and should be able to accomplish much, the one with teachers, the other with parents. A complete program for exceptional children cannot be realized without the whole-hearted support and cooperation of both parents and teachers. There is a real significance in the birth of these two newest organizations during the same year. If to the efforts of teachers and parents we can add the farsighted planning of educational administrators, of leaders in teacher-training institutions, and of educational research agencies, then we may look forward to an era of progress in the education of exceptional children such as has never been known before.

CITY DAY SCHOOLS AND CLASSES

The place of special education, or the education of exceptional children, is unquestioned in the programs of city school systems. It is a generally accepted principle that every child should be educated in the normal environment of his own community unless his condition is so extreme that he demands institutional care. While there is some difference of opinion as to what constitutes so extreme a condition, particularly with regard to degrees of blindness and deafness, yet it is evident that city school systems are on the whole increasingly accepting their responsibility for all types of exceptional children, although in some instances the economic situation may have caused a temporary retrenchment in the facilities offered.

Even in the midst of the depression some cities have found it possible to make substantial additions to their programs. In Jersey City, N.J., for example, a new bureau of special service has been organized, the chief responsibility of which is to provide personnel and clinical service for cases of social maladjustment and delinquency. In the same city a new school building for crippled children was erected in 1931 designed to meet the needs of the city in this direction for the next 10 years. The recently established Bureau of Child Guidance in New York is a part of the educational system of that city, and is probably too well known to need much comment here.

[14] A number of State congresses of parents and teachers also have at work committees on exceptional children.

The opening of such schools as the Ann J. Kellogg School in Battle Creek and the David Smouse Opportunity School in Des Moines bears witness to the interest and support of private enterprise for the cause of exceptional children. A score of other cities report additions to the number of special classes for mentally deficient, crippled, sight-defective, deaf, and other handicapped children.

But not a single addition for gifted children is reported. In fact, special facilities in this field seem to have been one of the first points of attack, for so far as can be ascertained the number of cities providing for special instruction of gifted children, as well as the total number of children enrolled for such instruction, is materially less than it was 5 years ago. Perhaps special classes for gifted children are not the best means of meeting the problem. One hesitates to say what the specific technique should be. Yet it is interesting to note that in both Cleveland and Los Angeles, the two pioneer cities in which the education of gifted children has advanced the farthest, the number enrolled in special classes exceeds that given in the report of several years ago.

The general development of special classes for 6 of the 8 groups of exceptional children may be seen from table 1. Each one of these shows a consistent increase, even when one allows for the fact that the 1932 data include all cities with a population of 2,500 or more, while previous data are limited primarily to cities with a population of 30,000 or more. With the exception of classes for the mentally deficient, special facilities for exceptional children are not so commonly found in the smaller towns that the comparison of data for various years would be seriously affected.

The speech defective and the gifted are not included in the table because there are no available figures for previous years that are strictly comparable. Moreover, at least for the speech defective the incompleteness of the returns in 1932 is a clear indication that the number reported does not adequately represent the actual enrollment for speech correction. The number reported as being so enrolled is 22,735; but on the basis of the number and the type of cities which report programs of speech correction without giving the actual number of pupils enrolled, it is safe to estimate that the total enrollment is from two to three times as large. The number of gifted children reported in 1932 is 1,834.[15]

[15] According to a study made in 1928–29, there were 52,112 children being given work in speech correction, and 3,883 children in classes for the gifted. In comparing these figures with those secured by the Office of Education in 1932 one must consider the possibilities of error arising from such factors as the lack of standardization of terminology, the varying interpretations given to questionnaire responses by different investigators, and conditions influencing the number and the type of cities responding. The 2 sets of figures are, therefore, not strictly comparable.

TABLE 1.—*Development of special schools and classes in city school systems reporting enrollments for same*

[NOTE —All enrollments given below are from statistical reports gathered by the United States Office of Education]

A—BLIND AND PARTIALLY SEEING CHILDREN

Year	Number of States	Number of city systems reporting special schools or classes	Number of pupils enrolled
1	2	3	4
1922	12	44	(1)
1927	18	80	4,465
1932	20	95	5,308
B—DEAF AND HARD-OF-HEARING CHILDREN			
1922	16	74	2,911
1927	22	83	3,515
1932	24	116	4,434
C—MENTALLY DEFICIENT CHILDREN			
1922	23	133	23,252
1927	32	218	51,814
1932	39	483	75,099
D—CRIPPLED CHILDREN [3]			
1930	22	81	13,120
1932	24	[3] 145	16,166
E—DELICATE CHILDREN (ANAEMIC, TUBERCULOUS, AND CARDIAC CASES)[2]			
1930	27	81	19,153
1932	28	135	24,020
F—SOCIALLY MALADJUSTED CHILDREN (TRUANT, INCORRIGIBLE, OR DELINQUENT)[2]			
1930	20	44	9,543
1932	24	58	14,354

[1] Data not available
[2] Data previous to 1930 not available.
[3] 31 additional cities report home instruction for 68 children

In table 2 is given the total number of cities and States from which special education of any kind was reported in 1932, whether or not pupil enrollment was included in the data supplied. It will be noted that the number of cities as given in table 1 under each group of exceptional children is materially increased in table 2. In other words, many cities reported that they provided special facilities for one or more groups of exceptional children, but did not report data regarding enrollment.

TABLE 2.—*Total number of cities and States from which public day schools and classes for exceptional children were reported, 1931–32*

Type of children	Number of States	Number of cities	Type of children	Number of States	Number of cities
A. Blind and partially seeing [1]	23	113	F. Socially maladjusted (incorrigible, delinquent)	26	70
B. Deaf and hard of hearing	28	144	G. Speech defective	20	101
C. Mentally deficient	40	515	H. Mentally gifted	11	18
D. Crippled	27	[2] 195			
E. Delicate (anaemic, tuberculous, cardiac cases)	29	149			

[1] The National Society for the Prevention of Blindness reported 409 sight-conservation classes existing in September 1932 in 118 cities in 22 States.
[2] Including all cities reporting home instruction.

Many of the cities were able to give the number of pupils in average daily attendance and the total cost for instruction (salaries and supplies) for various types of classes for exceptional children. The average annual cost per pupil of each type in cities of different sizes is given in table 2 A. It apparently costs on the average about $350 a year for the instruction of a blind or deaf pupil in a city day school class; about $200 for a partially seeing or crippled pupil; from $150 to $160 for a mentally deficient or socially maladjusted pupil and $125 for a delicate pupil. Costs seem to be higher in cities of more than 100,000 population than in those not so large.

TABLE 2A.—*Annual cost per pupil in average daily attendance for instruction of exceptional children in city schools, 1931–32*

Type of class	Group I		Group II		Group III		Group IV		Total	
	Number of cities reporting	Average cost per pupil	Number of cities reporting	Average cost per pupil	Number of cities reporting	Average cost per pupil	Number of cities reporting	Average cost per pupil	Number of cities reporting	Average cost per pupil
1	2	3	4	5	6	7	8	9	10	11
Blind	7	$387.13	2	$180.20	0	.....	0	.....	9	$363.40
Partially seeing	28	203.29	21	166.88	7	$159.46	0	.....	56	197.99
Deaf	38	361.58	25	251.40	16	256.01	4	$314.14	83	343.37
Mentally deficient	43	157.84	74	152.18	112	120.65	87	126.65	316	152.67
Socially maladjusted	25	168.85	6	126.14	2	212.92	4	139.42	37	167.64
Delicate	30	126.69	38	118.12	14	129.23	3	107.93	85	125.40
Crippled	33	203.78	29	167.92	15	124.96	2	132.43	79	198.29

In tables 7 to 11 the data for individual States and cities are presented in greater detail. Again it must be kept in mind that incomplete data reported affect the tabular array. In each of these tables a blank means merely that no report was made on a given item, not necessarily that there was no report which could be made. The result would mean that the summary figures given are only a conservative estimate of the extent to which special education has found its way

into city school systems. They do, however, yield an indication of trends that are of statistical value.

In the detailed table for individual cities (table 11) the following items need to be pointed out:

1. The attempt has been made to differentiate special supervisors and principals who give full-time service to one or more types of exceptional children from supervisors and principals whose major responsibilities are with regular elementary grades but who give some time also to certain types of special education. The latter are not included in the tables. Thus the principal of a regular elementary school for so-called normal children which provides one or more classes for exceptional children is not considered a principal of special education; but the principal of a school devoted entirely to crippled children or to mentally deficient children or to various types of exceptional children is included in the statistical data. So also only those special supervisors and directors who give all or the major part of their time to the mentally deficient or the sight defective or any other single group or all groups of exceptional children have been considered in designating the cities which report special supervision. For this item the data reported on the statistical blanks were supplemented by other sources of information at hand.

2. It will be found that for some cities and even for some entire States the average daily attendance reported for certain groups is greater than the enrollment. This is due to the fact that many children are transferred to special schools or classes after the term has begun. Their enrollment has already been counted with the school from which they came, but their attendance is in the special school or class to which they go. This factor must be taken into consideration in interpreting the figures given.

3. For schools devoted to all types of physical handicaps, such as the David Smouse Opportunity School in Des Moines, and for those caring for both mental and physical deviates, such as the Ann J. Kellogg School in Battle Creek, it is sometimes impossible to report separate data for each group with regard to teachers and expenditures, since the school is administered as a unit and the same teachers frequently serve to some extent at least more than one type of child. In such cases only estimates could be made at best.

4. Two columns are given to "number of school buildings" and "number of classes exclusive of school buildings." The former is to be interpreted as buildings which are given over entirely to purposes of special education, without including any regular classes. The latter is to be interpreted as single classes or groups of classes existing in school buildings the major part of which is devoted to regular grade work. The distinction was made with a view to determining the extent to which exceptional children are housed in the same buildings

with normal children and the extent to which they have been separated into buildings of their own.

5. For speech-defective children no figures for average daily attendance are given, since instruction in this field is not quite parallel to that given for other types of exceptional children. Speech correction is usually carried on for one, two, or more periods per week, said periods varying in length from approximately 15 minutes to an hour. There is no such thing as a "speech-correction class" in the same sense in which there is a class for mentally deficient, for the crippled, or even for the partially seeing.

6. The same omission is made for crippled children in those cases in which the instruction is reported as given at home by home teachers. Here, too, average daily attendance has little real significance since home instruction consists of only part-time teaching limited to one or more periods per week.

7. A large number of smaller cities provide for a very limited number of crippled children home instruction which is frequently given after school hours by one of the regular teachers. These are included in the detailed statistical table only if the number reported as so taught reaches five. Thirty-one cities reporting provision for fewer children than this are listed in one of the footnotes to table 11. The total number of children cared for by these 31 cities is 68.

8. Cities which indicated that special instruction existed for particular groups but which did not report data of statistical significance regarding personnel are not included in the detailed table. The names of such cities are listed in footnotes in the appropriate sections of table 11.

In summarizing the statistical data for city day schools and classes, one might say that the most extensive provision is made for mentally deficient children, more than 75,000 of whom are enrolled in special classes of 483 cities in 39 States. Thirty-two additional cities not reporting personnel bring the total up to 515, distributed among 40 States. The next group is probably the speech defective, though accurate figures of enrollment for speech correction are not available. More than 24,000 delicate children who are anæmic or tuberculous or who present cardiac difficulties have been given special attention in 135 cities of 28 States, with 14 additional cities not reporting enrollment. Special facilities for approximately 15,000 children who present serious problems of behavior have been established in 70 cities, 58 of which report an enrollment of 14,354. More than 16,000 crippled children are being given special instruction either at school or in their homes by 195 cities in 27 States. The groups of handicapped children which show the smallest representation in special classes of public day schools are the blind and the partially seeing, on

the one hand, and the deaf and the hard of hearing on the other hand, while special classes organized for gifted children are least significant of all.

The extent of provision to be made in public day schools for any type of exceptional children depends of course upon the incidence of the children in question and upon facilities available in public residential schools. According to the best estimates that have been made of the number of children belonging in each group, the provisions are as yet not nearly adequate for any one of them.[16] However, the progress which has been made in the midst of difficult situations is encouraging and points to the stabilization of special education as an essential feature of the American educational program.

RESIDENTIAL SCHOOLS

Residential schools for exceptional children are, as has already been indicated, a vital part of the educational system, taking over the training of children who because of some extreme condition need a specialized type of education or institutional care, but for whom adequate community facilities are not available. The groups served in greatest measure by such schools are the blind, the deaf, the socially maladjusted or delinquent, and the mentally deficient and epileptic. Hospital facilities for crippled and for tubercular children are increasing. The majority of these, however, are still functioning under private rather than State auspices, although in most cases any teachers assigned to be in immediate charge of hospital instruction are paid by public educational authorities.

Statistics on four major types of State and private residential schools were gathered for the year 1930–31. These are presented in detail in tables 12 to 16, on pages 70 to 85. Some of the significant facts revealed by the survey follow.

RESIDENTIAL SCHOOLS FOR THE DEAF

1. In 44 States and the District of Columbia there are schools for the deaf either publicly or privately controlled and supported. The remaining 4 States (Delaware, Nevada, New Hampshire, and Wyoming) have made legal provision for the education of deaf children in residential schools of neighboring States.

2. The total number of schools reporting in these 44 States is 85, 57 of which are under public and 28 under private control. Private control, however, does not necessarily mean exclusively private financial support. Some of these privately controlled institutions derive their maintenance largely from the State, which either makes an appropriation for their support or pays tuition for pupils sent to

[16] See publications of the White House Conference for figures on incidence

the respective schools. This is particularly true in Massachusetts, New York, and Pennsylvania. In fact about 50 percent of the income of all private schools reporting is derived from State funds.

3. Eight States maintain separate schools for deaf Negroes. These are Alabama, Kentucky, Maryland, North Carolina, Tennessee, Texas, Virginia, and West Virginia. In five other States (Arkansas, Florida, Georgia, Mississippi, and South Carolina) there are separate departments for Negroes conducted as integral parts of the respective institutions.

4. There is an increasing tendency toward placing the education of deaf children in residential schools under the supervision of the State department of education or of public instruction. Of the 57 public institutions, 11 are now under the control of the State board of education. Moreover, many of the private schools are open to the inspection of State educational officials, and placement of pupils in these schools is subject to their approval. Thus a growth of coordinated educational service for deaf children throughout the State is apparent.

5. The total number of pupils enrolled in 1930–31 in the 85 public and private schools reporting is 14,890.[17] This figure for the year 1927–28 (also for 85 schools) was 14,067; for 1922–23 (for 80 schools reporting) it was 11,454. The number of deaf children being educated in residential schools seems therefore to show a consistent increase. This may indicate both a growth in the facilities available and a greater care in locating and guiding children who need the training offered in a residential school.

6. The condition of hearing was given for 11,108 pupils. More than 2,600 of these were reported as only partially deaf, or hard of hearing. The line of demarcation between the so-called "totally deaf" child and the "partially deaf" child varies according to standards established in respective States. The 2,696 cases reported as partially deaf are probably children who have very little hearing and need training in speech, language, and lip reading; or they may come from communities in which no public-school provision is made for the hard-of-hearing child. Many of them could no doubt be educated in day classes for the hard of hearing if such existed in their home schools

7. The age distribution given for 13,096 pupils shows 87 to be under 5 years old. This would indicate that a beginning has been made in the early training of the young deaf child who has no opportunity for home or nursery-school instruction in day classes. A much larger number (2,250) are between 5 and 9 years, and are thus

[17] In October 1932 according to the report of the executives of American Schools for the Deaf the number of pupils enrolled was 15,430.

still at an early age being started on the long arduous road of learning speech and language under a tremendous handicap.

8. Industrial training plays a large part in the education of the deaf, although academic work is also pursued at least through the elementary grades. Ten percent of the students enrolled were reported as being in high school. Among the vocational courses offered are (in order of frequency of mention) domestic arts and sciences, general shop work, carpentry, printing and lithographing, shoe making and repairing, agriculture, painting and paper hanging, metal work, baking, tailoring, barbering, beauty culture, and typewriting.

9. The average cost for instruction per deaf pupil enrolled in 46 institutions reporting the necessary items was $197.30. The cost for other current expenses, including board and room, was $341.89. The sum of these two figures is $539.19, which represents the total cost for education and care.

RESIDENTIAL SCHOOLS FOR THE BLIND

1. Responsibility for the education of the blind rests largely with the residential schools, since very few city school systems maintain day classes for this group of handicapped children. In each of 41 States there is at least one such residential school,[18] either publicly or privately controlled. The remaining 7 States have no schools of their own but have made legal provision for the education of blind children in residential schools of neighboring States. These are Delaware, Nevada, New Hampshire, Maine, Rhode Island, Vermont, and Wyoming.

2. Of the 58 institutions reporting for the year 1930–31, 47 are under some form of State control, while 11 are privately controlled. As with the deaf, so with the blind we find considerable State financial support given to some of the private schools through special appropriations or tuitions paid for pupils so assigned. So also the relationship between the residential schools for the blind and the State department of education is increasingly recognized as a vital factor. In a number of cases officials of State departments of education take the same responsibility for the inspection or supervision of these schools as with respect to schools for the deaf. This is especially true in those States in which a bureau or division for the education of exceptional children has been developed within the State department of education.

3. Separate schools for blind Negroes are maintained in 9 States, i.e , Alabama, Arkansas, Louisiana, Maryland, North Carolina, Tennessee, Texas, Virginia, and West Virginia. Four other States (Florida, Georgia, Kentucky, and South Carolina) conduct separate departments for Negro and white pupils within the same school.

[18] In 16 cases deaf and blind children are provided for in different departments of the same school.

4. Statistics for 1930–31 show an enrollment in all schools reporting of 5,530. Of this number 25 are under 5 years of age, 818 are from 5 to 9 years old, while 1,293 are 18 years of age or older. In 1927 the enrollment reported for the same number of schools was 5,304. Again, therefore, we see a slight increase in the number of exceptional children being cared for in residential schools.

5. The condition of sight was reported for 5,010 pupils, as follows:

Totally blind (with hearing)	2,186
Partially blind (with hearing)	2,812
Deaf and blind	[19] 12

The line separating the blind child from the partially seeing varies somewhat according to standards established in cities providing sight-saving classes for partially seeing children. There is also a variation as to the standard of admission to residential schools for the blind. The 2,812 children reported as "partially blind" are probably potentially blind cases, or cases with so little light perception that they need to be educated by the tactile method. These are not to be confused with cases of partially seeing children who are ordinarily found in sight-conservation classes and who can be taught by visual methods.

6. Aside from the regular elementary-and high-school work offered in residential schools, vocational courses reported are in order of frequency as follows: Music; general shop work; domestic arts and sciences; basketry, fiber furniture, and chair caning; broom, brush, and mop making; dressmaking and tailoring; loom work, weaving, and rug making; piano tuning; mattress making.

7. In 1930–31 it cost approximately $684 to care for and to educate each pupil in the schools reporting for blind only. The per capita cost of instruction in these schools was $213.91; that of other current expenses was $470.31.

RESIDENTIAL SCHOOLS FOR MENTALLY DEFICIENT AND EPILEPTIC

1. Separate State institutions for mentally deficient and epileptic now exist in every State of the Union except Arizona, Arkansas, and Nevada. The one most recently established is the Utah State Training School, which opened its doors in October 1931 and had on its rolls during the first year 157 individuals.

2. In the 45 States making provision for these groups of handicapped persons there are 77 State institutions. The District of Columbia also has a public institution of this type located at Laurel, Md. Sixty-seven of these institutions are for mentally deficient only or for mentally deficient and epileptic, while 11 are for epileptics only.[20] Practically all of them accommodate both children and adults. They are regularly administered by some State agency outside the

[19] Fourteen additional cases of blind-deaf children are reported by schools for the deaf.

[20] In addition there are a few public residential schools for mentally deficient children under county or city administration. Two of these are included in table 3.

department of education—such as a board of control, department of public welfare, or a separate board of trustees responsible to State officials. In a few States (notably Maryland, Massachusetts, New York, and Pennsylvania) an agency with functions more directly related to mental hygiene and mental diseases is in charge.

3. The number of private schools existing for mentally subnormal children is not accurately known, but according to available records there are at least 150 of them scattered throughout the country. Of these only 50 furnished the information requested in the statistical study made for the year 1930–31.

4. Most of the private institutions have limited enrollments, though a number of them are doing excellent work in the training of the children entrusted to their care. Two of the largest ones are Elwyn Training School (in Pennsylvania) which has an enrollment of more than 1,000, and the Training School at Vineland (in New Jersey) with an enrollment of about 600. These two schools draw large amounts of their income from State funds through the payment by the State of tuition for children placed. Most of the other private schools are maintained entirely from private sources.

5. Statistical information regarding total population of the State institutions for mentally deficient and epileptic is furnished periodically by the Bureau of the Census of the United States Department of Commerce. The primary concern of the Office of Education is the educational provision made for children of school age enrolled in all such residential schools whether public or private in nature. Of the 80,000 or more inmates of all these institutions, about 18,000 are between the ages of 5 and 14, and 13,000 more are between the ages of 15 and 17. These are the people who need to be given the best possible training during formative years in order that as adults they will be able to make some limited contribution to institutional life if they cannot be returned to the community.

6. Reports on enrollment in the schools maintained within the State institutions were incomplete. Available figures, however, indicate that in both public and private schools of this type at least 3,300 children were engaged in sense training or kindergarten work and between 10,000 and 11,000 were in the elementary grades. The combination of these two figures represents about 76 percent of the total number of children of elementary school age (5 to 14 years). In addition to the regular work of the elementary grades, training in household duties, in music, in physical education, general shop work, and various other vocational subjects is given in many institutions to all who can profit by such activities.

7. Items necessary for computing per capita cost were reported by 50 public and 24 private schools. The per inmate cost for total current expenditures was $248.51 in the public institutions and $524.28

in the private ones. The per pupil cost of instruction alone in the public schools was $51.83; in the private schools it was $120.05. No doubt the wide discrepancy between the figures for the two types of schools is due partly to the difference in size of total enrollment, the very small schools necessarily incurring a larger per capita cost than the larger ones. It is also true, however, that some of the private schools have been more progressive in their educational methods than have been some of the State schools in which little has been done save to give custodial care. This fact, too, may account to some extent for the larger per pupil expenditure. Other factors influencing this situation are salary schedules, size of classes, and type of pupils for whom educational facilities are maintained.

RESIDENTIAL SCHOOLS FOR DELINQUENTS

1. Of all residential schools, those for delinquent children seem as yet farthest removed from the general educational programs of the States, although progress is being made in the development of true educational ideals in their administration. All too often, however, the emphasis is still being placed upon punishment and correction rather than upon guidance and education.

2. It is usual to find the administration of these institutions placed under boards of control, departments of correction, of public welfare, or similar agencies. The State department of education has practically nothing to do with them. The extent to which child guidance ideals function in their programs depends upon the vision of the individuals comprising the administrative personnel. If as in some States (including California, Illinois, Massachusetts, Minnesota, New York, Ohio, Pennsylvania) there is a bureau of juvenile research or other State agency specifically charged with the study and treatment of behavior disorders among children, both in and out of institutions, one is more likely to find a wholesome approach to the problem of the delinquent who for his own sake and for the sake of society needs to be separated temporarily from the community and be given the type of guidance that can come only through a 24-hour-day program. If on the other hand the concepts of the outworn "reform school" are still attached to the institution, with emphasis placed upon restraint rather than upon the encouragement of legitimate outlets for self-expression, one can hope for little constructive help to come from it in its effect upon the life of the boy or girl entrusted to its care.

3. Probably because so many of the institutions involved still have not adopted the educational point of view in dealing with their problems, it has been difficult to secure the data needed to formulate a comprehensive survey of the situation. Repeated requests sent to

those not reporting failed to bring replies. Of approximately 175 institutions believed to exist, some report was available from 117 public schools and 30 private schools.

4. Most of these private schools receive considerable financial support from the States for the care of the children committed to their supervision. In fact, over 60 percent of the total income of all private schools reporting is derived from public funds. Thus, regardless of where the responsibility for juvenile delinquency lies, the public treasury provided in 1930–31 seven eighths of the funds used for the care and education of this group. The total amount so reported was almost $14,500,000.

5. Because of the incomplete nature of the data available, the summary figures given cannot be considered final. Moreover, the turnover of the population in these schools is so great from week to week and almost from day to day that it is difficult to arrive at accurate figures regarding the size of the total enrollment. On the basis of the data reported it is estimated that more than 57,000 young people were enrolled at some time during the year in these institutions. Approximately 70 percent of these were boys and 30 percent were girls. The average daily enrollment in school classes for the same year was about 34,000.

6. The public institutions giving information as to racial status enrolled 25,976 white and 4,958 Negro pupils, and the private schools reported 7,620 white pupils and 1,297 Negroes. The ratio is approximately 1 Negro to 5 whites. In the total population 5 to 20 years of age in 1930, as reported by the Bureau of the Census, there was only about 1 Negro to 8 whites. Nearly all the pupils in these schools for delinquents are between these ages.

7. The average number of pupils for the year and the total expenditures for current expenses were reported by 68 public institutions and 14 private schools. The per capita cost for current expenses (including instruction) computed on the basis of these figures is $390.39 for public schools and $428.63 for private schools.

STATISTICAL SUMMARY FOR ALL SCHOOLS AND CLASSES REPORTED

In table 3 is presented the total situation for both residential and day schools and classes in the United States so far as it has been reported. It seems safe to say that approximately 250,000 exceptional children are receiving the benefits of instruction in special schools or classes of either residential or day school type and that more than 13,000 teachers are engaged in such instruction. A sum of more than $20,000,000 was reported as expended during the year for instructional purposes.

The numbers seem large, yet the need is much larger. If the American ideal of an education for every child according to his need is to be met, then there can be no halting in our program until it includes the many hundreds of thousands—even millions—of children who are still outside the pale of special educational facilities, yet whose need of them is urgent. The goal can be expressed in no more effective way than in the simple sentence made famous by the White House conference: "We must not leave one of them uncared for."

TABLE 3.—*Summary for the United States for State and private residential schools for exceptional children, 1930–31, and for special schools and classes in city school systems, 1931–32*

Item	Blind and partially seeing	Deaf and hard-of-hearing	Mentally deficient	Socially maladjusted (uncorrigible and delinquent)	Delicate children	Crippled children	Speech defective	Mentally gifted	Total
1	2	3	4	5	6	7	8	9	10
Number of State residential schools	47	57	80	117	.....	(1)	.....	.....	301
Number of private residential schools	11	27	50	30	.....	(1)	.....	.....	118
Number of city school systems reporting enrollments in special classes [2]	95	116	433	58	135	145	36	14	[3] 1,082
Total number of different administrative units of special provisions	153	200	613	205	135	145	36	14	1,501
Teachers:									
State residential	652	1,642	700	1,072½	.....	.....	.....	.....	4,066½
Private residential	172	330	213¼	404½	.....	.....	.....	.....	1,119¾
City school systems	411	497	4,004	550	1,010	883	115	75	7,545
Total	1,235	2,469	4,917¼	2,027	1,010	883	115	75	12,731¼
Enrollment									
State residential	4,510	12,408	12,171	25,610	.....	.....	.....	.....	54,699
Private residential	1,020	2,482	1,615	7,808	.....	.....	.....	.....	12,925
City school systems	5,308	4,434	75,099	14,354	24,020	16,166	22,735	1,834	163,950
Total	10,838	19,324	88,885	47,772	24,020	16,166	22,735	1,834	231,574
Receipts: [4]									
From public funds:									
Residential institutions	$3,590,963	$8,945,721	$25,288,287	$14,410,987	.....	.....	.....	.....	$52,235,958
City school systems [5]	931,708	1,053,167	6,467,772	1,036,841	$2,245,864	$1,948,965	$209,064	$15,692	13,909,073
Total	4,522,671	9,998,888	31,756,059	15,447,828	2,245,864	1,948,965	209,064	15,692	66,145,031
From private funds:									
Residential institutions	$895,856	$1,097,704	$1,981,864	$1,221,863	.....	.....	.....	.....	$5,197,287
Grand total	5,418,527	11,096,592	33,737,923	16,669,691	$2,245,864	$1,948,965	$209,064	$15,692	71,342,318

ditures for instructional purposes[4]									
tate residential	$840,798	$2,270,431	$595,574	$1,794,763					$5,501,566
rivate residential	222,854	490,013	149,147	240,222					1,102,236
ity school systems	931,708	1,053,167	6,467,772	1,036,841	$2,245,864	$1,948,965	$209,064	$15,692	13,909,073
Total	1,995,360	3,813,611	7,212,493	3,071,826	2,245,864	1,948,965	209,064	15,692	20,512,875

tate and private residential institutions for crippled children are not included in this study The number of these is small
The number of additional cities reporting special provisions but giving no enrollment figures or enrolling fewer than 5 pupils is as follows Blind and partially seeing, 18; deaf ard-of-hearing, 28; mentally deficient, 32, socially maladjusted, 12; crippled children, 50, delicate children, 14, speech defective, 65, mentally gifted, 4.
This should not be interpreted as 1,082 different cities, but as so many different day-school units of provision for special education in city school systems
For schools and city school systems reporting this item.
Expenditures.

TABLE 4.—*Total number enrolled in State and private residential schools for exceptional children and in special schools and classes in city school systems, 1931 or 1932*

State or outlying part	Blind and partially seeing	Deaf and hard of hearing	Mentally deficient	Socially maladjusted (incorrigible and delinquent)	Delicate children	Crippled children	Speech defective	Mentally gifted	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	10,838	19,324	88,885	47,772	24,020	16,166	22,735	1,834	231,574
Alabama	199	427	309	1,045				60	2,040
Arizona	18	70	12	105					205
Arkansas	148	310		217		19			694
California	263	638	3,350	3,790	1,272	1,803	3,177	548	14,841
Colorado	63	176	180	475					894
Connecticut	50	334	1,736	1,114	493	34			3,761
Delaware			181	221					402
District of Columbia		200	593	1,269	195	84			2,341
Florida	87	237	430	234					988
Georgia	123	244	536	357	46				1,306
Idaho	21	77	86	38					222
Illinois	725	1,177	5,387	3,700	2,681	2,782	33		16,485
Indiana	181	421	1,296	746	357	37		24	3,062
Iowa	190	516	1,916	725	73	54			3,474
Kansas	115	256	390	225	152				1,138
Kentucky	156	356	824	548	39	322			2,245
Louisiana	112	252	162	310					836
Maine		110	214	325	48				697
Maryland	222	321	2,358	1,514	503	382			5,300
Massachusetts	477	847	5,201	270	464	260	3,796	62	11,377
Michigan	837	933	7,207	2,246	4,057	1,743	5,358	189	22,570
Minnesota	315	492	3,200	571	391	331	338		5,638
Mississippi	64	200	151						415
Missouri	116	650	1,669	1,337	1,029	521		101	5,423
Montana	16	85	200	225					526
Nebraska	60	208	499	60	110	18			955
Nevada									191
New Hampshire			395						204
New Jersey	229	478	4,913	1,200	497	911	478	20	8,726
New Mexico	108	99	18	162					887
New York	2,081	2,310	17,858	7,956	6,671	3,164	3,981		44,02
North Carolina	232	472	380	1,031	47				2,16
North Dakota	37	111	202	160					51
Ohio	1,161	1,089	6,692	4,358	1,576	1,496		789	17,16
Oklahoma	159	434	271	224		38			1,12
Oregon	54	164	775	343	143	249			1,72
Pennsylvania	731	1,399	12,450	4,447	1,647	886	2,841	19	24,42
Rhode Island	33	101	737	184	275	81			1,41
South Carolina	104	307	303	49					76
South Dakota	37	106	180	213					53
Tennessee	250	300	21	651					1,22
Texas	344	727	240	1,262		28			2,60
Utah	29	130	110		28				29
Vermont		56	59	151					26
Virginia	173	274	611	690	542				2,29
Washington	243	250	2,260	1,524	31	310	527		5,14
West Virginia	136	331	46	631	98				1,24
Wisconsin	139	649	2,206	781	555	613	2,206	22	7,17
Wyoming			71	88					15
Puerto Rico		48							4

TABLE 5.—*Total number of teachers of exceptional children in State and private residential schools, and in special schools and classes in city school systems, 1931 or 1932*

State or outlying part	Blind and partially seeing	Deaf and hard-of-hearing	Mentally deficient	Socially maladjusted (incorrigible or delinquent)	Delicate children	Crippled children	Speech defective	Mentally gifted	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	1,235	2,469	4,917¼	2,027	1,010	883	115	75	12,731¼
Alabama	18	42	15	39				3	117
Arizona	3	9	1						13
Arkansas	16	42		3		2			63
California	37	78	190½	123½	47	150	23	19	668
Colorado	20	35	8	32					95
Connecticut	5	42	116	43	25	2			233
Delaware			11	16					27
District of Columbia		27	43¾	39	9	5			123¾
Florida	9	34	15	14					72
Georgia	17	30	27	14	2				90
Idaho	6	8	1	6					21
Illinois	73	133½	280½	147	100	124	2		860
Indiana	17½	44	93½	34	20	2½		1	212½
Iowa	24	75	77½	19	3	3			201½
Kansas	19	37	23	4	7				90
Kentucky	19	41	32	32	2	5			131
Louisiana	16	42	8	3					69
Maine		12	17	20	2				51
Maryland	38	44	107	108	18	13			328
Massachusetts	73	95	359	100	26	30	16	3	702
Michigan	75½	111½	349	112	149	90	37½	6	930½
Minnesota	39	63	218½	22	18	18½	2		381
Mississippi	10	28	7	17					62
Missouri	20	100	93	75	35	24		4	351
Montana	4	18	12	6½					40½
Nebraska	9	26	22	13½	4	½			75
Nevada				3					3
New Hampshire			21½	6					27½
New Jersey	23	79	327	87	34	55	2	1	608
New Mexico	14	13	1	9					37
New York	162	319	1,001	277	307	175½	8		2,240½
North Carolina	34	59	17	34	2				146
North Dakota	6	16	13	9					44
Ohio	110	127	324	169	51	100½		35	916½
Oklahoma	20	50	15	20		1			106
Oregon	7	19	42	15	4	3			90
Pennsylvania	88	178	649	154	71	36½	12½	1	1,190
Rhode Island	3	16	46½	5	14	4			88½
South Carolina	10	18	16	12					56
South Dakota	8	16	13	5					42
Tennessee	27	28	2	26					83
Texas	59	94	20	34		2			209
Utah	5	17	5		2				29
Vermont		8	5						13
Virginia	20	38	30	29	26				143
Washington	22	30	102½	30½	1	8½	2		190½
West Virginia	24	44	4	9	5				86
Wisconsin	25	83	131½	40	26	27½	10	2	345
Wyoming			4	11					15
Puerto Rico		6		16					22

TABLE 6.—*Expenditures for instruction of exceptional children in State and private residential schools, and in special schools and classes in city-school systems, 1931 or 1932*

State or outlying part	Residential schools	Special schools and classes in city-school systems	Total
1	2	3	4
Continental United States	$6,603,802	$13,909,073	$20,512,875
Alabama	90,577	34,156	124,733
Arizona	17,615	----------	17,615
Arkansas	101,000	----------	101,000
California	412,263	843,847	1,256,110
Colorado	124,195	----------	124,195
Connecticut	100,602	194,340	294,942
Delaware	9,113	----------	9,113
District of Columbia	78,596	118,268	196,864
Florida	76,485	----------	76,485
Georgia	44,847	56,717	101,564
Idaho	31,310	----------	31,310
Illinois	276,850	1,446,740	1,723,590
Indiana	140,511	38,576	179,087
Iowa	157,527	44,501	202,028
Kansas	98,066	9,254	107,320
Kentucky	126,702	14,341	141,043
Louisiana	86,000	----------	86,000
Maine	31,316	8,330	39,646
Maryland	164,450	279,727	444,177
Massachusetts	364,761	584,634	949,395
Michigan	261,966	1,338,768	1,600,734
Minnesota	125,846	467,621	593,467
Mississippi	60,118	----------	60,118
Missouri	157,170	372,405	529,575
Montana	82,384	----------	82,384
Nebraska	73,160	18,764	91,924
Nevada	3,825	----------	3,825
New Hampshire	18,885	8,952	27,837
New Jersey	409,439	1,069,914	1,479,353
New Mexico	54,081	----------	54,081
New York	817,092	4,412,048	5,229,140
North Carolina	98,263	2,024	100,287
North Dakota	51,269	----------	51,269
Ohio	232,760	1,408,833	1,641,593
Oklahoma	157,157	41,939	199,096
Oregon	46,539	86,268	132,807
Pennsylvania	440,822	222,777	663,599
Rhode Island	36,124	107,806	143,930
South Carolina	49,962	7,766	57,728
South Dakota	38,955	----------	38,955
Tennessee	213,021	----------	213,021
Texas	179,687	17,208	196,895
Utah	35,000	----------	35,000
Vermont	27,180	----------	27,180
Virginia	67,668	12,059	79,727
Washington	64,325	231,840	296,165
West Virginia	121,473	38,983	160,456
Wisconsin	132,460	369,667	502,127
Wyoming	14,385	----------	14,385
Puerto Rico	11,448	----------	11,448

TABLE 7.—*Number enrolled in special schools and classes for exceptional children in city school systems, 1931–32*

State	Blind and partially seeing	Deaf and hard of hearing	Socially maladjusted (incorrigible or delinquent)	Mentally deficient	Delicate children	Crippled children	Speech defective	Mentally gifted	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	5,308	4,434	14,354	75,099	24,020	16,166	22,735	1,834	163,950
Alabama		8	257	217				60	542
Arizona				12					12
Arkansas			36			19			55
California	155	383	2,861	2,696	1,272	1,803	3,177	548	12,895
Colorado				51					51
Connecticut	39		41	1,637	493	34			2,244
Delaware				139					139
District of Columbia			360	568	195	84			1,207
Florida				209					209
Georgia	21		119	490	46				676
Illinois	467	513	980	4,672	2,681	2,782	33		12,128
Indiana	16			1,110	357	37		24	1,544
Iowa	32	161		1,155	73	54			1,475
Kansas		23		204	152				469
Kentucky		13	48	423	39	322			845
Maine				87	48				135
Maryland	122	45	119	2,338	503	382			3,509
Massachusetts	193	399	175	3,965	464	260	3,796	62	9,314
Michigan	671	490	1,334	6,317	4,057	1,743	5,358	189	20,159
Minnesota	213	198	26	2,601	391	331	338		4,098
Missouri	9	116	791	1,502	1,029	521		101	4,069
Montana				110					110
Nebraska		16	26	306	110	18			476
New Hampshire				204					204
New Jersey	151	136	410	4,296	497	911	478	20	6,899
New York	1,760	571	954	15,527	6,671	3,164	3,981		32,628
North Carolina			54	192	47				293
North Dakota				46					46
Ohio	937	468	3,250	6,084	1,576	1,496		789	14,600
Oklahoma		17	30	271		38			356
Oregon	11	38	242	578	143	249			1,261
Pennsylvania	260	198	975	11,655	1,647	886	2,841	19	18,481
Rhode Island	33			688	275	81			1,077
South Carolina		95		184					279
South Dakota				116					116
Texas	6	42		150		28			226
Utah					28				28
Virginia	65	25	97	472	542				1,201
Washington	147	115	885	2,106	31	310	527		4,121
West Virginia		16		46	98				160
Wisconsin		348	284	1,525	555	613	2,206	22	5,553

TABLE 8.—*Number of teachers of exceptional children in special schools and classes in city school systems, 1931–32*

State	Blind	Partially seeing	Deaf and hard of hearing	Mentally deficient	Socially maladjusted (incorrigible or delinquent)	Delicate children	Crippled children	Speech defective	Mentally gifted	Total
1	2	3	4	5	6	7	8	9	10	11
Continental United States	43	368	497	4,004	550	1,010	883	115	75	7,545
Alabama			1	13	3				3	20
Arizona				1						1
Arkansas					1		2			3
California	10	10	47	166½	76	47	150	23	19	548½
Colorado				3						3
Connecticut		2		108	2	25	2			139
Delaware				10						10
District of Columbia				33	18	9	5			65
Florida				13						13
Georgia	1	2		25	7	2				37
Illinois		43	63½	242½	52	100	124	2		627
Indiana		1½		71½		20	2½		1	96½
Iowa		2	19	48½		3	3			75½
Kansas			3	16		7				26
Kentucky			1	21	2	2	5			31
Maine				5		2				7
Maryland		7	4	101	8	18	18			151
Massachusetts		15	30	262	11	26	30	16	3	393
Michigan		53½	54½	296	55	149	90	37½	6	741½
Minnesota	9	12	20	175½	2	18	18½	2		257
Missouri		1	20	77	40	35	24		4	201
Montana				7						7
Nebraska			2	13	1½	4	½			21
New Hampshire				13½						13½
New Jersey	5	8	22	257	29	34	55	2	1	413
New York	9	103	60	833	26	307	175½	8		1,521½
North Carolina				8	2	2				12
North Dakota				4						4
Ohio	4	75	52	285	128	51	100½		85	730½
Oklahoma			2	12	1		1			16
Oregon		1	4	35	9	4	3			56
Pennsylvania	1	17	19	581	49	71	36½	12½	1	788
Rhode Island		3		38		14	4			59
South Carolina			1	10						11
South Dakota				5						5
Texas	2		4	8			2			16
Utah						2				2
Virginia		5	3	21	3	26				58
Washington	2	7	13	95½	13½	1	8½	2		142½
West Virginia			2	3		5				10
Wisconsin			50	86½	11	26	27½	10	2	213

TABLE 9.—*Expenditures for principals' and teachers' salaries, textbooks, supplies, etc., for special schools and classes in city school system, 1931–32*

State	Blind and partially seeing	Deaf and hard of hearing	Mentally deficient	Socially maladjusted (incorrigible or delinquent)	Delicate children	Crippled children	Speech defective	Mentally gifted	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	$931,708	$1,053,167	$6,467,772	$1,036,841	$2,245,864	$1,918,965	$209,064	$15,602	$13,909,073
Alabama	----	1,530	25,313	3,398	----	----	----	3,915	34,156
California	[1] 21,444 [2] 20,087	95,145	270,761	123,951	88,082	166,351	56,396	1,630	843,847
Connecticut	[1] 1,955	----	154,817	----	34,968	2,600	----	----	194,340
District of Columbia	----	----	59,530	28,044	30,685	----	----	----	118,268
Georgia	[1] 3,433 [2] 1,873	----	39,500	9,093	2,218	----	----	----	56,717
Illinois	[1] 17,853 [3] 64,173	139,646	485,312	162,359	251,527	321,247	4,620	----	1,446,740
Indiana	[1] 2,699	----	17,323	----	15,227	1,832	----	1,495	38,576
Iowa	----	8,338	34,913	----	1,250	----	----	----	44,501
Kansas	----	----	9,254	----	----	----	----	----	9,254
Kentucky	----	1,713	5,850	5,328	----	1,450	----	----	14,341
Maine	----	----	5,225	----	3,105	----	----	----	8,330
Maryland	[1] 10,832	11,929	168,261	9,694	36,671	42,337	----	----	279,727
Massachusetts	[1] 23,458	74,237	370,721	21,532	25,335	16,797	40,524	6,030	584,634
Michigan	[1] 35,123 [3] 76,451	109,547	520,669	55,182	278,733	184,580	78,503	----	1,338,708
Minnesota	[1] 25,352 [2] 17,187	37,102	314,650	----	32,941	37,215	3,174	----	467,621
Missouri	[1] 2,327	38,383	77,604	93,037	89,488	71,566	----	----	372,105
Nebraska	----	2,601	16,163	----	----	----	----	----	18,764
New Hampshire	----	----	2,450	----	----	----	6,502	----	8,952
New Jersey	[1] 27,340 [2] 13,938 [3] 1,797	58,315	680,206	54,529	94,196	139,593	----	----	1,069,914
New York	[1] 324,719 [2] 26,904	203,690	1,984,567	197,294	1,021,600	645,274	----	----	4,412,048
North Carolina	----	----	----	----	2,024	----	----	----	2,024
Ohio	[1] 51,009 [2] 4,555 [3] 114,393	119,850	529,180	233,911	127,204	228,731	----	----	1,408,833
Oklahoma	[1] 9,154	3,686	25,426	1,832	----	1,841	----	----	41,939
Oregon	[1] 2,574	7,945	67,456	----	7,425	868	----	----	86,268
Pennsylvania	[1] 1,708 [2] 1,958	4,023	175,345	11,138	17,753	4,209	6,583	----	222,777
Rhode Island	[1] 6,189	----	66,484	----	27,072	8,061	----	----	107,806
South Carolina	----	1,074	6,692	----	----	----	----	----	7,766
Texas	[2] 2,278	4,754	7,614	----	----	2,562	----	----	17,208
Virginia	----	----	11,081	----	978	----	----	----	12,059
Washington	[1] 18,945	24,650	181,391	5,304	----	1,490	----	----	231,840
West Virginia	----	4,202	4,598	20,555	9,628	----	----	----	38,983
Wisconsin	----	95,807	143,407	----	44,751	70,327	12,753	2,622	369,667

[1] Partially seeing. [2] Blind. [3] Both blind and partially seeing.

TABLE 10.—*Population of city, number of exceptional children enrolled in special schools and classes in city school system, and total enrollment in public day schools of city, 1931–32*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Total population (1930)	Exceptional children enrolled									Total day-school enrollment
		Blind and partially seeing	Deaf and hard of hearing	Socially maladjusted (incorrigible or delinquent)	Mentally deficient	Delicate children	Crippled children	Speech defective	Mentally gifted	Total	
1	2	3	4	5	6	7	8	9	10	11	12
Birmingham, Ala	259,678		8	257	217				60	542	53,351
Long Beach, Calif	142,032				37	14	17			68	29,144
Los Angeles, Calif	1,257,680	143	214	2,610	2,268	552	1,297	2,144	533	9,761	300,140
Oakland, Calif	284,063		40			26	65			131	54,242
San Diego, Calif	147,995	12	11		17	90	47			177	28,000
San Francisco, Calif	634,394		39	251	140	195	398			1,023	78,812
Bridgeport, Conn	146,716				422		16			438	27,471
Hartford, Conn	164,072				228	131				359	31,872
New Haven, Conn	162,655	23		41	189	212	18			483	36,017
Wilmington, Del	106,597				139					139	18,025
Washington, D.C	486,869			360	568	195	84			1,207	90,831
Jacksonville, Fla	129,549				269					269	34,003
Atlanta, Ga	270,366	21		36	490	46				593	62,021
Chicago, Ill	3,376,438	363	448	932	4,080	2,297	2,649			10,769	533,780
Peoria, Ill	104,969		7			214	20			241	16,243
Evansville, Ind	102,249				438	238				676	16,440
Fort Wayne, Ind	114,946				285		14			299	17,815
South Bend, Ind	104,193	16				119	23			158	18,563
Des Moines, Iowa	142,559	32	127		509	57	54			779	32,721
Kansas City, Kans	121,857		6		118	41				165	25,369
Wichita, Kans	111,110		11		81					92	23,011
Louisville, Ky	307,745		13	48	278	89	257			635	46,965
Baltimore, Md	804,874	122	45	119	2,338	503	358			3,485	124,099
Boston, Mass	781,188		180	104			120	3,712		4,116	145,667
Cambridge, Mass	113,643	23	67	64	151	212	43	84		644	16,852
Fall River, Mass	115,274	28			452	45				525	16,621
Lowell, Mass	100,234	12			115					127	15,308
Lynn, Mass	102,320	11	24		280	34				349	16,762
New Bedford, Mass	112,597	35	10		148	70	47			310	18,205
Somerville, Mass	103,908	11			97					108	16,511
Springfield, Mass	149,900	15	21		378	84				498	29,795
Detroit, Mich	1,568,662	400	285	714	3,609	2,753	1,038	5,327		14,126	245,297
Flint, Mich	156,492	30	19	63	278	249	90			729	35,573
Grand Rapids, Mich	168,592	132	44	405	504	430	123			1,638	29,909
Duluth, Minn	101,463	34	10		403	85	38			570	21,944
Minneapolis, Minn	464,356	99	90		892	270	254			1,605	90,038
St. Paul, Minn	271,606	49	34	26	542		39			690	41,360
Kansas City, Mo	399,746	9	50	510	679	650	184			2,082	70,827
St. Louis, Mo	821,960		66	281	622	379	337		101	1,786	102,328
Omaha, Nebr	214,006			26	243		18			287	41,740
Camden, N.J	118,700	3			139		17			159	22,542
Elizabeth, N.J	114,589	12		15	28		11			66	19,110
Jersey City, N.J	316,715	31		47	239	101	246			664	51,278
Newark, N.J	442,337	61	106	196	1,318	108	372			2,161	83,187
Paterson, N.J	138,513	44	20	24	295	90	42	478		993	27,163
Trenton, N.J	123,356				535		38			573	21,045
Albany, N.Y	127,412				177	234				411	18,253
Buffalo, N.Y	573,076	76		42	1,972	122	212	3,981		6,405	92,372
New York, N.Y	6,930,446	1,555	476	773	8,751	5,590	2,289			19,434	1,075,040
Rochester, N.Y	328,132	83	21	125	1,165	275	185			1,804	55,239
Syracuse, N.Y	209,326	50	15		108		131			304	39,229
Utica, N.Y	101,740				116		89			205	18,436
Yonkers, N.Y	134,646				300					300	25,161
Akron, Ohio	255,040	19	28	62	62	346	70			587	56,307
Canton, Ohio	104,906	17	25				36			78	20,966
Cincinnati, Ohio	451,160	116	41	208	1,049	145	331			1,890	62,281
Cleveland, Ohio	900,429	323	139	2,864	2,218	914	151		724	7,333	161,049
Columbus, Ohio	290,564	57	53		75		148			333	46,131
Dayton, Ohio	200,982	50	59	107			69		24	309	35,120
Toledo, Ohio	290,718	59	37		594	90	235			1,015	49,894
Youngstown, Ohio	170,002	35	26	9	427	37	55			589	34,754
Tulsa, Okla	141,258		17	30	251		38			336	32,328
Portland, Oreg	301,815	11	38	242	506	68	226			1,091	56,850
Erie, Pa	115,967	14	23		308	49	55	219		668	21,715
Philadelphia, Pa	1,950,961	173	147	811	8,663	944	611			11,349	305,225

TABLE 10.—*Population of city, number of exceptional children enrolled in special schools and classes in city school system, and total enrollment in public day schools of city, 1931–32*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Total population (1930)	Exceptional children enrolled									Total day-school enrollment
		Blind and partially seeing	Deaf and hard of hearing	Socially maladjusted (incorrigible or delinquent)	Mentally deficient	Delicate children	Crippled children	Speech defective	Mentally gifted	Total	
1	2	3	4	5	6	7	8	9	10	11	12
Pittsburgh, Pa	669,817	------	------	-------	591	173	211	1,842	------	2,817	115,165
Reading, Pa	111,171	38	19	-------	145	43	------	-------	------	245	19,782
Scranton, Pa	143,433	------	------	-------	171	------	------	-------	------	171	27,151
Providence, R.I	252,981	33	------	-------	459	219	81	-------	------	792	48,282
Dallas, Tex	260,475	------	9	-------	128	------	------	-------	------	137	51,800
El Paso, Tex	102,421	6	21	-------	22	------	28	-------	------	77	19,202
Fort Worth, Tex	163,447	------	12	-------	------	------	------	-------	------	12	36,364
Norfolk, Va	129,710	13	13	-------	------	104	------	-------	------	130	20,382
Richmond, Va	182,929	40	12	97	353	438	------	-------	------	940	35,179
Seattle, Wash	365,583	117	50	688	1,163	------	254	-------	------	2,272	68,661
Spokane, Wash	115,514	14	24	169	145	------	58	397	------	805	21,767
Tacoma, Wash	106,817	16	20	28	307	31	------	130	------	532	21,395
Milwaukee, Wis	578,249	------	128	254	254	135	148	-------	------	919	80,940
Total	33,244,890	4,636	3,448	13,638	55,538	20,486	14,083	18,314	1,442	131,585	5,664,988

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION

Tucson, Ariz	32,506	------	------	-------	12	------	------	-------	------	12	10,380
Little Rock, Ark	81,679	------	------	36	------	------	19	-------	------	55	16,271
Alameda, Calif	35,033	------	------	-------	------	------	19	-------	------	19	7,443
Alhambra, Calif	35,878	------	------	-------	------	------	10	-------	------	10	7,852
Berkeley, Calif	82,109	------	------	-------	------	73	28	413	------	514	15,543
Fresno, Calif	52,513	------	9	-------	------	------	------	-------	------	9	14,775
Glendale, Calif	62,736	------	------	-------	------	------	58	-------	------	58	10,055
Pasadena, Calif	70,086	------	38	-------	5	52	41	156	------	292	20,989
Sacramento, Calif	93,750	------	17	-------	140	39	24	-------	------	220	20,881
Santa Barbara, Calif	33,613	------	------	-------	------	6	------	-------	------	6	7,624
Santa Monica, Calif	37,146	------	------	-------	80	30	------	-------	15	125	7,475
Stockton, Calif	47,963	------	------	-------	------	110	16	164	------	290	11,002
Pueblo, Colo. (District no 1)	50,096	------	------	-------	51	------	------	-------	------	51	4,921
Meriden, Conn	38,481	------	------	-------	44	44	------	-------	------	88	6,340
New Britain, Conn	68,128	16	------	-------	51	81	------	-------	------	148	16,932
Norwalk, Conn	36,019	------	------	-------	40	------	------	-------	------	40	6,413
Norwich, Conn	32,438	------	------	-------	25	------	------	-------	------	25	4,828
Stanford, Conn	56,765	------	------	-------	109	------	------	-------	------	109	11,962
Waterbury, Conn	99,902	------	------	-------	93	25	------	-------	------	118	18,297
Columbus, Ga	43,131	------	------	83	------	------	------	-------	------	83	10,375
Bloomington, Ill	30,930	------	------	-------	31	------	------	-------	------	31	5,064
Cicero, Ill	66,602	------	------	-------	66	------	------	-------	------	66	6,670
Danville, Ill	36,765	------	------	-------	64	27	------	-------	------	91	8,613
Decatur, Ill	57,510	------	5	-------	------	50	21	-------	------	76	11,646
East St Louis, Ill	82,184	------	------	-------	------	------	------	33	------	33	14,772
Elgin, Ill	35,929	14	8	-------	33	------	------	-------	------	55	5,908
Evanston, Ill. (District no 75)	63,338	10	8	-------	------	------	------	-------	------	18	5,289
Joliet, Ill	42,993	21	------	33	------	55	------	-------	------	109	7,822
Maywood, Ill Melrose Park, Ill	36,570	------	------	15	85	------	------	-------	------	100	4,656
Moline, Ill	32,236	------	10	-------	15	------	------	-------	------	25	5,878
Oak Park, Ill	63,982	------	------	-------	31	------	------	-------	------	31	6,496
Rockford, Ill	85,864	28	27	-------	177	18	27	-------	------	277	17,020
Rock Island, Ill	37,953	19	------	-------	------	------	14	-------	------	33	6,196
Springfield, Ill	71,864	12	------	-------	------	------	20	-------	------	32	13,241
East Chicago, Ind	54,784	------	------	-------	192	------	------	-------	------	192	10,502
Cedar Rapids, Iowa	56,097	------	------	-------	43	------	------	-------	------	43	10,231
Davenport, Iowa	60,751	------	18	-------	124	------	------	-------	------	142	10,025
Dubuque, Iowa	41,679	------	------	-------	82	------	------	-------	------	82	4,269
Sioux City, Iowa	79,183	------	16	-------	190	------	------	-------	------	206	17,317
Waterloo, Iowa.											
East side	46,191	------	------	-------	49	------	------	-------	------	49	4,546
West side					34	------	------	-------	------	34	4,771

TABLE 10.—*Population of city, number of exceptional children enrolled in special schools and classes in city school system, and total enrollment in public day schools of city, 1931–32*—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION—Continued

City	Total population (1930)	Exceptional children enrolled									Total day-school enrollment
		Blind and partially seeing	Deaf and hard of hearing	Socially maladjusted (incorrigible or delinquent)	Mentally deficient	Delicate children	Crippled children	Speech defective	Mentally gifted	Total	
1	2	3	4	5	6	7	8	9	10	11	12
Topeka, Kans.	64,120		6		95	81				182	13,249
Covington, Ky.	65,252				47					47	7,829
Lexington, Ky.	45,736				84		65			149	8,962
Portland, Maine	70,810				73	48				121	12,849
Cumberland, Md.	37,747						14			14	6,927
Hagerstown, Md.	30,861						10			10	6,469
Arlington, Mass.	36,094			7	130					137	6,447
Brookline, Mass.	47,490				27					27	6,543
Chicopee, Mass.	43,930				122					122	7,527
Everett, Mass.	48,424	12	51							63	9,611
Fitchburg, Mass.	40,692				25					25	5,405
Holyoke, Mass.	56,537	11			126	19	16			172	8,010
Malden, Mass.	58,036						15			15	9,423
Medford, Mass.	59,714	12			113					125	11,880
Newton, Mass.	65,276	12			108		12			132	12,233
Quincy, Mass.	71,983				130					130	15,135
Revere, Mass.	35,680						7			7	8,126
Salem, Mass.	43,353				98					98	6,130
Taunton, Mass.	37,355				85					85	6,802
Waltham, Mass.	39,247		46		174					220	6,047
Watertown, Mass.	34,913				58					58	6,540
Battle Creek, Mich.	43,573	12	20	19	192	84	71	14	26	438	9,966
Bay City, Mich.	47,355		9		120	45	27			201	8,583
Dearborn, Mich											
City district	50,358				31					31	2,639
Fordson district		16	13		13		88			130	9,995
Hamtramck, Mich.	56,268			126		71	76			272	11,410
Highland Park, Mich.	52,959	14			109	83	18			224	10,827
Jackson, Mich.	55,187	17	23		326	45	26		163	600	11,217
Kalamazoo, Mich.	54,786		7	7	158	23				195	11,081
Lansing, Mich.	78,397		14		153	97	44	17		325	16,165
Muskegon, Mich.	41,390	13	10		181	68	17			289	10,495
Pontiac, Mich.	64,928				132		20			152	13,155
Port Huron, Mich.	31,361				28		11			39	7,119
Saginaw, Mich.	80,715	17	12		130	19	23			201	13,644
St Joseph, Mo.	80,935				104					104	14,766
Springfield, Mo.	57,527				97					97	10,915
Butte, Mont.	39,532				51					51	7,567
Lincoln, Nebr.	75,933		16		63	110				189	17,715
Manchester, N.H.	76,834				52					52	10,442
Nashua, N.H.	31,463				87					87	4,686
Atlantic City, N.J.	66,198			61	123		13			197	12,356
Bayonne, N.J.	88,979		10		109	35	32			186	18,072
Bloomfield, N.J.	38,077					69				69	7,547
East Orange, N.J.	68,020				34					34	10,100
Hoboken, N.J.	59,261			32	94		24			150	9,597
Irvington, N.J.	56,733					40				40	10,050
Kearny, N.J.	40,716				24					24	7,807
Montclair, N.J.	42,017				115		7			122	7,759
New Brunswick, N.J.	34,555				53					53	7,044
North Bergen, N.J.	40,714				13					13	6,986
Orange, N.J.	35,399				61	39	96			196	7,057
Passaic, N.J.	62,959				124					124	13,147
Perth Amboy, N.J.	43,516				37					37	8,619
Plainfield, N.J.	34,422				107					107	7,380
Union City, N.J.	58,659				83					83	10,915
West New York, N.J.	37,107				41					41	7,769
Amsterdam, N.Y.	34,817				55	33				88	7,916
Auburn, N.Y.	36,652				64					64	5,521
Binghamton, N.Y.	76,662	23			260	75	121			479	15,050
Elmira, N.Y.	47,397				97					97	8,745
Jamestown, N.Y.	45,155	10			123					133	9,377
New Rochelle, N.Y.	54,000				36	65	16			117	10,152
Niagara Falls, N.Y.	75,460				355	74	14			443	17,097
Poughkeepsie, N.Y.	40,288				153	63				216	6,970

TABLE 10.—*Population of city, number of exceptional children enrolled in special schools and classes in city school system, and total enrollment in public day schools of city, 1931–32*—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION—Continued

City	Total population (1930)	Exceptional children enrolled									Total day-school enrollment
		Blind and partially seeing	Deaf and hard of hearing	Socially maladjusted (incorrigible or delinquent)	Mentally deficient	Delicate children	Crippled children	Speech defective	Mentally gifted	Total	
1	2	3	4	5	6	7	8	9	10	11	12
Rome, N.Y.	32,338				50					50	6,091
Schenectady, N.Y.	95,692	13	11		265		20			309	18,522
Troy, N.Y.											
Lansingburg district	72,763				36					36	2,244
Union district					36	30				66	6,881
Watertown, N.Y.	32,205				60					60	6,488
White Plains, N.Y.	35,830		40		75					115	7,643
Asheville, N.C.	50,193				16					16	9,266
Charlotte, N.C.	82,675			54	176	47				277	17,138
Cleveland Heights, Ohio	50,945	30			34					64	9,851
East Cleveland, Ohio	39,667	4	4		25		5			38	6,695
Hamilton, Ohio	52,176	22	9		14		16			61	7,915
Lakewood, Ohio	70,509				141				41	182	11,058
Lima, Ohio	42,287	28			143		7			178	7,786
Lorain, Ohio	44,512	10			69		13			92	8,929
Mansfield, Ohio	33,525	13	9		87		23			132	5,907
Marion, Ohio	31,084				15		20			35	6,202
Newark, Ohio	30,596						11			11	5,638
Norwood, Ohio	33,411				13					13	3,903
Portsmouth, Ohio	42,560	16				35				51	9,318
Springfield, Ohio	68,743	34	10		93		45			182	12,487
Steubenville, Ohio	35,422				63		15			78	6,589
Warren, Ohio	41,062	10	11		214		23			258	9,363
Zanesville, Ohio	36,440						15			15	6,865
Muskogee, Okla.	32,026				20					20	6,584
Allentown, Pa.	92,563				213	43				256	16,585
Bethlehem, Pa.	57,892				48					48	11,036
Chester, Pa.	59,164				144					144	11,437
Easton, Pa.	34,468							88		88	6,944
Harrisburg, Pa.	80,339			63	86	54				203	15,392
Hazleton, Pa.	36,765					22				22	8,333
Johnstown, Pa.	66,993	14			47					61	13,577
Lancaster, Pa.	59,949				111					111	10,559
Lower Merion, Pa.	35,166				14					14	4,985
McKeesport, Pa.	54,632				36					36	11,247
Upper Darby, Pa.	46,626	21	27	11	7	65	9	83	19	242	7,199
Williamsport, Pa.	45,729				49					49	9,081
York, Pa.	55,254			26	58					84	10,441
Cranston, R.I.	42,911				39					39	9,343
Pawtucket, R.I.	77,149					56				56	12,470
Charleston, S.C.	62,265		95		105					200	11,033
Ogden, Utah	40,272					28				28	10,686
Lynchburg, Va.	40,661				63					63	9,113
Newport News, Va.	34,417				16					16	7,568
Portsmouth, Va.	45,704				40					40	9,396
Roanoke, Va.	69,206	12								12	15,457
Bellingham, Wash.	30,823				143					143	6,601
Everett, Wash.	30,567		21		142					163	7,231
Huntington, W.Va.	75,572		16			29				45	14,289
Wheeling, W.Va.:											
City dist.	61,659				46	45				91	6,916
Triadelphia dist.						24				24	3,751
Green Bay, Wis.	37,415		23		40	57				120	6,509
Kenosha, Wis.	50,262				79	54	46			179	10,244
La Crosse, Wis.	39,614		14		78	23	26	227		368	6,497
Madison, Wis.	57,899		22		106	154	253			535	11,310
Oshkosh, Wis.	40,108		13		52	69		350		484	6,631
Racine, Wis.	67,542		6		62	27				95	13,197
Sheboygan, Wis.	39,251		12		68	20	28			128	6,983
Superior, Wis.	36,113		15		73			258		346	7,342
West Allis, Wis.	34,671				53		37			90	7,275
Total	8,276,178	516	751	573	11,221	2,778	1,785	1,808	264	19,691	1,555,778

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931–32*

A.—BLIND AND PARTIALLY SEEING [1]

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Los Angeles, Calif.—P [2]	√	9	55	40	16,919	91	.....	7	$20,447	.....	$997
B [2]	√	10	26	22	7,736	42	.....	7	19,461	.....	626
San Diego, Calif.—P	√	1	6	6	1,634	9	.....	1	.....	.....	.....
New Haven, Conn.—P	√	1	12	11	3,687	21	.....	2	.....	.....	.....
Atlanta, Ga.—P	.....	2	11	4	3,565	20	.....	.....	3,433	.....	.....
B	.....	1	2	4	.....	.....	.....	.....	1,873	.....	.....
Chicago, Ill.—P	√	34	199	164	64,326	330	.....	34	58,061	$1,903	4,209
South Bend, Ind.—P	.....	1½	11	5	3,283	16	.....	1	2,668	.....	31
Des Moines, Iowa—P	√	.....	[3] 32	.....	.....	.....	.....	.....	.....	.....	.....
Baltimore, Md.—P	√	7	56	66	17,195	91	.....	7	10,331	.....	501
Cambridge, Mass.—P	.....	2	15	8	3,507	21	.....	1	.....	.....	.....
Fall River, Mass.—P	√	2	17	11	4,751	26	.....	2	3,008	.....	.....
Lowell, Mass.—P	√	1	7	5	1,780	10	.....	1	1,595	.....	12
Lynn, Mass.—P	.....	1	6	5	1,972	11	.....	1	1,550	.....	.....
New Bedford, Mass.—P	.....	2	15	20	5,628	30	1	.....	3,896	2	29
Somerville, Mass.—P	.....	1	6	5	1,765	10	.....	1	2,050	18	95
Springfield, Mass.—P	.....	1	10	5	2,261	13	.....	1	2,010	37	100
Detroit, Mich.—B.-P [4]	√	33	[5] 400	.....	62,127	351	.....	23	71,942	557	1,232
Flint, Mich.—P	√	2	15	15	5,093	27	.....	.....	4,056	46	273
Grand Rapids, Mich.—P	√	10	69	63	21,732	115	.....	.....	20,298	.....	114
Duluth, Minn.—B	√	3	17	17	.....	.....	.....	3	7,075	.....	92
Minneapolis, Minn.—P	√	10	59	40	16,901	90	.....	9	19,740	.....	1,574
St. Paul, Minn.—B	√	5	30	19	8,104	44	.....	3	7,470	.....	732
Kansas City, Mo.—P	.....	1	9	.....	.....	8	.....	.....	2,273	51	3
Camden, N.J.—P	.....	1	2	1	1,033	11	.....	1	2,150	216	1,552
Elizabeth, N.J.—B-P	√	1	8	4	1,530	9	.....	1	1,600	59	138
Jersey City, N.J.—P	.....	1	8	12	3,258	18	.....	1	2,662	.....	47
B	.....	1	6	5	1,623	9	.....	1	3,092	.....	48

Newark, N.J.	P.S.		3	27	17	7,720	40			10,109	4	214
	B		3	8	9	2,283	12			10,490	4	304
Paterson, N.J.	P.S.		2	21	11	5,070	27		2	[4] 9,380	[4] 345	[4] 661
	B		1	7	5	1,954	11		1			
Buffalo, N.Y.	P.S.	√	5	36	40	12,213	64		5			
New York, N.Y.	P.S.	√	86	671	817	267,154	1,454		88	310,951		
	B	√	9	36	31	13,911	76		9	26,904		
Rochester, N.Y.	P.S.	√	3	17	16	5,617	30		3	5,937		13
Syracuse, N.Y.	P.S.		5	[5] 50		8,181	44		5			
Akron, Ohio	P.S.		2	13	6	2,657	17		1	1,978		
Canton, Ohio	P.S.		1	14	3	2,862	16			2,195		293
Cincinnati, Ohio	B-P.S.	√	9	57	59	19,906	107		7	22,863		1,489
Cleveland, Ohio	B-P.S.	√	32	180	143	51,732	283		17	77,054		12,987
Columbus, Ohio	P.S.		3	30	27	5,588	34		3	6,320		331
Dayton, Ohio	P.S.		3	31	19	7,788	44		3	5,947	175	250
Toledo, Ohio	P.S.	√	5	32	22	9,324	56		5	10,263	115	2,780
	B	√	1	4	1	666	4		1	2,852	28	428
Youngstown, Ohio	P.S.		2	9	6	2,456	14		3	[4] 8,969	[4] 78	[4] 303
	B	√	1	16	4	1,786	10		1			
Portland, Oreg.	P.S.		1	9	2	2,044	11		1	2,563		11
Erie, Pa.	P.S.	√	1	7	7	2,222	12		1	1,500	84	124
Philadelphia, Pa.	P.S.	√	13	86	87	26,319	140		13			
Reading, Pa.	P.S.	√	2	19	19	5,642	29		1			
Providence, R.I.	P.S.		3	21	12	7,171	39		3	5,971	218	
El Paso, Tex.	B		2	2	4	1,039	6			2,216		62
Norfolk, Va.	P.S.		1	5	8							
Richmond, Va.	P.S.	√	3	15	25	5,807	34		3			
Seattle, Wash.	P.S.	√	6	70	47	20,016	107		3	16,770		
Spokane, Wash.	P.S.		1	9	5	2,117	12		1	2,175		
Tacoma, Wash.	B		2	8	8	1,456	8		2			

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

New Britain, Conn.	P.S.		1	10	6	2,335	13			$1,740	$83	$132
Elgin, Ill.	P.S.		1	5	9	2,233	12		1	1,800		
Evanston, Ill. (District no. 75)	P.S.		1	7	3				1	1,700		1,197
Joliet, Ill.	P.S.		2	11	10	3,454	19		2	4,000	271	284
Rockford, Ill.	P.S.	√	2	17	11	5,218	28	1		3,183	198	46
Rock Island, Ill.	P.S.		2	8	11	2,759	16		2	3,150		390
Springfield, Ill.	P.S.		1	8	4	1,987	11	1		1,550		84

[1] The following additional cities report special schools or classes for blind and partially seeing children, but give no data on enrollment: Long Beach, Calif., Denver, Colo., Aurora, Ill., East Chicago, Ind., Gary, Ind., Indianapolis, Ind., New Orleans, La., Boston, Mass., Chelsea, Mass., Salem, Mass., St. Louis, Mo., Newburgh, N.Y., Steubenville, Ohio, McKees Rocks, Pa., Westchester, Pa., Duryea, Pa., Huntingdon, Pa., Chattanooga, Tenn.

[2] Partially seeing.

[3] Blind.

[4] Both blind and partially seeing.

[5] Includes both boys and girls.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931-32*—Continued

A.—BLIND AND PARTIALLY SEEING—Continued

GROUP II—CITIES OF 30,000 TO 99,999 POPULATION IN 1930—Continued

City		Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
				Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1		2	3	4	5	6	7	8	9	10	11	12
Everett, Mass.	P S.		1	6	6	1,830	10			$1,791	$15	$23
Holyoke, Mass.	P S.		1	6	5	2,062	11			1,967		5
Medford, Mass.	P S.		1	5	7	1,947	11		1	1,740	89	138
Newton, Mass.	P S.		1	6	6	1,779	10		1	1,583		
Battle Creek, Mich.	P S.		1½	6	6	2,158	12		1	2,360		27
Dearborn, Mich (Fordson district)	P S.		1	7	9	2,755	14		1			
Highland Park, Mich.	P S.		1	[5]14		2,498	14		1	1,800	29	104
Jackson, Mich.	B-P S.	√	1	[5]17		2,849	16		2	2,523		197
Muskegon, Mich.	P S.		1	[5]13		2,148	11		1	1,440		165
Saginaw, Mich.	P S.		1	7	10	3,070	16			2,150	36	25
Binghamton, N Y.	P S.		2	5	18	2,963	16	1		3,755		
Jamestown, N.Y.	P S.		1	4	6	1,683	9		1	1,888		
Schenectady, N.Y.	P S.		1	5	8	2,031	11		1	2,175		
Cleveland Heights, Ohio	P S.		2	17	13	5,007	27		2	2,936		
East Cleveland, Ohio	B.-P S.		(6)	3	1							
Hamilton, Ohio	P S.		2	11	11	4,390	24					
Lima, Ohio	P S.	√	1	9	7	2,129	14					
	B.	√	1	6	6	1,777	12			1,200		47
Lorain, Ohio	P S.		1	7	3	2,006	11		1			
Mansfield, Ohio	B.			9	4							
Portsmouth, Ohio	P S.		1	8	8	2,035	12		1	1,641		
Springfield, Ohio	P S.		3	18	16	5,389	29		3	4,860	43	27
Warren, Ohio	P S.		1	7	3	1,655	9		1	1,329		176
Johnstown, Pa.	B.	√	1	7	7	2,449	13			1,900	1	57
Upper Darby, Pa.	P S.			11	10							
Roanoke, Va.	P S.		1	6	6	1,905	10		1			

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

Framingham, Mass	P S		1	9	2					$1,700		
Ferndale, Mich	P S		1	6	5	1,870	11		1			
Ypsilanti, Mich	P S	√	1	6	3	1,353	8		1	2,200		
Hibbing, Minn	P S		1	4	7	1,595	9			2,200		
St. Cloud, Minn	B		1	10	1					1,635		$183
Alliance, Ohio	P S		1	6	9	2,369	13		1	1,467		641
Ashtabula, Ohio	P S		1	5	5	1,670	9		1	1,360	$89	292
Campbell, Ohio	P S		1	3	8	1,812	10		1			
Fremont, Ohio	P S		1	8	6	2,370	13		1	1,521		229
Middletown, Ohio	P S		1	13	11	3,447	19			1,620		142
Sandusky, Ohio	P S		1	11	4	2,473	14		1	1,750		43
Xenia, Ohio	P S		1	4	1				1			

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

Chisholm, Minn	P S		1	4	5				1	$1,400		$438

B.—Deaf and Hard-of-Hearing[7]

GROUP I.—CITIES OF 100,000 POPULATION OR MORE IN 1930

Birmingham, Ala	√	1	3	5	1,186	7		1	$1,530		
Los Angeles, Calif	√	26	[8] 110	104	35,375	190		42	55,055		$1,473
Oakland, Calif		5	20	20	7,252	38			11,204		587
San Diego, Calif	√	1	6	5	1,416	8		1			
San Francisco, Calif	√	6	18	21	7,265	34	1		16,125	$63	266
Chicago, Ill	√	57	232	216	42,252	217		57	126,619	608	819
Peoria, Ill		1	4	3	1,000	5		1	1,696		
Des Moines, Iowa	√		[8] 127								
Kansas City, Kans		1	2	4	700	4		1			
Wichita, Kans		1	5	6	1,712	10					
Louisville, Ky		1	6	7	1,548	9		1	1,694		19
Baltimore, Md	√	4	21	24	7,334	39		4	11,779		150
Boston, Mass	√	21	98	82	30,758	169			58,532	221	3,190
Cambridge, Mass		1	37	30							

[6] Includes both boys and girls.

[8] Same 2 teachers for all types of exceptional children.

[7] The following additional cities report special schools or classes for deaf and hard-of-hearing children: Berkeley, Calif., Glendale, Calif., Long Beach, Calif., Santa Barbara, Calif., South Pasadena, Calif., South San Francisco, Calif., Denver, Colo., Gary, Ind., Dubuque, Iowa, Fall River, Mass., Newton, Mass., Somerville, Mass., Great Falls, Mont., Jersey City, N.J., Montclair, N.J., Lima, Ohio, New Philadelphia, Ohio, Sebring, Ohio, Carnegie, Pa., Duryea, Pa., Easton, Pa., McKees Rocks, Pa., Norristown, Pa., Old Forge, Pa., Rochester, Pa., Beaumont, Tex., Salt Lake City, Utah, Kenosha, Wis.

[8] 282 additional pupils who are hard of hearing are included in general elementary enrollment.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931-32*—Continued

B.—DEAF AND HARD-OF-HEARING—Continued

GROUP I.—CITIES OF 100,000 POPULATION OR MORE IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Lynn, Mass.		2	18	6	3,516	20	.....	1	$3,040	.....	$84
New Bedford, Mass.		2	3	7	2,062	11	.....	1	3,282	$198	65
Springfield, Mass.		2	12	9	3,478	19	.....	1	3,524	74	199
Detroit, Mich.	√	35	[1] 285	.....	45,312	256	1	1	73,962	216	1,720
Flint, Mich.	√	2	6	13	4,513	24	.....	.....	3,918	.....	239
Grand Rapids, Mich.		4	26	18	6,828	36	.....	4	6,416	.....	66
Duluth, Minn.	√	1	2	8	.....	.....	.....	1	1,500	.....	21
Minneapolis, Minn.	√	9	54	36	15,002	80	.....	.....	16,650	.....	746
St. Paul, Minn.	√	3	20	14	5,735	31	.....	.....	5,810	.....	335
Kansas City, Mo.		7	29	21	8,213	43	1	.....	15,048	121	159
St. Louis, Mo.	√	13	32	34	11,842	62	1	1	22,826	124	105
Newark, N.J.		18	68	38	17,177	91	.....	.....	52,254	258	1,065
Paterson, N.J.		2	11	9	3,686	19	.....	2	4,552	77	109
New York, N.Y.	√	53	254	222	78,636	427	1	44	197,177	.....	.....
Rochester, N.Y.	√	2	12	9	4,111	22	.....	2	[2] 4,585	.....	1,613
Syracuse, N.Y.		2	[1] 15	.....	2,565	14	.....	2	.....	.....	.....
Akron, Ohio		3	9	19	3,956	25	.....	3	4,930	.....	.....
Canton, Ohio		2	19	6	4,263	24	.....	.....	3,346	.....	.....
Cincinnati, Ohio	√	9	23	18	6,282	36	1	.....	21,946	10	484
Cleveland, Ohio	√	17	77	62	22,715	124	1	.....	48,578	.....	3,945
Columbus, Ohio	√	3	28	25	9,062	49	.....	1	5,870	67	.....
Dayton, Ohio		6	34	25	9,381	53	.....	.....	9,384	75	385
Toledo, Ohio		4	16	21	5,661	34	1	.....	8,709	36	935
Youngstown, Ohio		1	16	10	4,388	24	.....	1	2,171	.....	248
Tulsa, Okla.		2	11	6	2,478	14	1	.....	3,666	.....	.....
Portland, Ore.		4	24	14	6,570	34	.....	.....	7,380	.....	65
Erie, Pa.	√	2	9	14	3,516	18	1	.....	3,943	31	49
Philadelphia, Pa.	√	13	78	69	21,847	117	.....	.....	.....	.....	.....
Reading, Pa.	√	1	13	6	2,866	15	.....	1	.....	.....	.....
Dallas, Tex.	.....	1	4	5	1,275	7	.....	1	2,072	6	.....

El Paso, Tex		2	13	8	3,339	19			2,676			
Fort Worth, Tex		1	9	3	1,999	11						
Norfolk, Va		1	5	8								
Richmond, Va	√	2	6	6	1,595	10		1				
Seattle, Wash	√	6	29	21	9,016	48			13,926			
Spokane, Wash		3	12	12	3,961	22		3	6,000	26	312	
Takoma, Wash		2	9	11	2,444		2		1,853	36	5	
Milwaukee, Wis	√	17	66	62	21,470	113	1		35,863		216	

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

Fresno, Calif		1	5	4	1,449	8			$1,980		
Pasadena, Calif	√	4	25	13	5,649	32					
Sacramento, Calif	√	2	13	4	2,950	17	1		4,080		$112
Decatur, Ill		1	2	3	718	4		1	1,516		9
Elgin, Ill		[10] ½	5	3				1	1,000		
Evanston, Ill. (District no. 75)		1	2	6				1	2,137		
Moline, Ill		1	6	4	1,437	8			1,795		20
Rockford, Ill	√	2	14	13	4,569	24	1		3,183	$198	46
Davenport, Iowa	√	3	10	8	2,733	14			5,000		18
Sioux City, Iowa		2	4	12				2	3,330		
Topeka, Kans.[11]		1	2	4				1			
Everett, Mass		1	30	21					1,080		3
Waltham, Mass		1	29	17				8	720		25
Battle Creek, Mich		½	12	8	2,326	13			675	27	43
Bay City, Mich	√	1	8	1	1,328	7		1	1,800		113
Dearborn, Mich. (Fordson district)		1	6	7	2,134	11		1			
Jackson, Mich	√	2	[5] 23		3,114	18		1	4,115		7
Kalamazoo, Mich		1	[5] 7		1,624	9		1	1,860		942
Lansing, Mich		2	7	7	3,035	16		1	3,643		553
Muskegon, Mich		1	[5] 10		1,620	9		1	1,741		130
Saginaw, Mich		1	5	7	2,174	12			1,700		109
Lincoln, Nebr	√	2	13	3	2,372	13		1	2,538	13	50
Bayonne, N.J		2	4	6	1,869	10		1			
Schenectady, N.Y		1	3	8	1,872	10		1	1,825		
White Plains, N.Y		1	[5] 40					1	1,000		50
East Cleveland, Ohio		[12]	2	2							
Hamilton, Ohio		1	4	5	1,611	9					
Mansfield, Ohio			6	3							
Springfield, Ohio		1	2	8	1,564	8		1	1,530	7	4
Warren, Ohio		2	5	6	1,700	9		1	3,194		217
Upper Darby, Pa			19	8							
Charleston, S.C		1	[5] 95						1,074		
Everett, Wash		2	11	10	2,805	16		1	2,483	5	4
Huntington, W.Va		2	7	9	1,200	7			[13] 4,150		52

[5] Includes both boys and girls.
[9] $12,562 additional salaries for teachers of lip-reading.
[10] Half-day only; also instructs speech defectives
[11] Special instruction discontinued at end of first term.
[12] Same teacher for all
[13] Includes instruction of speech defectives.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931–32*—Continued

B.—DEAF AND HARD-OF-HEARING—Continued

GROUP II—CITIES OF 30,000 TO 99,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Green Bay, Wis.		4	14	9	4,068	22	1		$6,425		$18
La Crosse, Wis.	√	2	9	5	2,284	12			3,400		689
Madison, Wis.	√	3	12	10	3,473	20		3	5,680		65
Oshkosh, Wis.		2	8	5	2,400	12			3,718		22
Racine, Wis.		2	2	4	1,561	8			3,413		33
Sheboygan, Wis.		2	2	10	2,052	11			3,000		15
Superior, Wis.		2	6	9	2,652	14			5,105		71

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

Eureka, Calif.		1	4	4	1,094	6		1	$2,000		$250
Ferndale, Mich.		1	6	5	1,870	11		1			
Ironwood, Mich.		1	6	3	1,585	8			2,150		102
Traverse City, Mich.		1	6	2	1,110	6			1,300		
Ypsilanti, Mich.	√	1	5	1	913	5		1	2,000		
Rochester, Minn.		5	29	21	8,667	48	1		8,563	$30	25
St. Cloud, Minn.		1	6	3					1,395		311
Virginia, Minn.		1	5	0	912	6		1	1,650		66
Gloversville, N.Y.		1	2	6	1,198	6		1	2,400	15	25
Elyria, Ohio		1	6	2	1,686	9		1	1,900	25	
Sandusky, Ohio		1	4	5	1,331	8		1	2,050		4
Appleton, Wis.		1	7	2	1,368	8			2,000		
Eau Claire, Wis.	√	4	10	12	3,366	19			6,047		91
Fond du Lac, Wis.		1	4	5	1,367	7		1	1,725		
Manitowoc, Wis.	√	1	2	4	1,088	5		1	1,300		
Marinette, Wis.	√	1	5	3	1,356	7		1	1,600		
Stevens Point, Wis.		2	8	9		15		2	3,350		450
Wausau, Wis.		2	12	4	2,265	13			3,055	8	1,035

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

Orange, Calif.		1	3	4	889	5	1		$1,800		$150
Huntingdon, Pa.		1	3	2							
Antigo, Wis.		2	4	7	2,417	13	1		3,475	$48	205
New London, Wis.		1	2	4	1,032	6			1,300		639
Wisconsin Rapids, Wis.		1	4	7	981	5		1	1,350		396

C.—Mentally Deficient[14]

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

Birmingham, Ala.	√	13	147	70	31,500	178		13	$25,313		
Long Beach, Calif.		2½	[5] 37				1		4,599		$447
Los Angeles, Calif.	√	137	1,371	897	385,667	2,073	9	37	194,035		10,953
San Diego, Calif.	√	2	16	1	3,069	17		2			
San Francisco, Calif.	√	8	104	36	23,640	121			22,926	$26	528
Bridgeport, Conn.	√	23	275	147				23	50,010		2,451
Hartford, Conn.		9	84	144	14,141	79	1		16,082		665
New Haven, Conn.	√	31	76	113	31,092	174					
Wilmington, Del.	√	10	93	46			5				
Washington, D.C.		33	341	227	76,718	428	2	21	58,400		1,139
Jacksonville, Fla.			168	101							
Atlanta, Ga.	√	25	310	180	62,336	346			39,500		
Chicago, Ill.	√	206	2,864	1,216	750,771	3,850		206	421,931		11,416
Evansville, Ind.[15]			294	144	67,586	360					
Fort Wayne, Ind.		21	170	115	22,833	129	1				
Des Moines, Iowa	√	12½	333	176	78,665	446		15			
Kansas City, Kans.		5	78	40	16,625	95		5			
Wichita, Kans.		4	41	40	13,502	76			9,254		
Louisville, Ky.		15	208	70	36,636	213		8			
Baltimore, Md.	√	101	1,641	697	315,001	1,658	1	100	161,734	1,433	5,094
Cambridge, Mass.	√	15	91	60	20,708	124		12			
Fall River, Mass.	√	19	281	171	56,019	305			25,568		
Lowell, Mass.	√	9	85	30			9				
Lynn, Mass.		22	196	84	47,712	268	1	7	44,563		1,510
New Bedford, Mass.	√	10	88	60	20,625	110		9	16,708	8	250
Somerville, Mass.		8	57	40	14,587	83		8	11,992	14	159
Springfield, Mass.		19	254	124	61,620	341		19	44,664	918	2,746
Detroit, Mich.	√	147	[6] 3,609		575,250	3,250	6		330,510	4,009	8,204
Flint, Mich.	√	14	168	110	46,423	248					

[5] Includes both boys and girls.

[14] The following additional cities report special schools or classes for mentally deficient children but give no data on enrollment: Denver, Colo., East Hartford, Conn., New London, Conn., Peoria, Ill., Richmond, Ind., Marshalltown, Iowa, Ottumwa, Iowa, Kingman, Kans., Boston, Mass., Chelsea, Mass., Malden, Mass., Milford, Mass., Northampton, Mass., Pittsfield, Mass., Westfield, Mass., Northville, Mich., Wyandotte, Mich., Little Falls, Minn., Lyndhurst, N.J., Millville, N.J., North Plainfield, N.J., Newburgh, N.Y., Scarsdale, N.Y., Brentwood, Pa., Duryea, Pa., Hanover, Pa., Wilkes-Barre, Pa., Amarillo, Tex., Salt Lake City, Utah, Norfolk, Va., Charleston, W.Va., Shorewood, Wis.

[15] Includes socially maladjusted children.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931—32*—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Grand Rapids, Mich.	√	28	314	190	80,204	425	1	17	$40,036	.....	$667
Duluth, Minn.	√	26	240	163	.....	.....	.....	25	42,782	.....	1,190
Minneapolis, Minn.	√	58	569	323	142,109	758	.....	40	116,809	.....	8,122
St. Paul, Minn.	√	37½	339	203	91,205	493	1	14	65,846	.....	1,717
Kansas City, Mo.	√	26	401	278	95,107	498	.....	.....	.....	.....	.....
St. Louis, Mo.	√	39	429	193	104,857	549	.....	.....	65,548	$548	1,673
Omaha, Nebr.	.....	10	133	60	33,215	182	.....	10	16,049	.....	114
Camden, N.J.	.....	10	111	28	23,991	130	.....	.....	20,600	.....	640
Elizabeth, N.J.	√	3	19	9	4,388	25	.....	3	4,904	.....	380
Jersey City, N.J.	√	15	174	65	38,056	210	.....	15	41,983	.....	777
Newark, N.J.	√	81	839	479	234,844	1,242	4	.....	213,746	369	6,865
Paterson, N.J.	√	16	172	128	32,242	178	.....	13	46,416	42	2,402
Trenton, N.J.	√	20	331	204	62,980	340	.....	11	60,334	195	3,177
Albany, N.Y.	√	9	80	97	21,384	115	.....	9	.....	.....	.....
Buffalo, N.Y.	√	112	1,478	494	261,224	1,392	6	38	.....	.....	.....
New York, N.Y.	√	463	5,324	3,427	1,496,725	8,147	.....	467	1,573,267	.....	.....
Rochester, N.Y.	√	58	712	453	194,627	1,041	2	40	[16] 143,752	.....	.....
Syracuse, N.Y.	.....	6	[1] 108	.....	15,318	85	.....	6	.....	.....	.....
Utica, N.Y.	.....	6	[1] 116	.....	18,624	99	.....	6	11,055	.....	930
Yonkers, N.Y.	√	17	174	126	43,057	230	.....	17	.....	.....	.....
Akron, Ohio	.....	5	59	35	14,198	89	.....	2	7,043	.....	.....
Cincinnati, Ohio	√	51	652	387	172,818	988	1	34	130,247	19	1,418
Cleveland, Ohio	√	84	1,227	961	320,787	1,953	.....	.....	187,161	.....	9,524
Columbus, Ohio	√	9	18	57	9,495	52	1	.....	.....	.....	.....
Toledo, Ohio	√	29	401	193	89,411	537	.....	29	58,898	48	1,795
Youngstown, Ohio	.....	20	274	153	62,077	342	2	11	30,797	.....	1,467
Tulsa, Okla.	√	11	171	80	25,208	142	1	1	25,426	.....	.....
Portland, Oreg.	√	29	333	173	98,537	516	.....	29	66,076	.....	512
Erie, Pa.	√	19½	203	105	58,022	295	.....	20	38,359	114	1,710
Philadelphia, Pa.	√	405½	6,063	2,580	1,302,049	6,937	4	338	.....	.....	.....

Pittsburgh, Pa	√	32	421	170	110,341	551					
Reading, Pa	√	8	93	52	21,869	111	1	2			
Scranton, Pa		9	109	62	30,489	157		9	13,200		1,560
Providence, R.I		26	254	205	79,279	435	2	22	55,377	421	
Dallas, Tex		7	83	45	12,572	73	1	6	7,472	63	79
El Paso, Tex		1	16	6	3,814	21					
Richmond, Va	√	15	250	103	45,805	259		13			
Seattle, Wash	√	49½	781	382	181,631	971			109,511		
Spokane, Wash	√	8	102	43	19,792	110	1	2	17,593	118	311
Tacoma, Wash		13	209	98	40,343	221		13	17,978	162	365
Milwaukee, Wis	√	9	165	89	34,580	182		9	15,745		1,181

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

Tucson, Ariz		1	11	1	1,938	11		2			
Pasadena, Calif	√	1	3	2	202	1			$3,300		
Sacramento, Calif	√	12	92	57	25,969	135	1		25,380		$821
Santa Monica, Calif		4	49	31	13,428	74		4	7,746		
Pueblo, Colo. (District no. 1)		3	34	17	8,069	45					
Meriden, Conn		2	21	23	6,035	34	1		4,117		19
New Britain, Conn [17]		3	30	21	6,469	36			4,540	$134	884
Norwich, Conn		2	21	4	3,809	21			3,160		
Norwalk, Conn		2	22	18		34	1				
Stamford, Conn		7	73	36	16,442	93			16,165		
Waterbury, Conn		5	75	18	12,524	71		5	11,950		251
Bloomington, Ill		2	21	10	3,928	21		2			
Cicero, Ill	√	6	45	21					11,300		1,859
Danville, Ill		4	40	24	9,485	52			4,168		223
Elgin, Ill		2	23	10	5,435	30		2	3,500		
Maywood, Ill	√	4	40	45				4	6,000	255	130
Moline, Ill		1	9	6	2,148	11			1,937		12
Oak Park, Ill		3	16	15	3,583	27					
Rockford, Ill	√	10	124	53	33,603	160			10,998	20	98
East Chicago, Ind	√	8	100	92				6	14,820		1,103
Cedar Rapids, Iowa		3	27	16	6,868	36	1		5,071		109
Davenport, Iowa	√	7	87	37	20,647	107					
Dubuque, Iowa [18]	√	4	49	33	14,425	75			7,722	6	70
Sioux City, Iowa	√	11	132	58				11	20,270		76
Waterloo, Iowa (East side)		3	33	16	7,305	41					
Waterloo, Iowa (West side)		2	16	18	5,292	28	2				
Topeka, Kans		7	62	33				7			
Covington, Ky		2	37	10	5,067	27					
Lexington, Ky		3	53	31				3	3,900		
Portland, Maine	√	4	61	22	11,470	62		4	5,000	33	192
Arlington, Mass	√	9	79	51	19,865	110		6	16,939	472	2,317

[5] Includes both boys and girls.
[16] Includes "mentally backward and prevocational."
[17] There is an additional school with 7 teachers for "backward children."
[18] Includes figures for speech-defective and ungraded pupils.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931-32*—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Brookline, Mass.		2	11	16	3,580	20		2			
Chicopee, Mass.		8	77	45	18,665	104					
Fitchburg, Mass.		2	16	9	4,128	23	1	1	$3,495	$12	$430
Holyoke, Mass.		8	82	44	21,295	116			13,638		343
Medford, Mass.	√	9	71	42	20,417	115			14,782	91	273
Newton, Mass.	√	6	60	48	16,892	93	1	3	12,287	29	42
Quincy, Mass.		9	91	39	21,671	119		8	17,163		
Salem, Mass.		6	67	31	15,249	87	1		11,952		
Taunton, Mass.		6	52	33					9,600		
Waltham, Mass.		10	65	109	24,195	132	1		18,250	103	600
Watertown, Mass.			[5] 58					7			
Battle Creek, Mich.		8	125	67	32,062	178		4	12,493		30
Bay City, Mich.	√	8	91	29	19,434	110		8	11,585		467
Dearborn, Mich.			[5] 31						3,450		
Dearborn, Mich. (Fordson district)	√	10	122	49	24,043	124		10	18,581		991
Highland Park, Mich.	√	8	[5] 109		20,055	111			16,752	481	1,571
Jackson, Mich.	√	17	[5] 326		61,484	357	1	12			
Kalamazoo, Mich.	√	10	[5] 158		24,218	132		10	17,721		
Lansing, Mich.	√	10	104	49	30,545	167		8	17,526		
Muskegon, Mich.		8	[5] 181		37,367	197		7	11,909		
Pontiac, Mich.		6	87	45				6			
Port Huron, Mich.		1	17	11				1			
Saginaw, Mich.		8	93	37	23,035	124					
St. Joseph, Mo.		6	73	31	17,888	101			8,737		1,050
Springfield, Mo.		6	70	27	15,949	90					
Butte, Mont.	√	3	40	11	8,627	48					
Lincoln, Nebr.	√	3	44	19	8,684	49		3			
Manchester, N H.		6½	35	17		45					
Nashua, N H.		4	54	33	12,742	70		4			
Atlantic City, N.J.	√	9	91	32	18,432	100	2		22,390		814

[illegible]			8	76	33	18,866	97	1		27,737		679
[illegible]			4	23	11	5,289	28	1		9,293	115	326
[illegible]	√		7	69	25	15,514	85		8	19,272	1	
[illegible]			2	19	5	2,966	11			5,850		421
Hoboken, N.J.			9	68	47	18,488	103		9	26,219		766
New Brunswick, N.J.			4	29	24	8,438	46		4	10,426		242
North Bergen, N.J.			1	6	7				1	1,575		109
Orange, N.J.			4	42	19	9,924	55			10,600	2	29
Passaic, N.J.	√		8	89	35	19,636	111	2		24,173	49	532
Perth Amboy, N.J.			2	28	9	5,788	33		2			
Plainfield, N.J.			6	72	35	16,557	89	1		15,054	66	633
Union City, N.J.			5	49	34	14,464	76		5	14,554	71	431
West New York, N.J.			3	31	10	6,776	36		3	7,650		
Amsterdam, N.Y.			2	42	13	6,437	35		2			
Auburn, N.Y.			4	44	20	10,719	58			5,886		
Binghamton, N.Y.	√		12	150	110	31,616	168			29,982		
Elmira, N.Y.	√		6	63	34	14,097	74	1		12,725		193
Jamestown, N.Y.			7	73	50	18,242	97		5	13,535		
New Rochelle, N.Y.	√		2	25	11	5,146	28		2			
Niagara Falls, N.Y.	√		13	190	175	45,323	240		13			
Poughkeepsie, N.Y.			6	[1] 153		20,442	116		6			
Rome, N.Y.			3	37	13	6,749	37			5,351		
Schenectady, N.Y.	√		17	165	100	33,307	181	1		35,614		500
Troy, N.Y. (Lansingburgh district)			2	[1] 36		5,706	30		2	3,600		
Troy, N.Y. (Union district)			2	29	7	6,103	33			4,600	70	316
Watertown, N.Y.			4	[1] 60		9,460	52		4			
White Plains, N.Y.			5	49	26	10,003	57	1		14,590	107	1,602
Asheville, N.C.			1	14	2	1,980	11					
Charlotte, N.C.	√		7	118	58	28,620	159			[2] 17,802		455
Cleveland Heights, Ohio	√		3	20	14	5,430	30	1		4,937		
East Cleveland, Ohio				16	9	4,064	24		1	4,480		
Hamilton, Ohio				12	2	2,338	13					
Lakewood, Ohio	√		8	95	46	23,287	129		7	16,606		508
Lima, Ohio	√		7	100	43	18,513	123			8,840		33
Lorain, Ohio			3	43	26	10,567	59		3			
Mansfield, Ohio				61	26							
Marion, Ohio			1	14	1	2,088	13	1		1,262		30
Norwood, Ohio			1	13		2,385	12		1			
Springfield, Ohio			5	64	20	14,662	79		5			
Steubenville, Ohio			3	42	20							
Warren, Ohio			10	121	83	30,718	163		9			
Muskogee, Okla.			1	10	10	2,342	14		1			
Allentown, Pa.			11	155	55	34,653	185					
Bethlehem, Pa.			4	36	12	8,685	45					
Chester, Pa.	√		9	98	48	26,045	137	2				
Harrisburg, Pa.	√		7	54	32	16,550	88		7	14,255		661
Johnstown, Pa.	√		4	32	15	8,021	44			9,100	233	290
Lancaster, Pa.	√		6	78	33	16,247	91			9,654	60	814
Lower Merion, Pa.			1	11	3	2,462	12					

[1] Includes both boys and girls.
[2] Includes socially maladjusted children.

----------	----------	8	76	33	18,366	97	1	----------	27,737	----------	679
East Orange, N.J.	----------	4	23	11	5,289	28	1	----------	9,293	115	326
Hoboken, N.J.	√	7	69	25	15,614	85	----------	8	19,272	1	----------
Kearny, N.J.	----------	2	19	5	2,060	11	----------	----------	5,850	----------	421
Montclair, N.J.	----------	9	68	47	18,488	103	----------	9	26,219	----------	766
New Brunswick, N.J.	----------	4	29	24	8,438	46	----------	4	10,426	----------	242
North Bergen, N.J.	----------	1	6	7	----------	----------	----------	1	1,575	----------	109
Orange, N.J.	----------	4	42	19	9,924	55	----------	----------	10,600	2	29
Passaic, N.J.	√	8	89	35	19,636	111	2	----------	24,173	49	532
Perth Amboy, N.J.	----------	2	28	9	5,788	33	----------	2	----------	----------	----------
Plainfield, N.J.	----------	6	72	35	16,557	89	1	----------	15,054	66	633
Union City, N.J.	----------	5	49	34	14,464	76	----------	5	14,554	71	431
West New York, N.J.	----------	3	31	10	6,776	36	----------	3	7,650	----------	----------
Amsterdam, N.Y.	----------	2	42	13	6,437	35	----------	2	----------	----------	----------
Auburn, N.Y.	----------	4	44	20	10,719	58	----------	----------	5,886	----------	----------
Binghamton, N.Y.	√	12	150	110	31,616	168	----------	----------	29,982	----------	----------
Elmira, N.Y.	√	6	63	34	14,097	74	1	----------	12,725	----------	193
Jamestown, N.Y.	----------	7	73	50	18,242	97	----------	5	13,535	----------	----------
New Rochelle, N.Y.	√	2	25	11	5,146	28	----------	2	----------	----------	----------
Niagara Falls, N.Y.	√	13	180	175	45,323	240	----------	13	----------	----------	----------
Poughkeepsie, N.Y.	----------	6	[3] 153	----------	20,442	116	----------	6	----------	----------	----------
Rome, N.Y.	----------	3	37	13	6,749	37	----------	----------	5,351	----------	----------
Schenectady, N.Y.	√	17	165	100	33,307	181	1	----------	35,614	----------	500
Troy, N.Y. (Lansingburgh district)	----------	2	[4] 36	----------	5,706	30	----------	2	3,600	----------	----------
Troy, N.Y. (Union district)	----------	2	29	7	6,103	33	----------	----------	4,600	70	316
Watertown, N.Y.	----------	4	[5] 60	----------	9,460	52	----------	4	----------	----------	----------
White Plains, N.Y.	----------	5	49	26	10,003	57	1	----------	14,590	107	1,602
Asheville, N.C.	----------	1	14	2	1,980	11	----------	----------	----------	----------	----------
Charlotte, N.C.	√	7	118	58	28,620	159	----------	----------	[15] 17,802	----------	455
Cleveland Heights, Ohio	√	3	20	14	5,430	30	1	----------	4,937	----------	----------
East Cleveland, Ohio	----------	----------	16	9	4,084	24	----------	1	4,480	----------	----------
Hamilton, Ohio	----------	----------	12	2	2,338	13	----------	----------	----------	----------	----------
Lakewood, Ohio	√	8	95	46	23,287	129	----------	7	16,606	----------	508
Lima, Ohio	√	7	100	43	18,513	123	----------	----------	8,840	----------	33
Lorain, Ohio	----------	3	43	26	10,567	69	----------	3	----------	----------	----------
Mansfield, Ohio	----------	----------	61	26	----------	----------	----------	----------	----------	----------	----------
Marion, Ohio	----------	1	14	1	2,088	13	1	----------	1,262	----------	30
Norwood, Ohio	----------	1	13	----------	2,385	12	----------	1	----------	----------	----------
Springfield, Ohio	----------	5	64	29	14,662	79	----------	5	----------	----------	----------
Steubenville, Ohio	----------	3	43	20	----------	----------	----------	----------	----------	----------	----------
Warren, Ohio	----------	10	131	83	30,718	163	----------	9	----------	----------	----------
Muskogee, Okla.	----------	1	10	10	2,342	14	----------	1	----------	----------	----------
Allentown, Pa.	----------	11	158	55	34,653	185	----------	----------	----------	----------	----------
Bethlehem, Pa.	----------	4	36	12	8,655	45	----------	----------	----------	----------	----------
Chester, Pa.	√	9	98	40	26,045	137	2	----------	----------	----------	----------
Harrisburg, Pa.	√	7	54	32	16,550	88	----------	7	14,255	----------	661
Johnstown, Pa.	√	4	32	15	8,021	44	----------	----------	9,100	233	290
Lancaster, Pa.	√	6	78	33	15,247	91	----------	----------	9,654	60	814
Lower Merion, Pa.	----------	1	11	3	2,462	12	----------	----------	----------	----------	----------

[3] Includes both boys and girls.
[15] Includes socially maladjusted children.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931–32*—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
McKeesport, Pa		3	24	12	6,318	35	2		$5,420		$369
Upper Darby, Pa			6	1							
Williamsport, Pa		3	33	16	8,897	45	3		5,600	$88	54
York, Pa		5	39	19	11,682	65			8,600		
Cranston, R I		3	33	6	5,917	33		2	4,243	34	109
Charleston, S C		6	81	24	14,418	81		6	6,692		
Lynchburg, Va		3	42	21	8,965	49		3	4,070	20	268
Newport News, Va		1	10	6	2,162	12		1			
Portsmouth, Va		2	30	10	6,039	33		2	3,125		
Bellingham, Wash	√	6	107	36	14,577	81		6	8,790		82
Everett, Wash	√	8	84	58	19,209	106		8	10,777		264
Wheeling, W Va (City district)		3	32	14	5,984	34		3	4,410		188
Green Bay, Wis	√	2½	24	16	5,219	28	1		4,600		
Kenosha, Wis	√	5	50	29	12,315	67	1				
La Crosse, Wis	√	5	47	31	10,512	56			7,200		1,155
Madison, Wis	√	5	59	47	14,423	82	1	2	11,000		1,357
Oshkosh, Wis		4	24	28	6,467	34			6,200		85
Racine, Wis		4	45	17	10,672	56	1		7,814		249
Sheboygan, Wis		4	36	32	9,840	53		4	5,498		220
Superior, Wis		6	41	32	11,990	66	1		12,405		338
West Allis, Wis		4	34	19	9,248	50		4	11,758		

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

Middletown, Conn		1	16		1,995	11		1	$1,800		$50
Naugatuck, Conn		1	9	8	2,707	15		1	1,700		408
Stratford, Conn		9	89	60	22,606	126		9	14,900	$300	700
Torrington, Conn		3	39	12	7,993	45		3	5,700		101

West Hartford, Conn.		2	21	17	6,139	36		2	4,740			
West Haven, Conn.		4	60	28	10,527	59		4	7,500			250
Chicago Heights, Ill.		3½	46	28	10,113	60		4	4,340	25		50
Streator, Ill.		1	13	3	2,502	13		1	1,250			
Bloomington, Ind.		6½	67	41			1					
Michigan City, Ind.		3	29	14	8,118	45		2				
Ames, Iowa		1	10	4	1,978	11	1					
Fort Dodge, Iowa		1	9	4					1,589			
Mason City, Iowa		4	52	45	10,917	62						
Henderson, Ky.		1	11	3	1,957	11		1	1,950			
Adams, Mass.		1	7	4	1,803	10			1,400			
Amesbury, Mass.		1	4	7	1,834	10			900			
Attleboro, Mass.		2	25	6	4,955	27		2	3,150			85
Belmont, Mass.		4	34	19	8,688	49		4	6 750	70		120
Danvers, Mass.		2	21	8			1		3,050			
Dedham, Mass.		1	[1] 13					1	1,700			
Easthampton, Mass.		1	6	4								
Fairhaven, Mass.		1	15	5	2,840	15	1	1	1,400	39		23
Framingham, Mass.		1	9	2					1,800			
Gloucester, Mass.	√	3	30	18	7,929	47	1	1	4,850			
Greenfield, Mass.		2	21	12	5,395	31			3,100			
Melrose, Mass.		3	30	16	6,984	39		3	4,875			
Methuen, Mass.		1	13	4	2,705	15	1					
Milton, Mass.		1	9	3	1,426			1	2,000			
Natick, Mass.		2	22	7	4,333	24		2	3,400	30		90
Newburyport, Mass.		2	24	4	4,199	24		2	2,800			
North Adams, Mass.		8	69	63	20,458	116		8	11,350			200
Norwood, Mass.		3	31	13	6,926	38		3				
Plymouth, Mass.		2	21	9	5,130	28	1		3,500	6		104
Saugus, Mass.		2	14	8	3,469	20		2	2,300			
Wakefield, Mass.		3	27	4	6,662	37		1	4,400			
Wellesley, Mass.		1	4	1	529	3		1	1,940			
Weymouth, Mass.		2	19	15	4,442	25		1	3,300			250
Winchester, Mass.		3	36	12								
Woburn, Mass.		3	39	5	7,151	40		3				
Ann Arbor, Mich.		1	18	4	3,213	19		1	2,450			21
Escanaba, Mich.		1	[1] 21		2,935	18		1	1,525			
Holland, Mich.		2	37	7		40						
Marquette, Mich.		1	6	11	3,299	18		1	1,800			
Owosso, Mich.		2	25	7	4,917	30			2,518			
Royal Oak, Mich.		2	21	14	5,780	33		2				
Ypsilanti, Mich.	√	2	29	9	5,978	35		2	4,250			
Austin, Minn.		4	44	21	9,565	53			6,550			160
Brainerd, Minn.		2	19	12	3,956	22		2	2,800			
Faribault, Minn.		3	20	14	5,093	28		3	4,800	33		345
Hibbing, Minn.		7	80	30	15,187	85			16,150			
Mankato, Minn.		3	31	21	6,095	45			4,475			44
South St. Paul, Minn.		4	45	11								
Virginia, Minn.		6	31	23	9,506	50		6	10,619			361
Great Falls, Mont.[19]		4	27	32	8,424	46		4				

[1] Includes both boys and girls.

[19] Figures include special class for Indians.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931-32*—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Concord, N.H.		1	8	10	2,406	14		1			
Portsmouth, N.H.		2	30	17	7,631	43		2	$2,350	$50	$50
Asbury Park, N.J.		2	21	10		25					
Cranford, N.J.		2	23	4	3,940			1	4,920		75
Endicott, N.J.		2	22	11	5,299	28		2	2,820		
Englewood, N.J.		3			7,466	44			7,300	150	400
Gloucester, N.J.		2	25	7	4,829	26		2	3,150	23	253
Long Branch, N.J.		3	30	17	7,036	40		3	6,405	75	100
Nutley, N.J.		2	17	18				2			
Phillipsburg, N.J.		2	24	5	3,556	22	1		3,675		
Pleasantville, N.J.		1	17		2,393	13			1,800		
Rahway, N.J.	√	5	43	26	12,333	71		5			
Red Bank, N.J.		2	20	4		20			4,200		
Summit, N.J.		1	[1]15		2,507	14		1	2,050	19	136
Vineland, N.J.		3	23	24	7,861	41	1		5,410		
Weehawken, N.J.			9	2	1,316	7		1			
West Orange, N.J.		2	13	11	3,737	21		2	3,900	111	221
Westfield, N.J.		2	13	18	4,372	24		2	4,250		
Batavia, N.Y.	√	3	[1]57		7,623				5,662		
Beacon, N.Y.		2	[1]37		4,959						
Cohoes, N.Y.		1	[1]15						1,700		
Corning, N.Y. (District no 9)		2	[1]25		3,970	20			3,375		
Cortland, N.Y.		1	[1]20		2,910	15			1,800		
Freeport, N.Y.		2	[1]36		5,763	31			4,300		
Fulton, N.Y.		1	[1]18		2,641	14			1,227		
Geneva, N.Y.		2	18	19	5,644	30		2	3,550		
Glens Falls, N.Y.		1	9	2	1,352	7		1	2,115		
Gloversville, N.Y.		3	31	22	7,320	40		3	5,625	50	94
Hudson, N.Y.		2	27	18	5,771	31		2	3,075		
Ithaca, N.Y.	√	2	22	12	5,288	28		2	4,275		7

Johnstown, N.Y.		1	7	6	1,807	10			1,305		
Kenmore, N.Y.		1	[1]10		1,464	8			1,890		
Kingston, N.Y.		1	[1]15		1,901	11		1	1,845	8	116
Lockport, N.Y.		2	19	14	6,093	27		2	4,300		
Mamaroneck, N.Y.		1	[1]17		2,423	13		1	3,000		
Middletown, N.Y.		2	21	10	4,377	24		2	3,158		12
North Tonawanda, N.Y.		2	26	14	5,825				3,875		250
Ogdensburg, N.Y.		3	40	21	9,977	53		3	4,800	50	500
Olean, N.Y.		2	17	16	4,907	26		2	4,394		
Oneida, N.Y.		2	22	17	5,341	29		2	3,125		
Pelham, N.Y.		1	9	3	1,677	10		1			
Plattsburg, N.Y.		1	18	17	2,999	16		1	1,792		
Rensselaer, N.Y.		1	[1]6		1,049	5			1,850		
Saratoga Springs, N.Y.		2	20	12	4,212	23		2	3,722		
Fargo, N. Dak.		4	32	14	7,080	39		4			
Ashland, Ohio		4	52	25		73			4,775		
Cambridge, Ohio		1	16	6	2,362	14			1,500		
Campbell, Ohio		2	21	17	6,018	28		2			
Elyria, Ohio		2	20	8	4,668	26		1	3,750		
Fremont, Ohio		2	19	11	5,672	31		2	2,797		294
Lancaster, Ohio		1	[1]15						1,080		
Massillon, Ohio		1	25	7	4,609	26			2,185		
Parma, Ohio		2	22	9	5,196	30		2	3,100	472	210
Piqua, Ohio		2	26	7	4,673	26		2	2,600	25	175
Shaker Heights, Ohio	√	2	15	18	5,210	28		2	5,950		
Xenia, Ohio		2	21	7		23		2			
Medford, Oreg.	√	½	4	6	1,297	7		1	648		220
Salem, Oreg.		4	28	34			1				
Abington, Pa.		2	20	9	4,162	22		2	3,250	240	100
Ambridge, Pa.		4	48	25	11,787				6,090		
Arnold, Pa.		1	12	4	2,848	16		1	1,700	25	38
Beaver Falls, Pa.			17	8							
Carnegie, Pa.			35	8							
Clairton, Pa.		1	13	3	2,021	11		1	1,895	25	75
Coatsville, Pa.		2	32	6					3,600		
Conshocken, Pa.		1	15	3							
Donora, Pa.		5	51	26	12,619	70		5	7,400	180	200
Dunmore, Pa.		1	18		2,226	17			980		
Elwood City, Pa.		1	13	5	3,060	17		1	1,400	25	75
Franklin, Pa.		1	18	5	3,727	21			1,500		
Haverford, Pa.		1	13	3	2,100	11			2,100		
Homestead, Pa.		1	20	9	3,720	20		1			
Latrobe, Pa.		1	14	4	3,110	17		1			
Lebanon, Pa.		2	25	5	5,848	30	2		3,300		175
McKees Rocks, Pa.			11	3							
Meadville, Pa.		1	10	8		15		1	1,550	35	15
Monessen, Pa.			42	12		54					
New Kensington, Pa.		1	12	6	2,796		1		1,775		100
Oil City, Pa.		1	14	8	3,462	21		1	2,000		

[1] Includes both boys and girls.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931-32*—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Old Forge, Pa.			15	5							
Phoenixville, Pa.			18	8							
Pittston, Pa.			3	2							
Sunbury, Pa.			[1] 15								
Tamaqua, Pa.		2	20	9	6,669	35		2	$3,400		
Waynesboro, Pa.		1	7	9	1,980	11		1	1,500		$200
West Chester, Pa.			17	6							
Wilkinsburg, Pa.		1	14	5	2,723	15		1	2,100	$36	105
Bristol, R.I.		4	60	18	13,011	71		4			
North Providence, R.I.		4	58	38	12,177	67		4	4,800		
Westerley, R.I.		1	12	4	2,839	16			1,500		
Spartanburg, S.C.		4	54	25	12,639	72		4			
Petersburg, Va.		2	31	12				2			
Winchester, Va.		3	43	30	9,505	52		2	3,478	45	75
Aberdeen, Wash.		2	15	12	4,307	24	1		2,940		
Bremerton, Wash.		5	72	40	16,370	91	1		7,380		
Longview, Wash.		2	15	8	2,805	16		1	2,250		
Vancouver, Wash.		2	35	9	5,864	33			2,880		
Appleton, Wis.		2	24	14	5,018	29			3,500		138
Ashland, Wis.		1	10	8	1,921	11		1	1,550	16	28
Beloit, Wis.		2	23	12	4,984	27			3,025	6	941
Cudahy, Wis.		1	11	6	2,734	14		1	1,700		
Eau Claire, Wis.	√	4	39	22	9,103	52			4,980		154
Fond du Lac, Wis.		4	36	29	9,051	55		4	6,100	32	198
Janesville, Wis.		2	22	10	5,159		1				
Manitowoc, Wis.	√	3	27	41	9,793	51		1	4,450		
Marinette, Wis.	√	2	31	12	6,502	35		2	3,225		
South Milwaukee, Wis.		1	12	4	2,562	14		1	1,665		165
Stevens Point, Wis.		2	28	27	8,508	46		2	2,700		240

Watertown, Wis.		1	13	3	2,726	14		1	1,500		
Waukesha, Wis.		2	18	8	5,142	28			3,005		223
Wausau, Wis.		2	28	11	4,478	24			3,202	54	8

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

Rockville, Conn.		1	12	2	1,992	11		1	$1,300	$40	$112
Southington, Conn.		2	21	24	5,321	30		2	3,088	75	225
Winchester, Conn.		1	13	5	2,328	16		1	1,400		
Brazil, Ind.		1	11	12	3,600	20		1			
Columbus, Ind.		1	17	4	3,130	17		1	1,400		
Brunswick, Maine		1	9	5	2,106	11					
Andover, Mass.		2			4,267	12		2	3,400		
Barnstable, Mass.		2	30	11	180	38			3,300		
Bridgewater, Mass.		2	19	16				2	2,325	125	125
Concord, Mass.		1	7	4	1,532	9			1,600		75
Great Barrington, Mass.		1	13	2					1,600	20	10
Longmeadow, Mass.		1	11		2,392	13		1	1,550		
Ludlow, Mass.		1	8	5	2,226	12		1	1,600		
Maynard, Mass.		1	8	4	2,106	12		1	1,250		
Montague, Mass.		2	28	4	5,358	31		2	2,700		
Northbridge, Mass.		1	7	1	1,266	7		1	1,450		
Orange, Mass.		1	4	8	1,932	10			1,250	100	50
Reading, Mass.		3	33	6	6,419	34		1	4,117		
Rockland, Mass.		1	9	2	1,677	9		1	1,250	50	200
Rockport, Mass.		1	13	2	2,398	14		1	1,060		
South Hadley, Mass.		1	12	7	2,893	17		1	800		
Stoughton, Mass.		2	12	5	2,648	15			2,200		144
Walpole, Mass.		1	[1]15					1	1,750		
Ware, Mass.		1	[1]25		4,214	24	1				
Whitman, Mass.		1	9	3	1,735	9			1,700		
Cadillac, Mich.		2	20	15	3,140	29		2	2,700		
Charlotte, Mich.		2	21	11	5,141	28	1	3	2,128	15	31
Coldwater, Mich.		1	13	5	3,312			1	1,400	50	50
East Lansing, Mich.		1	4	5	1,448	8		1	1,550		
Hastings, Mich.		1	16	10	3,928				1,450		2
Lapeer, Mich.		1	6	9							
Negaunee, Mich.		1	5	4	3,067	8			1,500	100	148
Alexandria, Minn.		2	24	11	5,505	31		2	2,745	15	68
Bemidji, Minn.		3	34	13	6,459	36		3	4,185	197	206
Chisholm, Minn.		1	11	4	2,518	13		1	1,500		19
Crosby, Minn.		1	5	2	1,079	6			1,450		35
Ely, Minn.		3	22	18	7,104	37		3	5,083		
Eveleth, Minn.		4	44	17	11,110	58		4			
Fergus Falls, Minn.		2	15	15				2	2,700		
Nashwauk, Minn.		2	16	12	4,641	12		2	3,600	50	150
Owatonna, Minn.		2	16	12				2	3,175		
Pipestone, Minn.		1	9	5	2,382	13		1	1,550	21	150

[1] Includes both boys and girls.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931–32*—Continued

C.—MENTALLY DEFICIENT—Continued

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Redwood Falls, Minn.		1	8	7	2,352	14		1	$1,440	$39	$13
Stillwater, Minn.		1	9	4	2,256	12			1,530		30
Moorhead, Minn.		2	27	3	4,094				2,695		206
Bernardsville, N J.		1	[1]17		2,471	14		1	1,900		
Caldwell, N J.		1	6	8	2,002	11		1	3,200		
Franklin, N J.		2	22	5	4,731	25			3,350	65	30
Freehold, N J.		1	7	4	1,752	9		1	2,000	11	180
Guttenberg, N J.		1			2,490	13			1,800		
Haddonfield, N J.		1	7	7				1	1,400		
Haddon Heights, N J.		1	7	6	2,163	13			1,950		
Hammonton, N J.		1	10	1	1,423	8		1	1,800	12	36
Madison, N J.		1	[1]14		2,662	14		1	2,175		
North Arlington, N J.		1	[1]14		2,406	13			1,900		
Palisades Park, N J.			7	6							
Pitman, N J.		1	15	2	2,815	16		1	1,900		
Tenafly, N J.		1	7	2	1,785	10		1	2,050	75	120
Totowa, N J.		1	3	4							
Canandaigua, N.Y.		1	14	5	2,368	13			1,400		
Catskill, N.Y.		1	14	2	2,460	13		1	1,425	10	50
Dansville, N.Y.		1	12	4	2,730	15		1	1,571		
East Syracuse, N.Y.		1	7	4	1,430	8		1	1,875		
Elmira Heights, N.Y.		2	16	5				2			
Great Neck, N.Y.		1	[1]18		3,036	17		1	2,825		
Greenport, N.Y.		1	4	3	1,108	6		1	1,750		
Hastings-on-Hudson, N.Y.		1	11	4	2,235	18		1	2,250	25	200
Hudson Falls, N.Y.		1	18	4	2,789	15			1,300		150
Ilion, N.Y.		2			6,153	33		2	3,079		
Lancaster, N.Y.		1	8	8	2,009	11		1	1,700		

Lawrence, N.Y.		2	[1]33		4,555	26					
Lowville, N.Y.		1	[1]13		1,900	13		1	1,575		
Malone, N.Y.		3	[1]31		4,524	24			5,600		
Medina, N.Y.		3	[1]44		6,167	33		3	4,897		
Mount Kisco, N.Y.		1	12	7	2,673	15		1	1,450		
Penn Yan, N.Y.		1	8	7	2,167	12		1	1,600		
Perry, N.Y.		1	[1]15		2,693	13		1			
Saranac Lake, N.Y.		1	[1]14		2,229	12		1	1,700		
Saugerties, N.Y.		1	[1]12		1,929	10		1	1,500		
Scotia, N.Y.		1	9	4	1,832	10			2,100		
Southampton, N.Y.		1	13	2	2,196	13			2,050		
South Glens Falls, N.Y.		1	8	8	2,312	13			1,500	50	
Tarrytown, N.Y.		2	[1]28		4,377	23		2	4,750		
Walden, N.Y.		1	[1]18		2,693			1	1,600		
Bridgeport, Ohio		1	19	7							
Chagrin Falls, Ohio		1	10	7	2,592	15			1,350	20	20
Conneaut, Ohio		2	33	13	7,187	39			3,200		
Delphos, Ohio			11	4							
Greenville, Ohio		1	[1]8		1,075	7					
Jackson, Ohio		1			4,169	25			1,020		
Kent, Ohio		1	14	5	2,790	15		1	1,400		
Kenton, Ohio		1	10	6	4,126	23		2	850		
Logan, Ohio			12	7							
Nelsonville, Ohio		2	21	8	4,241	24		2	1,945		
Norwalk, Ohio			27	16							
Ravenna, Ohio		3	43	28	11,750	68		7	4,595	100	50
Troy, Ohio		1	7	5	2,127	11		1	1,450	50	75
Wellsville, Ohio		1	12	4	2,385	13			972		
Ashley, Pa.			13	5							
Corry, Pa.		1	15	3	2,620	15			1,200	50	50
Freedom, Pa.		1	14	4	2,736	15			1,350	45	100
Jenkintown, Pa.		1	[1]11					1	1,500		
Lansford, Pa.		1	8	2	1,221	6		1	2,000	20	150
Northampton, Pa.		1	12	6					1,500	25	100
Palmerton, Pa.		3	27	16	10,063	48		3	5,450	100	500
Springdale, Pa.		1	13	7	2,333	13		1	1,350	25	100
Titusville, Pa.		1	9	5	2,183	11		1			
Wilmerding, Pa.		1	11	7	2,916	16		1	1,700	44	162
Antigo, Wis.		1	10	6	2,636	14		1	1,200	50	188
Beaverdam, Wis.		1	8	7	2,093				1,400		
Chippewa Falls, Wis.		1	10	7	2,308	13		1	1,450		30
Menasha, Wis.		1	12	6	3,062	16			1,700		230
Menomonie, Wis.		1	13	4	2,243	13			1,300		21
Merrill, Wis.		1	7	4	1,280	7		1	1,150		215
Neenah, Wis.		1	10	5	2,576	14		1	1,500		
Oconomowoc, Wis.		1	6	9	2,750	15		1	1,650	45	115
Wisconsin Rapids, Wis.		1	11	6	2,633	15		1	1,475	2	88

[1] Includes both boys and girls.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931–32*—Continued

D.—SOCIALLY MALADJUSTED (INCORRIGIBLE AND DELINQUENT) [20]

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Birmingham, Ala.	√	3	174	83	9,686	55	.....	3	$3,398	.....	.....
Los Angeles, Calif.	√	66	1,764	846	169,923	914	7	8	95,096	.....	$6,575
San Francisco, Calif.	√	10	178	73	15,767	81	1	2	21,569	$91	620
New Haven, Conn.	.....	2	41	.....	3,239	19	1	.....	.....	.....	.....
Washington, D. C.	.....	18	308	52	44,915	252	.....	.....	27,400	.....	644
Atlanta, Ga.	.....	4	36	.....	6,871	38	.....	.....	9,693	.....	.....
Chicago, Ill.	√	49	821	111	169,645	870	3	8	150,931	2,551	3,451
Louisville, Ky.	.....	2	48	.....	8,084	47	.....	2	5,220	44	64
Baltimore, Md.	√	8	119	.....	15,988	84	2	2	9,153	113	428
Boston, Mass.	.....	6	104	.....	15,834	87	1	.....	18,543	114	1,075
Cambridge, Mass.	.....	4	64	.....	10,090	61	.....	.....	.....	.....	.....
Detroit, Mich.	√	29	714	.....	110,094	622	1	20	37,000	124	533
Flint, Mich.	√	.....	46	17	7,410	40	.....	.....	1,737	.....	.....
Grand Rapids, Mich.	.....	18	292	113	50,207	265	1	17	.....	.....	.....
St. Paul, Minn.	√	2	21	5	4,440	24	2	.....	.....	.....	.....
Kansas City, Mo.	√	21	384	126	80,722	423	.....	.....	34,587	1,028	351
St. Louis, Mo.	√	19	220	61	52,525	275	3	.....	55,371	331	1,369
Omaha, Nebr.	.....	1½	26	.....	3,449	19	.....	1	.....	.....	.....
Elizabeth, N. J.	√	1	15	.....	3,167	18	.....	1	2,413	25	516
Jersey City, N. J.	.....	1	47	.....	6,931	39	.....	1	2,312	.....	11
Newark, N. J.	√	17	196	.....	27,793	147	3	.....	36,371	354	2,097
Paterson, N. J.	.....	2	24	.....	4,973	29	.....	1	.....	.....	.....
Buffalo, N. Y.	√	2	42	.....	5,831	31	.....	2	.....	.....	.....
New York, N. Y. [21]	√	22	727	46	58,261	241	1	.....	77,401	196	118,221
Rochester, N. Y.	√	3	69	56	5,909	32	.....	3	.....	.....	.....
Akron, Ohio	.....	2	62	.....	4,681	29	.....	2	2,817	.....	.....
Cincinnati, Ohio	.....	12	149	59	33,858	186	3	.....	32,785	36	5,159
Cleveland, Ohio	√	105	2,658	206	195,802	1,070	5	.....	148,014	37	32,943
Dayton, Ohio	.....	8	57	50	14,160	80	2	.....	11,689	82	349
Youngstown, Ohio	.....	1	.....	9	1,645	8	.....	1	.....	.....	.....

[illegible]		1		60	3,957	22		1	1,382		
Portland, Oreg.		9	125	117	29,185	153	3	2			
Philadelphia, Pa	√	42	680	131	122,309	652	2	17			
Richmond, Va	√	3	85	12	11,302	65		2			
Seattle, Wash	√	10½	385	303	58,999	315		5			
Spokane, Wash		1	116	53	5,684	29		1	1,529	36	51
Tacoma, Wash		2	17	11	3,182	17	2		3,716	2	30
Milwaukee, Wis		9	165	89	34,580	182		9	15,745		1,181

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

Little Rock, Ark		1	24	12	2,499	14	1				
Columbus, Ga		3	49	34							
Joliet, Ill		2	33		5,432	30		2	$3,750	$20	$31
Maywood, Ill		1	15					1	1,550	45	30
Arlington, Mass		1	7		1,707			1	1,800		
Battle Creek, Mich		1		19	2,293	13		1	3,584		116
Hamtramck, Mich		4	82	44	21,204	114		4	8,200	20	400
Kalamazoo, Mich		1	[4]7		1,624	9		1	2,200	310	958
Atlantic City, N.J		2	61		9,690	53			3,200		
Hoboken, N.J.[11]		3	21	11	2,461	30		3			
Charlotte, N.C	√	2	48	6	8,840	48			([12])		
Harrisburg, Pa		1	53	10					2,150		38
Upper Darby, Pa			9	2							
York, Pa		1	26		2,135	12	1		2,200		

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

Morristown, N.J		2	21	4	4,114	23			$4,900		$2,330
Nutley, N.J		1	10								
Wauwatosa, Wis		2	22½	8	5,262	28		2	3,280		349

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

Monticello, N.Y		1	11	3	1,882	10		1	$1,400		$76
Lansdowne, Pa		1	13	3		15		1	1,800	$50	350
Lockhaven, Pa		1	15		2,710	14		1	1,400	50	100
Midland, Pa		2	15	18		30			3,000		

[4] Includes both boys and girls.

[11] Special instruction discontinued at end of first term.

[12] The following additional cities report special schools or classes for socially maladjusted children, but give no data on enrollment: Pasadena, Calif., San Bernardino, Calif., Denver, Colo., Springfield, Ill., Gary, Ind., Columbus, Ohio, Hanover, Pa., Huntingdon, Pa., Rochester, Pa., Sunbury, Pa., Westchester, Pa , Wilkes-Barre, Pa

[14] These figures include "truants" only; in addition there are 3 schools with 47 teachers for "problem children".

[15] Included with expenditures for mentally deficient children.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931-32*—Continued

E.—DELICATE CHILDREN [23]

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Long Beach, Calif.		1		14				1	$1,550		$75
Los Angeles, Calif.	√	12	236	316	67,608	363	1		30,412		1,055
Oakland, Calif.		1	15	11	5,133	27			2,203		268
San Diego, Calif.	√	3	36	54	10,726	58		3			
San Francisco, Calif.	√	11	98	97	36,251	185	1	3	20,466	$43	339
Hartford, Conn.		11	71	60	35,500	200	1		18,224		923
New Haven, Conn.	√	8	80	132	35,245	197		8			
Washington, D C.		9	94	101	28,907	160	2	2	[24] 22,200		8,495
Atlanta, Ga.		2	19	27	8,102	45			2,218		
Chicago, Ill.	√	79	941	1,356	394,290	2,022		79	191,759	37	30,932
Peoria, Ill.		13	103	111	34,709	190		7	17,474		18
Evansville, Ind.			103	135	36,993	197					
South Bend, Ind.		8	56	63	31,086	155		4	14,997		230
Des Moines, Iowa	√		[5] 57								
Kansas City, Kans.		2	23	18	5,950	34		2			
Louisville, Ky.		2	15	24	6,384	37		2			
Baltimore, Md.	√	18	224	279	64,695	341		18	35,348		1,326
Cambridge, Mass.		14	103	109	31,563	167	1	3			
Fall River, Mass.	√	2	22	23	5,648	31					
Lynn, Mass.		2	15	19	5,166	29		2	3,900		
New Bedford, Mass [25]		3	37	33	7,312	39	1	2	5,799		8
Springfield, Mass.		4	33	51	15,426	86		4	9,209	186	4,358
Detroit, Mich.	√	93	[5] 2,753		447,102	2,528	1	58	194,935	586	2,655
Flint, Mich.	√	11	97	152	52,724	282					3,754
Grand Rapids, Mich.		14	150	230	73,518	389		14	26,401		514
Duluth, Minn.	√	5	45	40				5			
Minneapolis, Minn.	√	11	108	162	43,980	235	2		26,440		3,153
Kansas City, Mo [26]	√	21	304	346	108,679	569			39,445		
St. Louis, Mo.	√	14	156	223	60,547	317	3	1	43,090	412	6,541
Jersey City, N.J.		6	31	70	19,365	107		5	16,630		111

Newark, N.J.	√	7	46	62	20,786	93	1	.....	17,058	114	525
Paterson, N.J.	.....	6	32	58	17,821	101	.....	5	15,393	.....	4,822
Albany, N.Y.	√	11	110	124	27,875	150	.....	11	.....	.....	.....
Buffalo, N.Y.	√	5	64	58	16,061	88	.....	5	.....	.....	.....
New York, N.Y.	√	258	2,597	2,963	960,676	5,230	.....	263	941,677	.....	.....
Rochester, N.Y.	√	10	136	139	28,995	155	2	1	[37] 53,365	.....	.....
Akron, Ohio	.....	12	147	199	53,558	337	.....	6	18,331	.....	.....
Cincinnati, Ohio	.....	6	61	84	22,656	123	1	4	16,085	45	238
Cleveland, Ohio	.....	27	363	551	136,065	749	2	9	67,474	20	14,580
Toledo, Ohio	.....	2	40	50	15,445	79	1	.....	4,804	.....	26
Youngstown, Ohio	.....	2	15	22	7,959	43	.....	2	3,414	.....	.....
Portland, Oreg.	.....	3	32	38	12,339	65	1	.....	6,451	.....	974
Erie, Pa.	√	2	19	30	8,143	43	.....	2	.....	.....	.....
Philadelphia, Pa.	√	39	501	443	141,060	751	.....	40	.....	.....	.....
Pittsburgh, Pa.	.....	4	73	100	24,460	122	.....	4	.....	.....	.....
Reading, Pa.	√	2	17	26	7,393	38	.....	1	.....	.....	.....
Providence, R.I.	.....	11	134	85	35,472	195	2	9	23,479	293	.....
Norfolk, Va.	.....	5	44	60	.....	.....	.....	.....	.....	.....	.....
Richmond, Va.	√	21	178	260	68,106	365	.....	15	.....	.....	.....
Tacoma, Wash.	.....	1	14	17	3,129	17	.....	1	930	22	26
Milwaukee, Wis.	√	9	70	65	22,040	116	.....	9	18,410	.....	330

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

Berkeley, Calif.	√	4	48	25	13,208	69	.....	.....	$9,061	.....	$656
Pasadena, Calif.	√	3	44	8	12,120	69	.....	2	6,880	.....	88
Sacramento, Calif.	.....	2	19	20	6,543	35	1	.....	.....	.....	.....
Santa Barbara, Calif [38]	.....	2	4	2	.....	.....	.....	.....	1,086	.....	.....
Santa Monica, Calif.	.....	2	13	17	2,589	14	.....	.....	2,994	.....	.....
Stockton, Calif.	.....	1	54	58	8,067	44	.....	1	1,880	.....	.....
Meriden, Conn.	.....	2	22	22	6,688	36	.....	1	4,215	$26	1,818
New Britain, Conn.	.....	3	36	45	12,978	72	.....	.....	5,300	242	820
Waterbury, Conn.	.....	1	10	15	3,043	17	.....	1	3,360	.....	40
Danville, Ill.	.....	1	7	20	4,039	23	.....	1	1,170	.....	.....
Decatur, Ill.	.....	2	21	29	7,285	43	.....	.....	2,947	.....	44
Joliet, Ill.	.....	3	22	33	7,560	42	.....	3	5,075	36	54
Rockford, Ill.	.....	1	9	9	3,066	17	1	.....	1,976	.....	5
Topeka, Kans.	.....	4	26	55	.....	.....	.....	2	.....	.....	.....
Portland, Maine	√	2	23	25	7,770	42	.....	2	3,000	36	68

[1] Includes both boys and girls.

[38] The following additional cities report special schools or classes for delicate children but give no data on enrollment. Glendale, Calif., San Bernardino, Calif., South Pasadena, Calif., Denver, Colo., Gary, Ind., Indianapolis, Ind., Des Moines, Iowa, Dubuque, Iowa, Lexington, Ky., Boston, Mass., Utica, N.Y., Columbus, Ohio, Struthers, Ohio, Brentwood, Ohio.

[34] Includes salaries for teachers of crippled children.

[35] In addition 2 teachers instruct 22 invalids and convalescents

[36] $64,507 additional salaries for teachers of convalescents in hospitals

[37] Includes salaries for teachers of open-air classes, hospital classes, and classes for crippled children.

[38] Home instruction.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931-32*—Continued

E.—DELICATE CHILDREN—Continued

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Holyoke, Mass		1	3	16	3,291	18			$1,875		
Battle Creek, Mich		5	37	47	14,429	80	1	3	6,513		$16
Bay City, Mich	√	2	21	24	5,682	32		2	3,240		743
Hamtramck, Mich		1	25	46	12,276	66		1	2,200	$50	184
Highland Park, Mich		4	[1]33		11,258	62			8,327	192	573
Jackson, Mich	√	2	[1]45					2			
Kalamazoo, Mich		1	[1]23		3,550	19		1	1,560	27	415
Lansing, Mich	√	6	45	52	19,881	108	1	3	10,169		
Muskegon, Mich		4	[1]68		12,478	66		4	5,228		
Saginaw, Mich		1	5	14	3,234	17			1,500		27
Lincoln, Nebr		4	47	63	16,638	95		4			
Bayonne, N.J		2	13	22	5,515	29		2	8,837		1,925
Bloomfield, N.J		7	48	21			1		18,574	296	119
Irvington, N.J	√	4	33	7	6,391	36	1		7,696	221	75
Orange, N.J		1	19	20				1			
Amsterdam, N.Y		2	9	24	5,842	32		2			
Binghamton, N.Y		5	23	52	12,755	68	2		8,765		
New Rochelle, N.Y	√	3	23	42	8,576	46		3	8,375		
Niagara Falls, N.Y	√	3	27	47	10,395	55		3			
Poughkeepsie, N.Y		2	33	30	8,178	46	1				
Troy, N.Y (Union district)		2	18	12	4,052	22			3,900	94	525
Charlotte, N.C		2	18	29	6,300	35	1		2,013		11
Portsmouth, Ohio		1	16	19	4,388	25		1	1,320		
Allentown, Pa		2	15	28	10,123	54	1				
Harrisburg, Pa		3	19	35	12,792	68	1		9,995		206
Hazleton, Pa		1	8	14				1			
Upper Darby, Pa			28	37							
Pawtucket, R.I		3	20	36	8,875	49		3	3,300		
Ogden, Utah		2	12	16							
Huntington, W.Va		2	10	19	3,960	22			3,240	19	629

Wheeling, W.Va:											
(City district)		2	15	30	7,040	40		2	2,546		803
(Triadelphia, district)		1	11	13	2,809	18		1	972	24	1,395
Green Bay, Wis		3	25	32	9,189	50		3	3,702		
Kenosha, Wis	√	2	23	31	8,765	48	1				
La Crosse, Wis	√	1	13	10	2,709	16			1,900		561
Madison, Wis	√	3	65	89				3	5,320		
Oshkosh, Wis		4	87	32	13,027	69		4	7,346		35
Racine, Wis		2	10	17	4,715	25	1		4,033		33
Sheboygan, Wis		1	12	8	3,161	17		1	1,576		5
GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930											
Eureka, Calif		1	14	5	2,441	13		1	$2,100		$250
Palo Alto, Calif		2	21	24	6,005	32		2	3,750	$73	173
Santa Cruz, Calif		2			2,693	15			2,880		
Champaign, Ill		1	[1] 20								
Ann Arbor, Mich		1	7	6	1,734	11		1	2,050		11
Escanaba, Mich		1	[1] 17		3,460	16		1	1,575		
Menominee, Mich		1	6	12	2,907	15		1	1,434	54	600
River Rouge, Mich		1	13	17	4,877	28		1	1,675		
St. Cloud, Minn		2	26	10					3,142		206
Westfield, N.J		1	4	11	2,242	12		1	2,000		
Geneva, N.Y		1	6	9	2,234	12		1	1,375		
Ithaca, N.Y		2	20	22	6,121	32		2	3,418		356
Johnstown, N.Y		2	5	15	3,145	17			2,750		
Ironton, Ohio		1	3	6	1,572	9		1	867		
Carnegie, Pa			32	48							
Hanover, Pa			10	3							
Homestead, Pa		1	17	13				1			
Jeanette, Pa		1	16	3				1	1,600		
Nanticoke, Pa		1	8	7	1,918	10		1			
Plymouth, Pa			13	5					1,600	40	42
Wilkinsburg, Pa		1	5	17	3,354	20		1	2,200	48	422
Marinette, Wis	√	1	7	9	2,149	12		1	1,500		
GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930											
Charles City, Iowa		1	12	4	1,867	11		1	$1,250		
Kingman, Kans			10	20							
Belding, Mich		1	9	3					1,525		
Canandaigua, N.Y		1	14	19	3,332	18		[2] 2			
Ashland, Oreg			75			50		1			
Duryea, Pa			[1] 23								
Huntingdon, Pa			8	12							
Windber, Pa		1	7	7		12		1	1,600		

[1] Includes both boys and girls.

[2] Each class taught half day by same teacher; one has building of its own, other is located in hospital for tubercular children.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931-32*—Continued

F.—CRIPPLED CHILDREN [30]

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Long Beach, Calif.		1	5	12					$2,350		$58
Los Angeles, Calif.	√	100	614	663	89,201	480	1	6	89,840		5,679
Oakland, Calif.		4	33	32	6,334	33			3,249		395
San Diego, Calif. [32]	√	4	22	25							
San Francisco, Calif.	√	15	209	189	36,408	187	1	5	37,656	$21	540
Bridgeport, Conn.	√	1	8	8	2,856	14			2,600		
New Haven, Conn.	√	1	13	5	2,665	15		1			
Washington, D.C.		5	45	39	11,697	65		5	(31)		
Chicago, Ill.	√	113	1,403	1,246	350,162	1,796	2	26	248,517	1,305	53,235
Peoria, Ill.		1	[33] 8	12	3,191	17		1	2,871		
Fort Wayne, Ind.		1	5	9	1,770	10		1			
South Bend, Ind.		1½	13	10	3,419	17		1	1,801		31
Des Moines, Iowa	√		[34] 54								
Louisville, Ky.		4	131	128	12,384	72		4			
Baltimore, Md.	√	11	169	169	41,420	218	1	7	39,838	319	902
Boston, Mass. [35]		[36] 16	[34] 120						7,713		214
Cambridge, Mass. [37]		8	26	17							
New Bedford, Mass.		2	23	24	6,937	37	1		3,754	23	36
Detroit, Mich.	√	52	[34] 1,038		155,937	881	2		109,744	1,129	4,314
Flint, Mich.	√	6	44	46	14,718	79			15,281		1,205
Grand Rapids, Mich.		6	68	55	18,830	100		6	11,411		411
Duluth, Minn.	√	2½	19	19					5,030		1,106
Minneapolis, Minn.	√	13	119	135	39,480	211	1	1	27,695		3,294
St. Paul, Minn.	√	3	20	19	5,402	37	[38] 1				
Kansas City, Mo.		4	99	85	15,887	83		4	6,788	149	250
St. Louis, Mo.	√	20	179	168	57,873	303	5		62,540	165	1,674
Omaha, Nebr.		½	[34] 10	8	2,701	15		1			
Camden, N.J.		1	9	8	2,369	12	1		2,200		2,321

Elizabeth, N.J.	√	[24] 2	6	5	930	5	.....	1	3,760	7	71
Jersey City, N.J.	.....	16	147	99	32,954	181	1	.....	47,374	176	1,227
Newark, N.J.	.....	20	214	158	41,550	220	1	.....	55,309	306	930
Paterson, N.J.	.....	3	24	18	6,194	34	.....	2	9,563	143	967
Trenton, N.J.	.....	2	20	18	2,442	13	.....	1	.....	.....	.....
Buffalo, N.Y.	√	10	133	79	28,975	15	1	.....	.....	.....	.....
New York, N.Y.	√	123	1,235	1,054	379,279	2,065	1	111	573,933	.....	.....
Rochester, N.Y.	√	13	84	101	26,185	140	1	6	[27] 53,365	.....	.....
Syracuse, N.Y.	.....	8	[6] 131	.....	22,119	115	.....	8	.....	.....	.....
Utica, N.Y.	.....	6	[6] 89	.....	14,442	76	.....	6	.....	.....	.....
Akron, Ohio	.....	5	36	34	9,509	60	.....	4	7,825	.....	.....
Canton, Ohio	.....	2	18	18	5,162	29	.....	2	3,394	.....	3,998
Cincinnati, Ohio	.....	24½	182	149	67,587	368	1	8	60,404	185	613
Cleveland, Ohio	√	12	80	71	21,804	119	1	.....	45,610	25	7,948
Columbus, Ohio	√	7	85	63	15,324	83	1	.....	18,988	.....	200
Dayton, Ohio	.....	4	39	30	10,445	59	1	.....	6,526	65	561
Toledo, Ohio	.....	14	108	127	33,966	204	2	.....	26,453	194	731
Youngstown, Ohio	.....	3	26	29	8,444	47	.....	3	7,777	4	21
Tulsa, Okla.	√	1	22	16	2,919	16	.....	1	1,841	.....	.....
Portland, Oreg.	.....	1½	120	106	9,607	50	.....	.....	.....	.....	.....
Erie, Pa.	√	2½	38	17	6,037	32	.....	2	4,128	5	136
Philadelphia, Pa.	√	29	328	283	92,377	493	.....	29	.....	.....	.....
Pittsburgh, Pa.	√	4	116	95	15,642	78	.....	2	.....	.....	.....
Providence, R.I.	.....	4	49	32	8,481	47	2	.....	7,954	107	.....
El Paso, Tex.	.....	2	14	14	4,548	25	.....	.....	2,562	.....	.....
Seattle, Wash.	√	7½	145	109	11,526	62	.....	.....	.....	.....	.....
Spokane, Wash.	.....	1	30	26	2,722	15	.....	1	1,453	23	14
Milwaukee, Wis.	√	9	83	65	22,040	116	1	.....	23,261	.....	779

[6] Includes both boys and girls.

[27] Includes salaries for teachers of open-air classes, hospital classes, and classes for crippled children.

[28] Home instruction.

[24] The following additional cities report special schools or classes for crippled children, but give no data on enrollment Redwood City, Calif., San Bernardino, Calif., Denver, Colo., Olney, Ill., Gary, Ind., Indianapolis, Ind., New Orleans, La., Arlington, Mass., Lowell, Mass., Lynn, Mass., Melrose, Mass., Somerville, Mass., Springfield, Mass., Irvington, N.J., Passaic, N.J., Wanaque, N.J., Hillsboro, Ohio, Oklahoma City, Okla., Marshfield, Oreg. The following additional cities report home instruction for fewer than 5 crippled children: Albany, Calif., San Rafael, Calif., Champaign, Ill., Downers Grove, Ill., East Alton, Ill., Harvard, Ill., Kewanee, Ill., Peru, Ill., Pontiac, Ill., Streator, Ill., Kingman, Kans., Greenfield, Mass., Marlboro, Mass., Audubon, N.J., Linden, N.J., South Plainfield, N.J., Conneaut, Ohio, Kent, Ohio, Toronto, Ohio, Wadsworth, Ohio, Westerville, Ohio, Wilmington, Ohio, Albany, Oreg., Baker, Oreg., Salem, Oreg., Tillamook, Oreg., Bloomsburg, Pa., Brentwood, Pa., Duryea, Pa., McKees Rocks, Pa., Westchester, Pa.

[31] Included in figures for delicate children.

[32] 6 other pupils tutored at home by regular teachers after school hours.

[33] Includes 6 part-time teachers.

[34] 1 is a home teacher.

[35] 1 school for all physically handicapped children.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931-32*—Continued

F.—CRIPPLED CHILDREN—Continued

GROUP II—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Little Rock, Ark		2	11	8	2,306	13	1				
Alameda, Calif		1	8	16	1,013	5		1	$2,125	$28	$80
Alhambra, Calif [16]		1	6	4	852	5					
Berkeley, Calif [18]	√	6	11	17					1,067		44
Fresno, Calif		1			1,725	10			1,937		
Glendale, Calif [18]		8	30	26	6,367	35			15,008		
Pasadena, Calif		4	20	21	3,509	20					
Sacramento, Calif	√	2	12	12	3,170	17			3,720		246
Stockton, Calif [18]		1	5	11					1,940		
Decatur, Ill		2	12	9	2,958	17			2,393		1,110
Rockford, Ill	√	2	14	13	4,563	24			2,607	32	22
Rock Island, Ill		1	11	3	2,045	12		1	1,125		100
Springfield, Ill		2	10	10	2,846	15			4,175		410
Lexington, Ky [17]		1	35	30				2	1,450		
Cumberland, Md		1	6	8				1	1,218		62
Hagerstown, Md		1	5	5	1,177	7		1			
Holyoke, Mass		1	8	8	2,003	12			1,776		
Malden, Mass		1	[5]15								
Newton, Mass [18]		1	9	3					2,069		
Revere, Mass		1	[4]7						1,212		
Battle Creek, Mich		3	31	40	11,055	61		3	5,500	210	105
Bay City, Mich	√	2	15	12	3,929	22		1	4,660		3,186
Dearborn, Mich (Fordson district)		4	41	47	10,596	55		5			
Hamtramck, Mich		1	33	43	12,462	67		1	2,100	150	433
Highland Park, Mich		1	[5]18		2,244	12		1	2,130	67	200
Jackson, Mich	√	1	[5]26		3,456	21		1	2,000		54
Lansing, Mich	√	3	21	23	6,970	38		1	5,281		
Muskegon, Mich		1	[5]17		2,848	15		1	2,134		442
Pontiac, Mich		1	14	6				1			

Saginaw, Mich		2	18	5	3,950	21			3,700		47
Atlantic City, N.J.[2]		1	8	5					2,300		
Bayonne, N.J.		2	15	17	466	25		1			
Hoboken, N.J.		2	11	13	3,529	19		2	5,243	80	81
Montclair, N.J.[2]		1	5	2					1,900		135
Orange, N.J.		2	47	49	3,205	18		1			
Binghamton, N.Y.		8	48	73	11,903	63	2		13,245		
New Rochelle, N.Y.	√	1	7	9	2,296	12					
Niagara Falls, N.Y.[2]		2	9	5							
Schenectady, N.Y.		2	12	8	3,100	17		2			
East Cleveland, Ohio		(3)	2	3							
Hamilton, Ohio		1	7	9	2,832	15					
Lima, Ohio	√	1	4	3	906	6			1,360		8
Lorain, Ohio		1	3	10	2,058	11		1			
Mansfield, Ohio			9	14							
Marion, Ohio		1	14	6	2,760	17		1	1,362		270
Newark, Ohio		1	5	8	1,118	6		1	1,347		
Springfield, Ohio		2	21	24	7,112	38		2	3,235	16	16
Steubenville, Ohio		1	8	7							
Warren, Ohio		2	13	10	3,576	19		1	2,839		13
Zanesville, Ohio		1	7	8	2,529	14			1,442		2,012
Upper Darby, Pa.			6	3							
Kenosha, Wis.	√	3	20	26	6,894	37	1		8,012		
LaCrosse, Wis.	√	2	13	13	2,905	16			3,950		3,391
Madison, Wis.	√	5	182	91	20,078	114	1	3	11,512		3,304
Sheboygan, Wis.		2	15	8	3,518	19	1		4,225		69
West Allis, Wis.		3	19	18	6,227	33			4,512		3,309

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

Galesburg, Ill.		1		5		5			$800		$261
West Frankfort, Ill.		1	6	7		10			1,600		
Holland, Mich.		2	18	10	264	22					
Mount Clemens, Mich.		1	5	6	1,556	9			1,710		50
Royal Oak, Mich.		1	10	6	1,848	11		1			
Ypsilanti, Mich.	√	2	4	12	2,439	15		1	2,700		
Dover, N.J.		1	4	2	893	5			1,592	$25	92
West Orange, N.J.[2]		2	7	8					3,459	15	307
Ithaca, N.Y.		1½	24	39	6,323	33		2	2,731		
Alliance, Ohio		1	11	7	2,257	13		1	1,422		1,700
Bucyrus, Ohio		1	1	4					1,080	25	
Cambridge, Ohio		1	6	6	2,006	11			1,500		390
Campbell, Ohio		1	9	12	3,244	18		1			
Elyria, Ohio		2	19	24	5,262	29		2	4,000	40	
Lancaster, Ohio		1	8	5					1,260		
Massilon, Ohio		1	12	8	3,200	18			1,900		

[1] Includes both boys and girls.
[2] Same 2 teachers for all types of exceptional children.
[3] Home instruction.
[4] Includes data for delicate children.
[5] Hospital instruction.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931-32*—Continued

F.—CRIPPLED CHILDREN—Continued

GROUP III—CITIES OF 10,000 TO 29,999 POPULATION IN 1930—Continued

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Niles, Ohio [18]		3	3	3					$783		
Piqua, Ohio		1	8	5	1,894	11		1	1,500	$15	$100
Sandusky, Ohio		2	15	15	4,970	28		2	3,300		90
Medford, Oreg	√	½	4	11	1,468	8		1	648		220
Appleton, Wis		2	19	12	4,031	23	1		2,332		473
Eau Claire, Wis	√	1	21	23	7,212	41			1,018		150
Wauwatosa, Wis		½	2	3							

GROUP IV—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

San Gabriel, Calif. [18]		1	4	4					$360		
Hermosa Beach, Calif			12	11							
Madison, Ill		1	3	4					674		
Woodbury, N J		1	5		637	3					
Saranac Lake, N Y		1	[4]24		2,814	15		1	2,000		
Barnesville, Ohio		2	10	14	3,383	22		2	2,900		
Dennison, Ohio [18]			[5]7						1,178		
Minerva, Ohio			4	8							
Pendleton, Oreg		1	2	6							

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

Los Angeles, Calif.	√	15	1,510	634				125	$39,606		$3,256
Boston, Mass.	√	15	[5] 3,712					138	39,723	$455	346
Cambridge, Mass.		1	59	25							
Detroit, Mich.	√	36	[5] 5,327					127	75,104	382	400
Paterson, N.J.	√	2	262	216				6	6,461	15	26
Buffalo, N.Y.	√	8	2,616	1,365				76			
Erie, Pa.	√	1½	144	75					2,143		20
Pittsburgh, Pa.	√	6	1,216	626							
Spokane, Wash.		1	248	149				29			
Tacoma, Wash.		1	91	39				5			

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

Berkeley, Calif.[39]	√	1	312	101					$2,760		
Pasadena, Calif.	√	2	101	55					5,200		
Stockton, Calif.		1	108	56					2,480		
East St. Louis, Ill.		2	20	13					1,629		
Battle Creek, Mich.		[40] ½	8	6					675		
Lansing, Mich.		1	13	4				1	1,822		$120
Easton, Pa.			53	35							
Upper Darby, Pa.		1	54	29							
La Crosse, Wis.	√	1	143	84					1,850		
Oshkosh, Wis.		2	213	137					3,500		
Superior, Wis.		1	153	105							

[5] Includes both boys and girls.

[40] Home instruction.

[39] The following additional cities report special schools or classes for speech-defective children, but give no data on enrollment: Antioch, Calif., Beverly Hills, Calif., Fresno, Calif., Glendale, Calif., Long Beach, Calif., Oakland, Calif., Richmond, Calif., San Diego, Calif., Santa Cruz, Calif., Colorado Springs, Colo., Denver, Colo., Washington, D. C., Elgin, Ill., East Chicago, Ind., Gary, Ind., Des Moines, Iowa, Kingman, Kans., Baltimore, Md., Fall River, Mass., Lynn, Mass., Flint, Mich., Grand Rapids, Mich., Jackson, Mich., Kalamazoo, Mich., Albert Lea, Minn., Duluth, Minn., Minneapolis, Minn., Rochester, Minn., St. Paul, Minn., Virginia, Minn., St. Louis, Mo., Omaha, Nebr., Bayonne, N. J., Jersey City, N.J., Montclair, N.J., Newark, N.J., Jamestown, N. Y., New Rochelle, N.Y., New York, N. Y., Rochester, N. Y., Schenectady, N. Y., Yonkers, N. Y., Cleveland, Ohio, Lakewood, Ohio, Duryea, Pa., Hanover, Pa., Phoenixville, Pa., Philadelphia, Pa., Reading, Pa., Rochester, Pa., Westchester, Pa., Wilkes-Barre, Pa., Seattle, Wash., Charleston, W.Va., Appleton, Wis., Beaver Dam, Wis., Beloit, Wis., Green Bay, Wis., Kenosha, Wis., Madison, Wis., Manitowoc, Wis., Marinette, Wis., Milwaukee, Wis., Racine, Wis., Sheboygan, Wis.

[38] Includes figures for deaf and hard-of-hearing.

[40] Half day only; also instructs deaf children.

TABLE 11.—*Special schools and classes for exceptional children in city school systems, 1931-32*—Continued

G.—SPEECH DEFECTIVES—Continued

GROUP III.—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

City	Cities reporting special supervision	Number of principals and teachers	Enrollment		Attendance		Number of school buildings	Number of classes exclusive of school buildings	Expenditures for instruction		
			Boys	Girls	Aggregate	Average daily			Salaries for principals and teachers	Textbooks	Supplies, school libraries, and other expenses
1	2	3	4	5	6	7	8	9	10	11	12
Palo Alto, Calif.		1	103	63				10	$1,890		
Mankato, Minn.		1	79	58					1,650		$5
Abington, Pa.		1	89	34				4	1,150	$50	20
Harrison, Pa.		1	8	7					1,500		
Washington, Pa.		1	284	187				8	1,700		
Eau Claire, Wis.		1	184	100					1,350		11
Fond du Lac, Wis.		1	152	79					2,000		
Janesville, Wis.		1	106	74				4			
Wausau, Wis.			128	73					1,400		2
Wauwatosa, Wis.		1	206	99					700		106

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

San Gabriel, Calif.		1	30	6				7	$200		$4
San Rafael, Calif.		1	43	9					500		50
Sunnyvale, Calif.		1	29	17					450		
Chisholm, Minn.		1	139	62					1,500		19
Wisconsin Rapids, Wis.		1	90	80					1,800		34

H.—Mentally-Gifted [41]

GROUP I.—CITIES OF 100,000 POPULATION AND MORE IN 1930

Birmingham, Ala.		3	29	31	10,491	59	----	4	$3,915	----	----
Los Angeles, Calif.	√	18	259	274	98,081	527	----	18	----	----	----
St Louis, Mo.	√	4	61	40	20,246	106	----	3	----	----	----
Cleveland, Ohio	----	32	339	385	119,025	650	----	14	----	----	----
Dayton, Ohio	√	1	6	18	4,071	23	----	1	----	----	----

GROUP II.—CITIES OF 30,000 TO 99,999 POPULATION IN 1930

Santa Monica, Calif.	----	1	8	7	3,131	17	----	1	$1,630	----	----
Battle Creek, Mich.	----	1	14	12	3,838	21	----	1	----	----	----
Jackson, Mich.	----	5	[1] 163	----	28,448	165	----	5	----	----	----
Lakewood, Ohio	----	2	17	24	6,698	37	----	2	----	----	----
Upper Darby, Pa.	----	----	9	10	----	----	----	----	----	----	----

GROUP III—CITIES OF 10,000 TO 29,999 POPULATION IN 1930

Wellesley, Mass.	----	3	26	36	9,666	54	----	3	$5,900	$50	$80
Asbury Park, N.J.	----	1	8	12	----	20	----	----	----	----	----
Wauwatosa, Wis.	----	2	----	----	3,710	20	----	----	2,622	----	----

GROUP IV.—CITIES OF 2,500 TO 9,999 POPULATION IN 1930

Columbus, Ind.	----	1	9	15	3,590	20	----	1	$1,495	----	----

[1] Includes both boys and girls.

[41] The following additional cities report special schools or classes for mentally gifted children but give no data on enrollment: Pasadena, Calif., Santa Rosa, Calif., Detroit, Mich., Niagara Falls, N.Y.

TABLE 12.—*Pupils enrolled in State and private residential schools for exceptional children, 1930–31*

State or outlying part	Blind	Deaf	Mentally deficient and epileptics	Delinquent	Total
1	2	3	4	5	6
Continental United States	5,530	14,890	13,786	33,418	67,624
Alabama	199	419	92	788	1,498
Arizona	18	70	----	105	193
Arkansas	148	310	----	181	639
California	108	255	654	929	1,946
Colorado	63	170	129	475	843
Connecticut	11	334	99	1,073	1,517
Delaware	----	----	42	221	263
District of Columbia	----	200	25	909	1,134
Florida	87	237	161	234	719
Georgia	102	244	46	238	630
Idaho	21	77	86	38	222
Illinois	258	664	715	2,720	4,357
Indiana	165	421	186	746	1,518
Iowa	158	355	761	725	1,999
Kansas	115	233	96	225	669
Kentucky	156	343	401	500	1,400
Louisiana	112	252	162	310	836
Maine	----	110	127	325	562
Maryland	100	276	20	1,395	1,791
Massachusetts	284	448	1,236	95	2,063
Michigan	166	443	890	912	2,411
Minnesota	102	294	599	545	1,540
Mississippi	64	200	151	----	415
Missouri	107	534	167	546	1,354
Montana	16	85	90	225	416
Nebraska	60	192	193	34	479
Nevada	----	----	191	----	191
New Jersey	78	342	617	790	1,827
New Mexico	108	99	18	162	387
New York	321	1,739	2,331	7,002	11,393
North Carolina	232	472	188	977	1,869
North Dakota	37	111	156	160	464
Ohio	224	621	608	1,108	2,561
Oklahoma	159	417	----	194	770
Oregon	43	126	197	101	467
Pennsylvania	471	1,201	795	3,472	5,939
Rhode Island	----	101	49	184	334
South Carolina	104	212	119	49	484
South Dakota	37	106	64	213	420
Tennessee	250	300	21	651	1,222
Texas	338	685	90	1,262	2,375
Utah	29	130	110	----	269
Vermont	----	56	59	151	266
Virginia	108	249	139	593	1,089
Washington	96	135	154	639	1,024
West Virginia	136	315	----	631	1,082
Wisconsin	139	301	681	497	1,618
Wyoming	----	----	71	88	159
Puerto Rico	----	48	----	----	48

TABLE 13.—*Number of teachers of exceptional children in State and private residential schools, 1930–31*

State or outlying part	Blind		Deaf		Mentally deficient and epileptics		Delinquent		Total
	State	Private	State	Private	State	Private	State	Private	
1	2	3	4	5	6	7	8	9	10
Continental United States	652	172	1,642	330	700	213¼	1,072½	404½	5,186¼
Alabama	18		41		2		36		97
Arizona	3		9						12
Arkansas	16		42				2		60
California	17		26	5	15	9	25	22½	119½
Colorado	20		35		4	1	32		92
Connecticut		3	13	29	8		34	7	94
Delaware					1		11	5	17
District of Columbia				27	7	3¾	21		58¾
Florida	9		34		2		14		59
Georgia	14		30		2		7		53
Idaho	6		8		1		6		21
Illinois	30		62	8	21	17	59	36	233
Indiana	16		44		20	2	34		116
Iowa	22		56		26	3	11	8	126
Kansas	19		34		4	3	4		64
Kentucky	19		40		6	5	30		100
Louisiana	16		42		6	2	3		69
Maine			12		12		20		44
Maryland	31		23	17		6	19	81	177
Massachusetts		58	39	26	77	20	87	2	309
Michigan	22		53	4	46	7	35	22	189
Minnesota	18		43		33	10	20		124
Mississippi	10		28		7		17		62
Missouri	19		50	30	13	3	35		150
Montana	4		18		5		6½		33½
Nebraska	9		24		7	2	12		54
Nevada							3		3
New Hampshire					8		6		14
New Jersey		10	57		42	28	50	8	195
New Mexico	14		13		1		9		37
New York	19	31	221	38	145	23	73	178	728
North Carolina	34		59		9		32		134
North Dakota	6		16		9		9		40
Ohio	31		61	14	29	10	41		186
Oklahoma	20		48		3		19		90
Oregon	6		15		7		6		34
Pennsylvania		70	27	132	40	28	70	35	402
Rhode Island			16		6	2½	5		29½
South Carolina	10		17		6		12		45
South Dakota	8		16		8		5		37
Tennessee	27		28			2	26		83
Texas	57		90		12		34		193
Utah	5		17		5				27
Vermont			8		5				13
Virginia	15		35		3	6	26		85
Washington	13		17		7		17		54
West Virginia	24		42		1		9		76
Wisconsin	25		33		25	20	29		132
Wyoming					4		11		15
Puerto Rico		6					16		22

TABLE 14.—*Receipts of State and private residential schools for exceptional children, 1930–31* [1]

State or outlying part	Public funds					Private funds					Grand total
	Blind	Deaf	Mentally deficient and epileptics	Delinquent	Total	Blind	Deaf	Mentally deficient and epileptics	Delinquent	Total	
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	$3,590,963	$8,945,721	$25,288,287	$14,410,987	$52,235,958	$895,856	$1,097,704	$1,981,884	$1,221,883	$5,197,287	$57,433,245
Alabama	48,653	155,254	136,461	177,930	518,298	.....	.....	2,572	22,811	25,383	543,681
Arizona	17,109	68,436	.....	.....	85,545	328	1,314	.....	.....	1,642	87,187
Arkansas	58,020	199,500	.....	60,600	318,120	2,000	12,000	.....	.....	14,000	332,120
California	85,770	412,944	1,080,913	1,080,917	2,660,544	.....	8,828	50,000	101,958	160,786	2,821,330
Colorado	52,511	149,454	156,384	168,513	526,862	.....	.....	7,527	15,000	22,527	549,389
Connecticut	.....	224,256	364,048	383,042	971,346	.....	17,597	.....	59,872	77,469	1,048,815
Delaware	.....	.....	116,036	141,912	257,948	.....	.....	.....	27,201	27,201	285,149
District of Columbia	.....	149,250	.....	91,490	240,740	.....	14,015	24,249	3,337	41,601	282,341
Florida	42,801	115,721	194,322	341,880	694,724	.....	.....	3,650	.....	3,650	698,374
Georgia	43,905	85,000	.....	100,000	228,905	.....	.....	.....	.....	.....	228,905
Idaho	14,513	58,052	76,522	113,870	262,957	707	2,830	3,654	38,038	45,229	308,186
Illinois	237,075	339,329	1,617,666	1,247,876	3,441,946	.....	21,943	65,001	18,950	105,894	3,547,840
Indiana	247,811	188,500	.....	326,346	762,657	278	2,627	4,800	.....	7,705	770,362
Iowa	115,415	286,369	813,083	301,030	1,515,897	.....	.....	.....	39,672	39,672	1,555,569
Kansas	89,749	168,203	214,888	.....	472,840	7,225	2,394	18,323	.....	27,942	500,782
Kentucky	74,500	176,000	122,998	524,536	900,034	363	.....	.....	13,292	13,655	913,689
Louisiana	164,000	280,650	180,000	76,294	630,344	.....	.....	12,762	7,610	20,372	700,716
Maine	.....	60,500	254,450	67,000	381,950	.....	2,403	6,366	42	8,811	390,761
Maryland	79,461	131,729	.....	466,035	677,225	8,661	23,115	19,000	61,217	111,993	789,218
Massachusetts	115,564	147,106	2,872,512	482,652	3,617,834	372,172	410,528	190,878	17,043	990,621	4,608,455
Michigan	92,339	375,121	2,537,942	709,493	3,714,895	.....	16,937	20,500	105,992	143,429	3,858,324
Minnesota	65,500	152,510	923,657	211,264	1,354,941	6,194	7,852	133,058	3,665	150,769	1,505,710
Mississippi	38,494	167,500	60,000	168,110	434,104	.....	.....	.....	500	500	434,604
Missouri	75,000	269,918	255,294	220,775	817,987	.....	91,752	9,256	1,122	102,130	920,017
Montana	82,100	73,461	24,159	51,581	231,301	.....	.....	.....	18,072	18,072	249,373

Nebraska	30,000	166,941	237,500	253,696	688,137				17,804	17,804	705,941
Nevada				22,500	22,500						22,500
New Hampshire			188,779	75,000	263,779			2,181	1,636	3,817	267,596
New Jersey	27,468	363,700	1,562,025	880,642	2,833,835	17,963		436,585	76,071	530,619	3,364,454
New Mexico	139,074	68,000	30,000	47,500	284,574			350	17,902	18,252	302,826
New York	230,725	1,006,256	4,937,308	1,859,290	8,033,579	359,535	214,513	522,058	493,310	1,589,416	9,622,995
North Carolina	87,431	215,367		309,496	612,294				600	600	612,894
North Dakota	17,200	106,869	281,812		405,881	12,585	6,406	8,785		27,776	433,657
Ohio	166,625	320,455	836,905	628,930	1,952,915		106,951	31,510		138,461	2,091,376
Oklahoma	110,000	228,258	281,033	120,000	719,291						719,291
Oregon	27,399	64,222	237,623	76,533	405,777		225		4,520	4,745	410,522
Pennsylvania	256,950	598,799	2,304,853	892,969	4,053,571	88,777	64,724	178,118		331,619	4,385,190
Rhode Island		87,530	169,187	142,500	399,217			4,800		4,800	404,017
South Carolina	46,200	58,800	135,092	120,500	360,592						360,592
South Dakota	34,500	55,000	285,299		354,799	6,352	14,587			20,939	375,738
Tennessee	76,621	122,420		258,761	457,802	1,759	3,153	12,960		17,872	475,674
Texas	146,805	292,571	380,810	203,532	1,023,718			3,500	2,800	6,300	1,030,018
Utah	34,200	155,800			190,000	5,310	24,190			29,500	219,500
Vermont		28,338	77,500	125,000	230,838		13,752	13,427	12,255	39,434	270,272
Virginia	44,634	102,145	419,030	219,563	785,372	5,647	13,068	34,040	7,325	60,080	845,452
Washington	56,290	76,510	262,500	138,650	533,950			20,820		20,820	554,770
West Virginia	77,136	172,677	697,686	165,000	414,813				25,000	25,000	439,813
Wisconsin	141,415	242,000		313,248	1,394,349			141,134	7,246	148,380	1,542,729
Wyoming				44,531	44,531						44,531
Puerto Rico		4,833		65,820	70,653		3,991		2,456	6,447	77,100

[1] Where a school is for 2 types of pupils the receipts have been prorated.

TABLE 15.—*Expenditures for instruction, teachers' salaries, books, etc., in State and private residential schools for exceptional children, 1930–31*[1]

State or outlying part	State					Private					Total
	Blind	Deaf	Mentally deficient and epileptics	Delinquent	Total	Blind	Deaf	Mentally deficient and epileptics	Delinquent	Total	
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	$840,798	$2,270,431	$595,574	$1,704,763	$5,501,566	$222,854	$490,013	$149,147	$240,222	$1,102,236	$6,603,802
Alabama	21,390	60,867	2,100	6,220	90,577						90,577
Arizona	3,523	14,092			17,615						17,615
Arkansas	30,000	50,000		21,000	101,000						101,000
California	16,457	60,854	22,422	288,149	387,882		853	20,673	2,855	24,381	412,263
Colorado	16,516	47,006	3,709	56,338	123,569			626		626	124,195
Connecticut		15,543	9,121	20,938	45,602		55,000			55,000	100,602
Delaware			600		600				8,513	8,513	9,113
District of Columbia			4,967	6,880	11,847		65,114	1,635		66,749	78,596
Florida	11,770	31,824	2,638	25,019	71,251		5,234			5,234	76,485
Georgia	9,425	30,400		5,022	44,847						44,847
Idaho	4,896	19,585	1,010	5,819	31,310						31,310
Illinois	105,070	107,564	18,875	38,500	270,009			4,632	2,209	6,841	276,850
Indiana	15,642	62,299	20,000	42,120	140,061			450		450	140,511
Iowa	28,854	85,911	19,881	22,712	157,358				169	169	157,527
Kansas	17,255	63,500	16,861		97,616			450		450	98,066
Kentucky	28,273	53,400	4,149	40,880	126,702						126,702
Louisiana	34,000	48,000	4,000		86,000						86,000
Maine		17,599	8,942	4,775	31,316						31,316
Maryland	23,250	51,600		58,542	133,392		7,015		24,043	31,058	164,450
Massachusetts		17,277	60,267	138,882	216,426	80,566	54,298	11,871	1,600	148,335	364,761
Michigan	23,600	59,657	68,718	68,090	220,065		9,008	3,172	29,721	41,901	261,966
Minnesota	22,760	55,560	31,491	16,035	125,846						125,846
Mississippi	10,327	25,500	3,600	20,691	60,118						60,118
Missouri	24,848	61,081	5,153	41,160	132,242		23,378	1,550		24,928	157,170
Montana	34,742	31,086	5,849	10,707	82,384						82,384

Nebraska	17,000	30,000	5,000	21,160	73,160						73,160
Nevada				3,825	3,825						3,825
New Hampshire			6,135	12,750	18,885						18,885
New Jersey		109,110	47,998	196,698	353,806	6,621		31,783	17,229	55,633	409,439
New Mexico	23,415	20,400	900	9,366	54,081						54,081
New York	38,741	307,389	94,406	116,941	557,477	55,516	28,836	21,380	153,883	259,615	817,092
North Carolina	8,776	56,769		32,718	98,263						98,263
North Dakota	8,200	34,432	8,637		51,269						51,269
Ohio	56,050	103,000	16,700	35,170	210,920		12,728	9,112		21,840	232,760
Oklahoma	26,683	68,477	5,215	56,782	157,157						157,157
Oregon	5,500	19,045	5,000	16,994	46,539						46,539
Pennsylvania		18,572	37,451	51,653	107,676	80,151	228,549	24,446		333,146	440,822
Rhode Island		25,626	1,554	8,512	35,692			432		432	36,124
South Carolina	12,705	16,170	6,412	14,675	49,962						49,962
South Dakota	15,997	18,188	4,770		38,955						38,955
Tennessee	14,837	42,159		150,374	207,370			5,651		5,651	213,021
Texas	33,945	110,503	6,135	29,104	179,687						179,687
Utah	6,300	28,700			35,000						35,000
Vermont		17,685	2,495	7,000	27,180						27,180
Virginia	15,228	36,138	2,230	11,572	65,168			2,500		2,500	67,668
Washington	14,073	21,113	4,654	24,485	64,325						64,325
West Virginia	32,750	74,750	2,925	11,048	121,473						121,473
Wisconsin	28,000	42,000	18,954	34,722	123,676			8,784		8,784	132,460
Wyoming			3,650	10,735	14,385						14,385
Puerto Rico				11,189	11,189		259			259	11,448

[1] Where a school is for 2 types of pupils the expenditures have been prorated.

TABLE 16.—*Statistics of State and private residential schools for exceptional children, 1930–31*

A.—RESIDENTIAL SCHOOLS FOR THE BLIND

Institution	Number of teachers	Pupils[1]			Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures
		Kindergarten	Elementary	High school			
1	2	3	4	5	6	7	8
Alabama Institute for Deaf and Blind, Talladega, Ala	16	40	84	34	$41,545	$18,599	$41,545
Alabama Institute for Deaf and Blind (Negro), Talladega, Ala	2	----	41	----	18,706	7,344	[2] 18,706
Arizona State School for the Deaf and the Blind, Tucson, Ariz	3	4	12	2	85,545	17,615	[2] 85,545
Arkansas School for the Blind (Negro), Little Rock, Ark	13	4	54	61	58,020	30,000	60,020
Arkansas School for the Blind, Little Rock, Ark	3	----	19	10			
California School for the Blind, Berkeley, Calif	17	8	53	47	85,770	16,457	81,714
Colorado School for Deaf and Blind, Colorado Springs, Colo	[3] 20	7	35	17	201,965	63,522	[2] 182,157
Connecticut Nursery for the Blind, Farmington, Conn	3	----	11	----	---------	---------	---------
Connecticut Institute for the Blind (School Department), Hartford, Conn [4]	----	----	----	----	---------	---------	---------
Florida School for the Deaf and the Blind, St Augustine, Fla [5]	9	----	77	10	158,522	---------	[2] 158,522
Georgia Academy for the Blind, Macon, Ga [5]	14	----	91	11	48,905	9,425	42,850
Idaho State School for Deaf, Gooding, Idaho	6	----	14	7	14,513	4,896	14,885
Illinois School for the Blind, Jacksonville, Ill	30	17	182	59	237,075	105,070	237,070
Indiana School for the Blind, Indianapolis, Ind	16	----	94	71	247,811	15,642	235,707
Iowa School for the Blind, Vinton, Iowa	22	6	92	60	115,415	---------	115,415
Kansas State School for the Blind, Kansas City, Kans	19	----	83	32	89,749	17,255	72,272
Kentucky School for the Blind, Louisville, Ky. [5]	19	12	113	31	74,500	28,273	74,868
Louisiana State School for the Blind, Baton Rouge, La	12	----	54	22	155,000	30,000	174,000
Louisiana State School for the Negro Blind, Scotlandville, La	4	----	28	8	9,000	4,000	9,000
Maryland School for the Blind, Overlea, Md	27	2	50	20	108,850	31,850	[2] 106,381
Maryland School for the Colored Blind and Deaf, Overlea, Md	4	4	16	8			
Perkins Institution and Massachusetts School for the Blind, Watertown, Mass	58	28	194	56	115,564	80,566	500,146
Michigan School for the Blind, Lansing, Mich	22	17	86	49	92,339	23,600	92,339
Minnesota State School for the Blind, Faribault, Minn	18	10	54	23	65,500	22,760	75,507
Mississippi School for the Blind, Jackson, Miss	10	10	40	14	38,494	10,327	36,587
Missouri School for the Blind, St. Louis, Mo	19	14	71	22	75,000	24,848	78,660
Montana State School for the Deaf and the Blind and Training School for Feeble-minded, Boulder, Mont	4	----	14	2	169,383	71,677	[6] 169,383
Nebraska School for the Blind, Nebraska City, Nebr	9	----	48	12	30,000	17,000	47,000
Institute for Blind, Sisters of St. Joseph of Peace, Jersey City, N.J	6	1	18	3	---------	---------	---------
Arthur Sunshine Home and Kindergarten for Blind Babies, Summit, N.J	4	9	14	----	27,468	---------	45,476
New Mexico School for the Blind, Alamogordo, N Mex	14	14	78	16	---------	28,415	140,064
New York State School for the Blind, Batavia, N.Y	19	82	73	40	140,423	38,741	140,423
Dyker Heights Home for Blind Children, Brooklyn, N Y	1	----	7	----	---------	---------	15,800
Catholic Institute for the Blind, New York (East 221 Street and Paulding Avenue), N.Y	5	1	29	6	18,292	5,058	168,052
New York Institute for the Education of the Blind, New York (999 Pelham Parkway, N Y.)	25	----	94	36	77,010	48,093	409,554
State School for the Blind, Raleigh, N C	26	32	97	25	126,711	12,719	[2] 350,476
State School for the Blind and the Deaf (Negro), Raleigh, N.C	8	19	48	16			
North Dakota School for the Blind, Bathgate, N.Dak	6	----	28	13	17,200	8,200	29,000
Ohio State School for the Blind, Columbus, Ohio	31	13	151	60	166,625	56,050	158,513
Oklahoma School for the Blind, Muskogee, Okla	20	10	103	46	110,000	26,663	110,000
Oregon State School for the Blind, Salem, Oreg	6	----	30	13	27,399	5,500	27,399
Royer-Greaves School for the Blind, King of Prussia, Pa	6	2	10	8	3,354	5,340	13,393
St. Mary's Institution for Blind, Lansdale, Pa	3	1	12	3	---------	---------	---------
Pennsylvania Institution for the Instruction of the Blind, Philadelphia, Pa	36	11	182	88	151,007	47,018	225,760

[1] Does not include pupils taking vocational courses only.
[2] Includes school for the deaf.
[3] Includes 3 who teach both deaf and blind.
[4] Available data were incomplete.
[5] Includes Negro department.
[6] Includes schools for the deaf and the feeble-minded.

TABLE 16.—*Statistics of State and private residential schools for exceptional children, 1930–31*—Continued

A.—RESIDENTIAL SCHOOLS FOR THE BLIND

Institution	Number of teachers	Pupils			Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures
		Kindergarten	Elementary	High school			
1	2	3	4	5	6	7	8
Western Pennsylvania School for the Blind, Pittsburgh, Pa	25	26	99	29	$102,589	$27,793	$106,304
South Carolina School for Deaf and Blind, Cedar Spring, S C [5]	10	----	----	----	105,000	----	[3] 105,000
South Dakota School for the Blind, Gary, S Dak	8	13	16	7	34,500	15,997	40,851
Tennessee School for the Blind, Nashville, Tenn	21	----	147	56	76,621	14,837	80,843
Tennessee School for the Blind (Negro), Nashville, Tenn	6	----	42	5			
Texas Deaf, Dumb, and Blind Institution for Colored Youths, Austin, Tex	26	16	65	28	----	51,000	[3] 134,000
Texas School for the Blind, Austin, Tex	31	26	148	55	85,165	----	69,900
Utah School for the Deaf and the Blind, Ogden, Utah	5	----	25	4	190,000	35,000	[3] 190,000
Virginia State School for Colored Deaf and Blind, Children, Newport News, Va	3	----	27	----	41,359	6,640	[3] 41,359
Virginia School for the Deaf and the Blind, Staunton, Va	12	----	67	14	105,420	44,726	[3] 119,750
Washington State School for the Blind, Vancouver, Wash	13	12	60	24	56,290	----	56,290
West Virginia School for Colored Deaf and Blind, Institute, W.Va	5	----	9	9	54,813	12,500	[3] 54,813
West Virginia Schools for the Deaf and the Blind, Romney, W.Va	19	8	74	36	195,000	95,000	[3] 195,000
Wisconsin School for the Blind, Janesville, Wis	25	4	92	43	141,415	28,000	141,415

B—RESIDENTIAL SCHOOLS FOR THE DEAF

Alabama Institute for Deaf and Blind, Talladega, Ala	36	----	256	95	$143,656	$56,314	$143,656
Alabama Institute for Deaf and Blind (Negro), Talladega, Ala	5	----	68	----	18,706	7,344	[2a] 18,706
Arizona State School for the Deaf and the Blind, Tucson, Ariz	9	0	56	8	85,545	17,615	[2a] 85,545
Arkansas School for the Deaf, Little Rock, Ark. [5]	42	----	214	96	199,500	50,000	211,500
California School for the Deaf, Berkeley, Calif	26	----	214	9	405,591	60,854	215,722
St. Josephs Home for Deaf Mutes, Oakland, Calif	5	----	32	----	7,353	853	8,403
Colorado School for Deaf and Blind, Colorado Springs, Colo	[3] 35	17	135	17	201,965	63,522	[2a] 182,157
Mystic Oral School for the Deaf, Mystic, Conn	13	11	82	1	111,987	15,543	111,987
American School for the Deaf, West Hartford, Conn	29	14	202	----	112,269	55,000	127,136
Columbia Institution for the Deaf, Washington, D.C.:							
Gallaudet College	17	----	----	[7]130	149,250	65,114	160,782
Kendall School	10	7	53	10			
Florida School for the Deaf and the Blind, St. Augustine, Fla. [5]	34	----	233	3	158,522	----	[2a] 158,522
Georgia School for the Deaf, Cave Springs, Ga. [5]	30	----	244	----	----	30,400	85,000
Idaho State School for Deaf and Blind, Gooding, Idaho	8	11	58	8	58,052	19,585	59,541
The Ephpheta School for the Deaf, Chicago, Ill	8	----	118	----	----	----	20,936
Illinois School for the Deaf, Jacksonville, Ill	62	6	468	72	339,329	107,564	339,329
Indiana State School for the Deaf, Indianapolis, Ind	44	52	294	75	188,500	62,299	186,955
Iowa School for the Deaf, Council Bluffs, Iowa	56	----	[8] 355	----	286,369	----	286,369
State School for the Deaf, Olathe, Kans	34	14	172	47	168,203	63,500	168,379
Kentucky School for the Deaf, Danville, Ky	40	----	[8] 343	----	178,000	----	178,000
Louisiana State School for Deaf, Baton Rouge, La	30	----	166	35	260,050	48,000	260,050
Chinchuba Institute for the Deaf, Chinchuba, La	12	----	[8] 51	----	----	----	----
Maine School for the Deaf, Portland, Maine	12	12	98	----	60,500	17,599	58,572
St. Francis Xavier School for the Deaf, Baltimore, Md	5	----	40	----	----	----	----
Maryland State School for the Deaf, Frederick, Md	23	23	141	16	102,340	43,000	103,560
Reinhardt School for Deaf Children, Kensington, Md	5	8	11	----	----	7,015	16,488
Maryland School for the Colored Blind and Deaf, Overlea, Md	7	3	27	7	108,850	31,850	[2a] 106,381
Beverly School for the Deaf, Beverly, Mass	10	6	72	----	46,728	17,277	56,147
Boston School for the Deaf, Boston, Mass	26	----	[8] 198	----	----	----	----
Clarke School for the Deaf, Northampton, Mass	26	6	145	----	100,378	54,298	445,794

[3] Includes school for the deaf.
[2a] Includes school for the blind.
[3] Includes 3 who teach both deaf and blind.
[5] Includes Negro department.
[7] College students.
[8] Total pupils, all grades.

TABLE 16.—*Statistics of State and private residential schools for exceptional children, 1930–31*—Continued

B—RESIDENTIAL SCHOOLS FOR THE DEAF—Continued

Institution	Number of teachers	Pupils			Receipts from public funds, State, county, or city	Expenditures or instruction, teachers' salaries, books, etc.	Total expenditures
		Kindergarten	Elementary	High school			
1	2	3	4	5	6	7	8
Sarah Fuller Home for Young Deaf Children, Roxbury, Mass	3	----	[8] 21	----	----------	----------	----------
Evangelical Lutheran Deaf-Mute Institute, Detroit, Mich	4	3	28	----	----------	$9,008	$116,370
Michigan School for the Deaf, Flint, Mich	53	11	282	118	$375,121	59,657	94,798
W Roby Allen School for the Deaf, Faribault, Minn	4	----	[8] 12	----	----------	----------	----------
Minnesota School for the Deaf, Faribault, Minn	39	----	246	36	152,510	55,500	150,723
Mississippi School for the Deaf, Jackson, Miss.[3]	28	----	183	4	167,500	25,500	167,500
Missouri School for the Deaf, Fulton, Mo	44	----	325	----	266,818	61,081	261,944
Central Institute for the Deaf, St Louis, Mo	30	35	61	----	----------	----------	93,514
St Joseph Institute for Deaf-Mutes, St Louis, Mo	6	----	[8] 40	----	----------	----------	----------
Montana State School for the Deaf and the Blind and Training School for Feeble-Minded, Boulder, Mont [9]	18	10	71	4	160,383	71,677	[9] 160,383
Nebraska School for the Deaf, Omaha, Nebr	24	17	138	37	166,941	30,000	166,941
New Jersey School for the Deaf, West Trenton, N.J	57	----	[8] 342	----	363,941	----------	363,700
New Mexico School for the Deaf, Santa Fe, N.Mex	13	----	[8] 99	----	68,000	----------	68,000
Le Couteulx St Mary's Institution for the Improved Instruction of Deaf Mutes, Buffalo, N.Y	38	22	171	21	111,255	28,838	111,747
Cleary Oral School for the Deaf, Brooklyn, N.Y	5	----	[8] 12	----	----------	----------	----------
Northern New York Institution for Deaf-Mutes, Malone, N.Y	18	17	84	7	67,849	30,061	68,244
Association for the Improved Instruction of Deaf-Mutes, New York (904 Lexington Avenue), N.Y	38	50	209	2	138,053	59,825	186,043
New York Institution for the Instruction of the Deaf and the Dumb, New York (99 Fort Washington Avenue), N.Y	41	68	255	33	----------	284,000	277,837
St Joseph's Institute for the Improved Instruction of Deaf-Mutes, New York (Eastern Boulevard and One Hundred and Seventy-seventh Street), N Y	60	23	371	7	214,241	68,488	231,950
Wright Oral School, New York (1 West One Hundred and Twentieth Street), N Y	16	----	----	7	----------	----------	----------
Rochester School for the Deaf, Rochester, N.Y	26	23	171	11	117,435	46,154	221,823
The Central New York Institute for the Deaf, Rome, N.Y	17	14	99	----	17,823	18,610	74,719
North Carolina School for the Deaf, Morganton, N.C	43	----	334	25	176,087	----------	176,087
State School for the Blind and the Deaf (Negro), Raleigh, N C	16	----	104	2	126,711	12,719	350,476
North Dakota School for the Deaf, Devils Lake, N.Dak	16	8	27	60	106,869	34,432	109,073
State School for the Deaf, Columbus, Ohio	61	----	452	67	320,455	103,000	270,450
St. Rita School for the Deaf, Lockland, Ohio	14	6	81	15	----------	12,728	106,950
Home Oral School, Sand Springs, Okla	1	----	5	3	----------	----------	----------
Oklahoma State School for the Deaf, Sulphur, Okla	44	----	[8] 394	----	145,382	----------	145,382
Deaf, Blind, and Orphans' Institute, Taft, Okla	3	----	[8] 15	----	82,876	----------	82,876
Oregon State School for the Deaf, Salem, Oreg	15	----	115	11	64,222	19,045	64,277
The Sanatorium School, Lansdowne, Pa	4	1	3	1	----------	----------	----------
Archbishop Ryan Memorial Institute for Deaf-Mutes, Philadelphia (3509 Spring Garden Street), Pa	7	9	41	--	----------	----------	----------
Home for Training in Speech of Deaf Children, Philadelphia, Pa	10	26	34	----	----------	----------	----------
Pennsylvania Institution for the Deaf, Philadelphia (Mount Airy), Pa	78	45	473	25	341,252	145,756	377,618
De Paul Institute for the Deaf, Pittsburgh (Brookline), Pa	15	12	129	----	----------	----------	41,102
Western Pennsylvania School for the Deaf, Pittsburgh (Edgewood), Pa	35	----	300	----	189,917	72,518	197,181
Pennsylvania State Oral School for the Deaf, Scranton, Pa	10	11	91	----	67,630	18,572	67,630
St. Gabriel's School for the Deaf, Santurce, P R	6	9	36	----	4,833	259	7,480
Rhode Island School for the Deaf, Providence, R.I	16	18	83	----	87,580	25,626	87,494
South Carolina School for Deaf and Blind, Cedar Spring, S.C.[3]	17	----	[8] 212	----	105,000	----------	[2a] 105,000
South Dakota School for the Deaf, Sioux Falls, S Dak	16	8	93	5	55,000	18,188	55,854
Tennessee School for the Deaf, Knoxville, Tenn	26	49	214	14	122,420	42,159	115,066
Tennessee School for the Deaf (Negro), Knoxville, Tenn	2	----	28	----			
Texas Deaf, Dumb, and Blind Institution for Colored Youths, Austin, Tex	26	57	48	22	134,000	51,000	[2a] 134,000

[2a] Includes school for the blind.
[3] Includes 3 who teach both deaf and blind.
[5] Includes Negro department.
[8] Total pupils, all grades.
[9] Includes school for the blind and the feeble-minded.

TABLE 16.—*Statistics of State and private residential schools for exceptional children, 1930–31*—Continued

B—RESIDENTIAL SCHOOLS FOR THE DEAF—Continued

Institution	Number of teachers	Pupils			Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures
		Kindergarten	Elementary	High school			
1	2	3	4	5	6	7	8
Texas School for the Deaf, Austin, Tex	64	----	442	72	$220,211	$82,963	$216,967
Utah School for the Deaf and the Blind, Ogden, Utah	17	----	91	39	190,000	35,000	[2a]190,000
The Austine School, Brattleboro, Vt	8	----	56	----	28,338	17,685	42,214
Virginia State School for Colored Deaf and Blind Children, Newport News, Va	4	9	44	----	41,359	6,640	[2a] 41,359
Virginia School for the Deaf and the Blind, Staunton, Va	31	10	183	3	105,420	44,726	[2a]119,750
Washington State School for the Deaf, Vancouver, Wash	17	25	91	19	76,510	21,113	76,510
West Virginia Schools for the Colored Deaf and Blind, Institute, W Va	7	----	34	1	54,813	12,500	[2a] 54,813
The West Virginia Schools for the Deaf and the Blind, Romney, W.Va	35	----	280	----	195,000	95,000	[2a]195,000
Wisconsin School for the Deaf, Delavan, Wis	33	29	130	45	242,000	42,000	134,000
St. John's Institute for the Deaf, St Francis, Wis	-----	17	60	----	---------	---------	-------

C.—RESIDENTIAL SCHOOLS FOR MENTALLY DEFICIENT AND EPILEPTICS

Institution	Number of inmates	Number of teachers	Pupils		Receipts from public funds (State, county, and city)	Expenditures for instruction (teachers' salaries, books, etc.)	Total expenditures
			Kindergarten	Elementary			
1	2	3	4	5	6	7	8
Public							
Partlow State School, Tuscaloosa, Ala	535	2	38	54	$186,461	$2,100	$114,267
Sonoma State Home, Eldridge, Calif	3,264	10	20	261	815,579	16,249	815,579
Pacific Colony, Spadra, Calif	648	5	112	176	265,384	6,173	266,869
State Home and Training School for Mental Defectives:							
Grand Junction, Colo	288	3	18	44	102,384	3,209	102,384
Ridge, Colo	178	1	12	49	54,000	500	44,419
Mansfield State Training School and Hospital, Mansfield, Conn	955	8	22	77	364,048	9,121	612,886
Delaware Commission for Feeble-minded, Stockley, Del	278	3	25	95	116,036	3,000	116,036
District Training School, Annapolis Junction, Md.[10 11]	212	7	-----	-----	---------	--------	248,359
Florida Farm Colony, Gainesville, Fla	465	2	66	95	194,322	--------	131,992
Georgia Training School for Mental Defectives, Gracewood, Ga.[11]	237	2	20	26	-----	-----	-------
State School and Colony, Nampa, Idaho	444	1	54	32	76,522	1,010	71,179
Dixon State Hospital, Dixon, Ill	2,904	3	73	115	846,646	3,192	616,745
Lincoln State School and Colony, Lincoln, Ill	2,882	18	45	372	771,020	15,683	784,756
Muscatatuck Colony, Butlerville, Ind	451	-----	-----	-----	---------	--------	66,378
Fort Wayne State School, Fort Wayne, Ind	1,722	20	40	140	----------	20,000	474,615
Indiana Village for Epileptics, Newcastle, Ind.[11]	856	-----	-----	-----	---------	--------	271,716
Institution for Feeble-minded Children, Glenwood, Iowa	1,674	20	52	496	517,208	15,021	472,721
Hospital for Epileptics and School for Feeble-minded, Woodward, Iowa[12]	916	6	49	129	295,880	4,860	285,709
State Hospital for Epileptics, Parsons, Kans	698	2	9	27	---------	--------	243,042
State Training School, Winfield, Kans	1,057	2	19	36	214,888	2,000	219,958

[2a] Includes school for the blind.
[10] This is the official training school of the District of Columbia.
[11] Incomplete data supplemented by report of the Bureau of the Census, 1928.

TABLE 16.—*Statistics of State and private residential schools for exceptional children, 1930–31*—Continued

C.—RESIDENTIAL SCHOOLS FOR MENTALLY DEFICIENT AND EPILEPTICS—Con.

Institution	Number of inmates	Number of teachers	Pupils		Receipts from public funds (State, county, and city)	Expenditures for instruction (teachers' salaries, books, etc.)	Total expenditures
			Kindergarten	Elementary			
1	2	3	4	5	6	7	8
Public—Continued							
State Institution for the Feeble-minded, Frankfort, Ky	700	6	-----	341	$122,998	$4,149	$122,998
State Colony and Training School, Alexandria, La	599	6	40	82	180,000	4,000	203,635
Pownal State School, Pownal, Maine	723	12	11	116	254,450	8,942	259,766
Rosewood State Training School, Owings Mills, Md [11]	911	-----	-----	-----	-----	-----	-----
Belchertown State School, Belchertown, Mass	1,059	14	30	117	877,763	14,591	715,777
Monson State Hospital for Epileptics, Palmer, Mass [2a]	1,528	3	-----	-----	-----	-----	441,350
Walter E. Fernald State School, Waverly, Mass	1,734	34	46	242	913,950	33,022	785,102
Wrentham State School, Wrentham, Mass [12]	1,692	26	225	458	-----	-----	632,697
Michigan Home and Training School, Lapeer, Mich	3,657	21	64	310	1,419,804	20,558	1,419,804
Wayne County Training School, Northville, Mich	894	25	34	435	1,118,138	48,160	814,734
Michigan Farm Colony for Epileptics, Wahjamega, Mich [11]	920	-----	-----	-----	-----	-----	230,511
Minnesota Colony for Epileptics, Cambridge, Minn	410	5	10	71	491,450	4,298	173,991
Minnesota School for Feeble-minded and Colony for Epileptics, Faribault, Minn	2,376	28	66	447	434,217	27,193	548,727
Ellisville State School, Ellisville, Miss	319	7	90	61	60,000	3,600	557,600
Missouri State School for Feeble-minded, Marshall, Mo	1,106	13	70	99	255,294	-----	257,650
Montana State Training School for Feeble-minded, Boulder, Mont	332	5	42	48	-----	-----	[13] 169,383
Nebraska Institution for Feeble-minded, Beatrice, Nebr	1,006	7	60	133	-----	5,000	237,500
Laconia State School, Laconia, N.H	633	8	49	142	188,779	6,135	190,960
North Jersey Training School, Little Falls, N.J	556	14	23	129	298,289	16,791	239,689
State Colony for Feeble-minded Males, New Lisbon, N.J [11]	445	4	-----	-----	-----	-----	137,000
New Jersey State Village for Epileptics, Skillman, N J	1,114	13	33	59	458,097	16,057	864,734
Vineland State School, Vineland, N.J	1,431	8	25	31	522,315	13,770	530,786
Woodbine Colony for Feeble-minded Males, Woodbine, N J	451	3	40	-----	108,353	1,380	435,375
New Mexico Home and Training School for Mental Defectives, Los Lunas, N.Mex	48	1	-----	18	30,000	900	22,900
Albion State Training School, Albion, N.Y. [14]	333	9	-----	215	129,157	9,558	127,244
Institution for Male Defective Delinquents, Napanoch, N Y	1,102	1	-----	140	484,881	2,584	477,747
Newark State School, Newark, N.Y	1,458	13	43	111	531,415	12,472	531,415
New York City Children's Hospital (Randalls Island), N Y [15]	1,439	27	78	181	-----	-----	-----
Rome State School, Rome, N Y	3,545	26	213	152	1,000,998	-----	1,000,998
Craig Colony for Epileptics, Sonyea, N Y. [11]	1,890	7	-----	175	937,156	13,160	899,502
Syracuse State School, Syracuse, N.Y	1,521	41	40	403	664,707	20,356	647,287
Letchworth Village, Thiells, N Y	2,880	21	69	361	1,110,394	38,927	1,110,394
Wassaic State School, Wassaic, N Y. (no data)	-----	-----	-----	-----	-----	-----	-----
Caswell Training School, Kinston, N.C [11]	648	9	121	67	-----	-----	226,518
State Colony for Epileptics, Raleigh, N C. (no data)	-----	-----	-----	-----	-----	-----	-----
Institution for Feeble-minded, Grafton, N.Dak	643	9	55	101	281,812	8,637	215,032
Institution for Feeble-minded, Apple Creek, Ohio (no data)	-----	-----	-----	-----	-----	-----	-----
Institution for Feeble-minded, Columbus, Ohio	2,088	19	41	311	423,679	12,951	404,322
State Hospital for Epileptics, Gallipolis, Ohio [11]	2,208	3	-----	-----	-----	-----	559,276
Institution for Feeble-minded, Orient, Ohio	2,478	7	36	182	413,226	3,749	413,226
Institution for Feeble-minded, Enid, Okla [13]	820	3	-----	-----	261,033	-----	260,762
State Institution for Feeble-minded, Salem, Oreg	850	7	51	146	237,623	5,000	[16] 154,615
Laurelton State Village, Laurelton, Pa	654	4	-----	134	251,724	2,318	250,490

[2a] Includes school for the blind
[11] Incomplete data supplemented by report of the Bureau of the Census, 1928.
[12] Incomplete data supplemented by report of the Bureau of the Census, 1931.
[13] Figures given are for the Montana State School for the Deaf and Blind and the Montana State Training School for Feeble-minded.
[14] Title and function of this institution was changed by act of legislature, effective July 1, 1931. It was formerly a reformatory but is now the Institution for Mentally Defective Delinquent Women.
[15] Data for 1926–27.
[16] Expenditures for 9 months ending September 1931.

TABLE 16.—*Statistics of State and private residential schools for exceptional children, 1930–31*—Continued

C.—RESIDENTIAL SCHOOLS FOR MENTALLY DEFICIENT AND EPILEPTICS—Con.

Institution	Number of inmates	Number of teachers	Pupils		Receipts from public funds (State, county, and city)	Expenditures for instruction (teachers' salaries, books, etc.)	Total expenditures
			Kindergarten	Elementary			
1	2	3	4	5	6	7	8
Public—Continued							
Pennhurst State School, Pennhurst, Pa	1,474	16	50	97	$944,240	$18,813	$944,240
Polk State School, Polk, Pa	2,739	20	39	183	816,000	.....	816,000
Selinsgrove State Colony for Epileptics, Selinsgrove, Pa	223	.....	.....	.....	.....	.....	.....
Exeter School, Lafayette, R.I	539	6	.....	45	169,187	1,554	163,999
State Training School, Clinton, S.C	486	6	7	112	135,092	6,412	135,092
State School and Home for Feeble-minded, Redfield, S.Dak [11]	611	8	12	52	265,299	.....	238,497
Home and Training School for Feeble-minded, Donelson, Tenn.[11]	487	.....	.....	.....	.....	.....	.....
Abilene State Hospital for Epileptics, Abilene, Tex	1,150	2	55	35	380,810	1,620	335,005
Austin State School, Austin, Tex.[11]	740	10	.....	.....	.....	.....	225,732
Utah State Training School, American Fork, Utah	157	5	32	78	.....	.....	.....
Brandon State School, Brandon, Vt	294	5	29	30	77,500	2,495	90,927
State Colony for Epileptics and Feeble-minded, Colony, Va [11]	1,004	3	.....	98	419,030	2,230	368,979
State Custodial School, Medical Lake, Wash.[11]	1,217	7	58	96	262,500	.....	282,713
Huntington State Hospital, Huntington, W.Va.[11]	920	1	.....	.....	.....	.....	146,274
Northern Wisconsin Colony and Training School, Chippewa Falls, Wis	1,306	18	101	252	429,013	15,841	418,668
Southern Wisconsin Colony and Training School, Union Grove, Wis.[12]	715	7	16	87	268,673	.....	155,634
Wyoming State Training School, Lander, Wyo	255	4	15	56	.....	3,650	74,949
Private							
Miss Allen's School, Los Angeles, Calif	22	3	.....	.....	.....	10,723	18,843
Sunny Crest School, Los Angeles, Calif.[17]	50	.....	5	31	.....	.....	15,000
Wittman Home, Mar Vista, Calif	60	.....	.....	.....	.....	.....	.....
The Williams School for Handicapped Children, Pasadena, Calif	12	2	3	9	.....	.....	.....
The Cedars, Ross, Calif	36	4	10	21	.....	8,600	26,000
Meeker Home, Denver, Colo	12	1	4	2	.....	626	5,529
St. Gertrude's School of Arts and Crafts, Brookland, D.C	29	3½	5	20	.....	1,635	24,264
Daughters of St. Mary of Providence Institute, Chicago, Ill	85	10	7	50	.....	.....	.....
Beverly Farm Home and School for Nervous Backward Children, Godfrey, Ill	72	4	11	28	.....	.....	51,469
The Mary E. Pogue Sanitarium, Wheaton, Ill	41	3	7	7	.....	.....	.....
The Indianapolis Home Training School, Indianapolis, Ind	6	2	3	3	.....	.....	5,000
Powell School for Backward and Mentally Deficient Children, Red Oak, Iowa	61	3	17	18	.....	.....	.....
The Southard School, Topeka, Kans	6	3	.....	6	.....	.....	5,000
Steward Home Training School, Frankfort, Ky	112	5	30	30	.....	.....	.....
Sophie Gumbel School, New Orleans, La	40	2	5	35	[18] 7,500	[18] 4,500	16,900
Hill Top School, Jessup, Md	20	6	8	12	.....	.....	.....
The Freer School, Arlington Heights, Mass	10	4	1	7	.....	1,970	5,070
The Hospital Cottages for Children, Baldwinville, Mass	71	2	25	46	.....	1,169	70,324
Standish Manor School, Halifax, Mass	12	5	.....	.....	.....	2,835	9,775
Perkins School of Adjustment, Lancaster, Mass	39	9	13	26	.....	5,897	66,216
St. Anthony's School for Backward Children, Comstock, Mich	38	3	13	23	.....	975	16,375
The Reed School, Inc., Detroit, Mich	12	1	10	1	.....	2,197	6,867
The Wilbur Home, Kalamazoo, Mich	24	3	.....	.....	.....	.....	.....
The Laura Baker School, Inc., Northfield, Minn	44	10	.....	.....	.....	.....	.....
Miss Compton's School for Girls of Retarded Mentality, St. Louis, Mo	5	3	.....	5	.....	1,550	3,870

[11] Incomplete data supplemented by report of the Bureau of the Census, 1928.
[12] Incomplete data supplemented by report of the Bureau of the Census, 1931.
[17] A private school working in conjunction with the Los Angeles Board of Education. The board of education has a fully equipped development school on the grounds and is in full charge of the educational program. The private agency furnishes maintenance only.
[18] The school program in this home is maintained by the New Orleans public-school system.

TABLE 16.—*Statistics of State and private residential schools for exceptional children, 1930–31*—Continued

C.—RESIDENTIAL SCHOOLS FOR MENTALLY DEFICIENT AND EPILEPTICS—Con.

Institution	Number of inmates	Number of teachers	Pupils		Receipts from public funds (State, county, and city)	Expenditures for instruction (teachers' salaries, books, etc.)	Total expenditures
			Kindergarten	Elementary			
1	2	3	4	5	6	7	8
Private—Continued							
Bethpage Inner Mission Association, Axtell, Nebr.	140	2	1	9			
Dorothy-Hall School, Belmar, N.J.	9	3					
The Bancroft School, Haddonfield, N.J.	108	9	26	57		$15,205	$166,689
McGeno Home, Riverside, N.J.	12						7,680
The Training School at Vineland, N.J.	589	16	50	144	[19]$174,971	16,578	459,507
Evergreens Sanitorium School, Albany, N.Y.	6	1	3	2			8,000
Brunswick Home, Amityville, N.Y.	78	1	29	11			
Binghamton Training School for Nervous, Backward, and Mental Defectives, Binghamton, N.Y.	33	1	4	9			
Florence Nightingale School, Katonah, N.Y.	30	5	9	12		12,020	65,400
Gary de Vabre Academy, Lake Ronkonkoma, N.Y.	8	6		5		3,040	8,029
The Francis School, Pittsford, N.Y.	6	2					
Brookly Home for Blind, Crippled, and Defective Children, Port Jefferson, N.Y.	78	7		66	18,600	5,000	63,300
Sandalphon School, Inc., Cleveland, Ohio	22	3	14	4		6,112	13,900
Wilson School, Dayton, Ohio	20	7	4	16		3,000	26,000
Rosehill, Chester Heights, Pa.	17	4	7	10		3,100	10,000
Elwyn Training School, Elwyn, Pa.	1,004	17	44	186	292,889	15,718	367,324
The Hedley School, Greenside, Pa.	19	3	8	11			
Marydell School, Langhorne, Pa.	11	1	5	6		760	[20]6,130
Brookwood School, Lansdowne, Pa.	16	3	3	12		4,868	14,445
Narragansett School, Providence, R.I.	4	2½		4			4,800
The Bristol-Nelson Physiological School, Murfreesboro, Tenn.	24	2	8	13		5,651	12,583
Schermerhorn Home School, Ashland, Va.	7	3		7			
The Grundy Home and Training School for Feebleminded, Falls Church, Va.	81	3	6	28		2,500	28,000
St. Coletta School, Jefferson, Wis.	229	15	20	112			
Bethesda Lutheran Home, Watertown, Wis.	361	5	35	58		8,784	81,117

D.—RESIDENTIAL SCHOOLS FOR DELINQUENT CHILDREN

Institution	Total number of inmates on roll during year	Total number of inmates on roll at given date (or estimated where not given)	Number teachers	Number enrolled in school work	Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc	Total expenditures including capital outlay
1	2	3	4	5	6	7	8
Public							
Alabama Boys Industrial School, Birmingham, Ala.		450	10	433	$123,930		$146,380
Alabama Reform School, Mount Meigs, Ala.	355	[1] 300	23	355	64,000	$6,220	45,170
Arkansas Boys Industrial School, Pine Bluff, Ark.		547	2	181	60,600	21,000	65,000
Preston School of Industry (for boys), Waterman, Calif.		335	11	178	519,177	162,137	518,538
Whittier State School (for boys), Whittier, Calif.			7	350	549,898	126,012	560,460

[1] Does not include pupils taking vocational courses only.
[19] Tuitions paid by State for State pupils.
[20] School opened August 1930; expenditures cover period from August 1930 to January 1931.

TABLE 16.—*Statistics of State and private residential schools for exceptional children, 1930–31*—Continued

D.—RESIDENTIAL SCHOOLS FOR DELINQUENT CHILDREN—Continued

Institution	Total number of inmates on roll during year	Total number of inmates on roll at given date (or estimated where not given)	Number teachers	Number enrolled in school work	Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc	Total expenditures including capital outlay
1	2	3	4	5	6	7	8
Public—Continued							
State Industrial School for Boys, Golden, Colo	309	[1] 200	25	260	$111,000	$50,000	$126,000
State Industrial School for Girls, Mount Morrison, Colo	216	136	7	215	57,513	6,338	57,513
Long Lane Farm (for girls), Middletown, Conn	385	263	22	321	383,042	20,938	383,042
Industrial School for Colored Girls, Marshallton, Del	67	58	4	53	91,260	.....	103,288
National Training School for Girls, Washington, D C	155	109	13	155	91,490	6,880	92,584
Florida Industrial School for Boys, Marianna, Fla	892	411	6	145	218,765	8,969	200,766
Dade County Home, Miami, Fla	292	72	5	.....	75,000	.....	75,000
Industrial School for Girls, Ocala, Fla	133	91	3	89	48,115	3,300	50,365
Georgia Training School for Girls, Atlanta, Ga	.....	156	3	156	45,000	2,922	42,863
Georgia Training School for Boys, Milledgeville, Ga	173	156	3	.....	55,000	2,100	51,850
Idaho Industrial Training School, St Anthony, Idaho	603	291	6	38	113,870	5,819	132,848
State Training School for Girls, Geneva, Ill	556	[1] 300	16	208	265,538	13,500	249,365
St. Charles School for Boys, St. Charles, Ill	1,776	619	20	677	972,109	25,000	384,870
Indiana Girls School, Indianapolis, Ind	.....	378	9	322	131,911	5,915	157,209
Indiana Boys School, Plainfield, Ind	530	[1] 200	25	424	194,435	36,205	194,435
Iowa Training School for Boys, Eldora, Iowa	790	560	11	544	192,468	14,699	200,882
Training School for Girls, Mitchellville, Iowa	180	[1] 100	.....	106	107,687	8,013	98,308
Louisville and Jefferson County Children's Home, Anchorage, Ky	2,051	1,536	30	500	524,536	40,880	452,582
Louisiana Training Institute (for boys), Monroe, La	310	149	3	310	76,294	.....	80,451
State School for Boys, South Portland, Maine	180	134	15	134	67,000	4,775	71,775
Maryland Training School for Boys, Loch Raven, Md	495	274	6	238	144,710	.....	144,710
Montrose School for Girls, Reistertown, Md	161	81	7	54	67,350	33,941	70,266
Hampden County Training School (for boys), Feeding Hills, Mass	.....	33	2	25	.....	.....	38,422
Industrial School for Girls, Lancaster, Mass	577	330	17	.....	152,157	15,623	152,157
Essex County Training School, Lawrence, Mass	.....	93	6	.....	65,000	.....	64,414
Worcester County Training School (for boys), Oakdale, Mass	42	32	2	42	25,395	1,025	26,484
Industrial School for Boys, Shirley, Mass	836	[1] 400	60	.....	240,100	81,527	236,996
Lyman School for Boys, Westboro, Mass	1,261	488	.....	.....	.....	.....	239,455
Girls Training School, Adrian, Mich	.....	316	12	276	299,575	10,120	306,673
Boys Vocational School, Lansing, Mich	.....	706	23	253	350,000	.....	341,000
Hennepin County Home School for Boys, Glen Lake, Minn	160	54	2	120	.....	.....	.....
State Training School (for boys), Red Wing, Minn	746	365	7	190	211,264	16,035	186,961
Mississippi Industrial and Training School, Columbia, Miss	.....	427	17	.....	168,110	20,691	168,610
Missouri Reformatory (for boys), Boonville, Mo	450	396	8	250	.....	.....	.....
State Industrial Home for Girls, Chillicothe, Mo	.....	300	15	296	100,775	9,960	111,699
Bellefontaine Farms (for boys), Florissant, Mo	332	214	12	332	120,000	31,200	151,200
Vocational School for Girls, Helena, Mont	98	59	3½	.....	.....	.....	.....
State Industrial School (for boys), Miles City, Mont	.....	171	3	120	51,581	10,707	69,653
Girls Training School, Geneva, Nebr	252	197	5	105	71,950	4,586	76,990
State Industrial School (for boys), Kearney, Nebr	384	205	6	34	103,746	5,510	103,746
Nebraska Industrial Home (for girls), Milford, Nebr	87	54	1	.....	78,000	11,064	44,915
Nevada School of Industry, Elko, Nev	.....	.....	3	.....	22,500	.....	22,500
State Industrial School, Manchester, N.H	287	200	6	.....	75,000	.....	75,000
New Jersey State Home for Boys, Jamesburg, N.J	954	637	22	256	510,489	41,000	510,402
State Home for Girls, Trenton, N.J	267	259	12	267	202,981	79,698	202,981

[1] Does not include pupils taking vocational courses only.

TABLE 16.—*Statistics of State and private residential schools for exceptional children, 1930–31*—Continued

D—RESIDENTIAL SCHOOLS FOR DELINQUENT CHILDREN—Continued

Institution	Total number of inmates on roll during year	Total number of inmates on roll at given date (or estimated where not given)	Number teachers	Number enrolled in school work	Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures including capital outlay
1	2	3	4	5	6	7	8
Public—Continued							
Newark City Home (for boys), Verona, N J	305	254	16	177	$149,000	$76,000	$149,000
Girls Welfare Home, Albuquerque, N Mex	-------	70	1	70	25,000	--------	25,000
New Mexico Industrial School (for boys), Springer, N Mex	94	90	4	55	22,500	5,116	41,895
New York State Training School for Girls, Hudson, N.Y	506	501	27	459	296,305	20,872	353,731
State Agricultural and Industrial School (for boys), Industry, N.Y	1,320	618	20	705	460,073	--------	512,157
Stonewall Jackson Training School for Boys, Concord, N C	688	499	7	496	136,233	7,925	134,832
Morrison Training School (for boys), Hoffman, N C	200	200	7	200	36,221	10,200	36,821
Eastern Carolina Training School (for boys), Rocky Mount, N C	136	87	8	-------	37,823	4,957	37,783
State Home and Industrial School for Girls, Samarcand, N.C	368	281	10	281	99,219	9,635	99,219
Girls Industrial School, Delaware, Ohio	-------	425	19	200	215,850	16,977	214,672
Boys Industrial School, Lancaster, Ohio	-------	1,186	20	834	413,080	18,193	412,779
State Training School for White Boys, Pauls Valley, Okla	214	209	4	194	120,000	7,251	119,034
State Industrial School for White Girls, Tecumseh, Okla	362	230	15	362	100,730	49,525	100,730
Oregon State Industrial School for Girls, Salem, Oreg	124	77	3	-------	38,853	15,214	35,447
Oregon State Training School (for boys), Woodburn, Oreg	-------	132	3	101	37,680	1,780	32,496
Luzerne County Industrial School for Boys, Kis-Lyn, Pa	450	298	5	450	89,000	--------	89,000
Pennsylvania Training School, Morganza, Pa	1,361	855	28	855	607,000	23,560	589,181
Allegheny County Industrial and Training School for Boys, Warrendale, Pa	486	372	7	161	196,969	12,963	161,584
Industrial Reform School of Puerto Rico (for boys), Mayaguez, P.R	312	[1] 250	16	250	65,820	65,820	65,820
Oaklawn School for Girls, Howard, R.I	84	39	1	84	32,700	1,004	28,535
Sockanosset School for Boys, Howard, R.I	538	219	4	100	109,800	--------	107,265
State Industrial School for Girls, Columbia, S C	68	68	1	4	33,000	--------	--------
State Reformatory for Negro Boys, Columbia, S.C	150	150	2	45	27,500	-------	27,500
South Carolina Industrial School for Boys, Florence, S.C	370	200	9	-------	60,000	10,000	60,000
Bonny Oaks Industrial School, East Chattanooga, Tenn	237	165	4	234	32,000	3,600	30,900
State Training and Agricultural School for Boys, Nashville, Tenn.[2]	-------	850	10	-------	226,761	142,276	221,962
Tennessee Vocational School for Girls, Tullahoma, Tenn	-------	[1] 75	6	137	--------	4,198	63,535
Harris County School for Girls, Bellaire, Tex	216	[1] 150	11	216	87,822	15,000	87,822
Girls Training School, Gainesville, Tex	383	230	10	230	98,710	11,214	81,129
State Juvenile Training School (for boys), Gatesville, Tex	786	752	12	786	--------	--------	--------
Bexar County Training School for Girls, San Antonio, Tex	60	25	1	30	17,000	--------	17,000
Vermont Industrial School, Vergennes, Vt	347	254	-------	151	125,000	7,000	137,532
Virginia Home and Industrial School for Girls, Bon Air, Va	190	78	4	54	48,980	1,790	48,132
Virginia Manual Labor School (for boys), Hanover, Va	-------	258	14	258	67,103	1,950	67,103
Virginia Industrial School for Boys, Maidens, Va	301	[1] 50	5	156	70,420	6,060	89,060
Industrial Home School for Colored Girls, Peaks Turnout, Va	125	108	3	128	38,110	1,772	34,287
State Training School (for boys), Chehalis, Wash	-------	216	5	67	188,850	--------	144,028

[1] Estimated.
[2] Includes department for Negro boys located at Pikesville, Tenn.

TABLE 16.—*Statistics of State and private residential schools for exceptional children, 1930–31*—Continued

D.—RESIDENTIAL SCHOOLS FOR DELINQUENT CHILDREN—Continued

Institution	Total number of inmates on roll during year	Total number of inmates on roll at given date (or estimated where not given)	Number teachers	Number enrolled in school work	Receipts from public funds, State, county, or city	Expenditures for instruction, teachers' salaries, books, etc.	Total expenditures including capital outlay
1	2	3	4	5	6	7	8
Public—Continued							
West Virginia Industrial School for Boys, Grafton, W.Va	-------	350	5	350	$107,500	$8,000	$132,500
West Virginia Industrial Home for Girls, Industrial, W Va	281	177	4	281	57,500	3,048	54,452
Wisconsin Industrial School for Girls, Milwaukee, Wis	370	[21] 100	13	117	138,260	14,128	133,979
Wisconsin Industrial School for Boys, Waukesha, Wis	390	[21] 100	16	380	174,988	20,594	180,428
Girls Industrial Institute, Sheridan, Wyo	48	[21] 30	2	48	44,531	--------	63,148
Private							
California Girls Training School, Alameda, Calif	66	32	1½	47	--------	--------	12,243
Convent of the Good Shepherd, Los Angeles, Calif	346	143	10	100	11,842	2,855	97,664
St. Catherines Home and Training School (for girls), San Francisco, Calif	147	84	11	89	--------	--------	--------
Connecticut Junior Republic (for boys), Litchfield, Conn	122	78	7	20	--------	--------	51,639
Delaware Industrial School for Girls, Claymont, Del	134	82	5	18	50,652	8,513	63,823
Home of the Good Shepherd (for girls), Peoria, Ill	88	[21] 50	6	40	10,229	2,209	26,094
Convent of the Good Shepherd, Sioux City, Iowa	101	67	8	75	875	169	32,838
House of the Good Shepherd (for girls), Baltimore, Md	335	214	22	84	28,735	--------	51,175
House of the Good Shepherd for Colored Girls, Baltimore, Md	112	[21] 60	8	40	20,396	--------	56,122
St. Mary's Industrial School (for boys), Baltimore, Md	703	462	51	703	--------	--------	211,010
House of Reformation for Colored Boys, Cheltenham, Md	710	576	-------	174	204,844	218,578	196,420
Plummer Farm School (for boys), Salem, Mass	-------	25	2	28	--------	1,600	12,862
House of the Good Shepherd (for girls), Detroit, Mich	-------	385	16	364	44,000	23,000	114,000
Convent of the Good Shepherd, Grand Rapids, Mich	213	164	6	19	15,918	6,721	51,559
Hudson County Catholic Protectory (for boys), Arlington, N.J	222	165	8	90	18,172	17,229	93,658
Brooklyn Training School and Home for Young Girls, Brooklyn, N Y	104	65	3	104	22,539	151	28,639
House of the Good Shepherd (for girls), Brooklyn, N.Y	282	142	13	74	66,687	7,863	165,490
St. Philomena's Training School (for girls), Brooklyn, N.Y	177	[21] 110	12	107			
Berkshire Industrial Farm (for boys), Brooklyn, N.Y	174	132	8	81	24,765	21,166	171,586
New York Catholic Protectory, New York (415–17 Broome St.), N Y.[22]	2,984	1,515	65	2,984	631,601	64,282	639,658
Society for the Reformation of Juvenile Delinquents (boys), New York (Randalls Island), N.Y [24]	1,040	[21] 500	44	467	348,320	60,621	347,090
Sleighton Farm School for Girls, Darling, Pa	663	423	22	-------	--------	--------	--------

[21] Estimated.

[22] A corporation under whose jurisdiction there are 8 schools: New York Catholic Protectory (boys), 1900 East Tremont Ave., Bronx; Holy Angels School (girls), 1495 Unionport Road, Bronx; Lincoln Agricultural School, Lincolndale, N.Y.

[24] Privately controlled, State-supported and under State inspection and financial control. Inmates admitted on court commitment.

A SYMPOSIUM

ON THE

NEW HOMEMAKING EDUCATION



Bulletin 1933, No. 3

ITED STATES DEPARTMENT OF THE INTERIOR - *Ray Lyman Wilbur*, Secretary
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[1] Deceased.

[The drawing on the title page was designed by F. Burns, a student in the Chicago Academy of Fine Arts.]

LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C, February, 1933.

SIR: One of the seven objectives of education adopted by the committee on the reorganization of secondary education was "worthy home membership." Adoption of this objective has led to a reexamination of provisions for homemaking education. I have called a number of regional conferences at which educational leaders and scientists in various fields of knowledge have considered the problems of the home and homemaking education. In order that the many persons who were not able to attend these conferences might have the benefit of the discussions, the addresses representing various points of view have been digested in the following Symposium on Homemaking Education. I think that an entirely new course in homemaking education may result from the philosophies advanced in these papers. Consequently, I recommend that this manuscript be published as a bulletin of this office.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR

FOREWORD

At the call of the United States Commissioner of Education, six homemaking conferences were held during the past two and a half years. The first of these, national in character, was held by the Office of Education in Washington, D. C., on December 6–7, 1929. This gathering recommended "that the United States Commissioner of Education be requested to call a series of regional conferences in other parts of the United States to consider further the place and function of home economics in American education, the curriculum content of home economics in the schools and higher institutions, and that small selected groups of representative administrators and home economists be invited to attend the conferences."

Complying with these recommendations, Commissioner Cooper called the first regional conference at Cincinnati, Ohio, March 21–22, 1930. This conference was attended by leading educators from Ohio, Pennsylvania, Illinois, Indiana, Tennessee, Kentucky, and West Virginia. Their deliberations are briefly reported in Office of Education Circular 16, 1930. And the June, 1930, number of SCHOOL LIFE contains the address by Robert N. Chenault, director of the Richard Harding Memorial School, Richard City, Tenn., on "How Home Economics Improves Home Life"

On November 10–11, 1930, at the Iowa State College of Agriculture and Mechanic Arts, Ames, in cooperation with the University of Iowa, the second regional conference was held with the West North Central States—Minnesota, Iowa, Missouri, North and South Dakota, Kansas, and Nebraska. Four of the major addresses of this conference were published in Office of Education bulletin entitled, "Home and Family Life in a Changing Civilization." The demand for this bulletin soon exhausted the supply, and the issue is now out of print.

In April, 1931, the third regional conference of the Inland Empire States, including Washington, Oregon, Idaho, Montana, and Wyoming, was held at Spokane, in cooperation with the State College of Washington and the State University of Idaho.

On May 2–3, 1932, 350 leading educators of the New England States, including the six State commissioners of education, gathered at the Massachusetts State College, Amherst, Mass., to discuss "The Place of Homemaking in a Program of Education."

The worth of these regional homemaking conferences is aptly expressed by the following New England commissioners of education:

Dr. Walter E. Ranger, Rhode Island Commissioner of Education, in opening the discussion of the New England homemaking conference, said:

Homemaking can not be confined to a careful arrangement of subject-matter and different methods used in the various schools. The needs of our youth and people should serve as a basis for determining our homemaking efforts and projects. . . Perhaps education and the press have shown less respect for the home than for the school, and that we have thought less of ourselves than of others. In homemaking there is an opportunity to conserve the integrity of the home by bringing about a greater honor for it. This respect for one's home is basic to State, national, and world loyalty. In fact, it is the very genesis of patriotic citizenship, and therefore the school curriculum should give to household arts a larger place, just as we hope that the school will provide a larger practical education.

Dr. Ernest W. Butterfield, Commissioner of Education, Connecticut, chairman of the committee to submit some significant suggestions of the New England conference and their subsequent outcomes, reported:

We express to Doctor Cooper, United States Commissioner of Education, our appreciation of a well-planned, effectively organized, and productive New England conference on homemaking.

We declare to Doctor Thatcher, President of the Massachusetts State College, that we have enjoyed his hospitality and that of his institution of learning.

This conference further recommends that at the State conferences proposed, we, the members of this conference, define and declare the scope and the extent of school courses and educational instruction that we hold essential for adequate homemaking.

This conference also recommends that its members, in their public addresses, in their private discussions, and in their conferences with those who direct the financial and administrative policies of our public schools and other educational institutions, declare that, in a changing civilization of all educational offerings the social sciences are most important, that we may live together well; next in importance are the arts, the skills, and the recreations, that we may live happily; then the vocations, that we may live prosperously; and last, the academic subjects, that we may live traditionally.

Dr. Payson Smith, Commissioner of Education of Massachusetts, in closing the New England homemaking conference stated:

The one blessing I would like to have come to the schools of Massachusetts this year is not the blessing of money, rather that the resources tied up in our teachers might be released.

How rich the work of our schools would be this year if the resources of our teachers might be fully realized; and I say that too of our homes. There is no laboratory anywhere so promising as the laboratory of the home itself. We ought to cultivate a faith in education as it is related to that institution. We believe that education can change social conditions, that it can bring about better human relationships, provided that confidence and hope can be added to it Then, there is nothing that we may not achieve.

My word to Doctor Cooper is one of appreciation for the suggestions as to what we ought to be doing; for filling our hearts with hope and confidence that we may move forward to improve that most basic of all institutions, the home.

As a result of the recommendations made by Doctor Butterfield's committee, two New England States have already held homemaking conferences with representatives from their respective educational, civic, and welfare organizations to consider the place and policies for the new homemaking education.

This conference was followed by one held at Minneapolis, with the National Congress of Parents and Teachers, on May 16. Home economics representatives from the Federal departments, the American Home Economics Association, public schools of Minneapolis and St. Paul, Minn., and the University of Minnesota presented to parents, representative of America, their philosophies of homemaking education, which appear in the volume entitled "Homemaking" published by the National Congress of Parents and Teachers.

The aim of this bulletin is to set forth some of the views on the needs for homemaking education as expressed by those attending the various conferences, and who are laboring with the educational, economic, and social problems surrounding present home life, with the hope that the constructive suggestions made by these experts will lead to the building of a homemaking program which will develop in boys and girls alike an appreciation for, and a desire to participate in, the daily activities of home life, as well as an intelligent understanding of the factors involved in sound home life.

The Commissioner's challenge to those responsible for the homemaking program is vigorously supported by leading social scientists in their clear-cut analyses of the forces now at work which are bringing about serious changes in present home and family life, if perhaps not disintegrating influences that are bearing down upon the Nation's institution fundamental to its future security. These pronouncements are met by proposals from school administrators, home economists, and two outstanding parents for educational adjustments imperative to the achievement of a comprehensive educational program for better home life in America.

EMELINE S. WHITCOMB,
Senior Specialist in Homemaking Education.

A SYMPOSIUM ON THE NEW HOMEMAKING EDUCATION

THE CHALLENGE

Needed: A Comprehensive Educational Program for Better Home Life in America

I. AS THE UNITED STATES COMMISSIONER OF EDUCATION SEES IT

WILLIAM JOHN COOPER

If homemaking is to justify its place in the curriculum, it must prepare young men and young women to make homes. This it does not do fully now, nor does it reach hardly any of the men. I am thinking of courses that will involve the fundamental sociological principles underlying the making of homes, of those principles which underlie a very happy married life, and of those facts which are necessary for one to know if he would raise children successfully.

To embody all of these things in courses of instruction will take much planning. It is in the interest of doing this sort of thinking that we are holding these conferences. Your help and enthusiasm are invited. If we can only make a successful beginning of this work I feel that it will be worth doing, at least on trial, to show the way in which it can be done.

The change in the economic position of women has brought many new problems, some of which affect men as well as women. The attitude of the average man toward marriage and the home must be changed if we are to retain permanence in the home life with the economic influences gone. A happy marriage now is largely a question of psychology.

I know that some have abandoned the home-economics philosophy which devotes most of the time to teaching skills in food and clothing, but I fear that there is still in most schools too much time spent in the development of skills. This is not true only of home economics but of other school subjects. In our teaching, we have failed to realize that, in the last decade or two, society has undergone great changes. Teachers are not alone in this. Periods of unemployment come because business men lack the vision to see and understand economic and social changes. Large-scale production and increased efficiency in all lines of industry must eventually be followed

ing vacations he had the double job of driver and timekeeper for a road-building contractor, and under the guidance of the parental-school superintendent, Tony put his money in the bank. At high school he played on the football team, coming "home" every night to the parental school, where he did his chores for his board and room. Strangely enough, Tony began to be invited out to parties in the neighborhood in spite of his parental-school history He was a good looking chap—clean-built and clean-spoken. Mothers of girls told the parental-school superintendent they had no fear of Tony's being anything but a gentleman.

Tony finished high school and is now at college. He plans to be a teacher and an athletic coach. Every summer he comes back and works for his contractor friend and puts his money in the bank. A year ago he had an offer to play semi-professional baseball. He wrote home to the parental school that he could use the money all right, but as a future teacher he "didn't care to do the things those guys did," so he guessed he would build roads again.

Tony's case emphasizes the importance of the home life as an educational factor. What made Tony "sick to his stomach" amid the ducks and hens of his south Seattle home? The arithmetic he had learned? What made him decide he didn't care to play semiprofessional baseball? The geography and history he had studied? Nobody would seriously say so.

Rather was it the life he had led—the regular hours, the well-cooked food, the frequent shower baths and the plunges in the lake, the wholesome play, the thoroughgoing work, the clean linen, the interest of friendly teachers, the ambition to be one himself—these things made Tony a new boy. He was getting arithmetic and geography and history at the regular day school he first attended, but the school's influence was slight when compared to the influence of the filth of the ducks and hens, and of the nightly trips to the railroad yards for coal and grain.

The fact is that the school is only one segment, can hope to be only one segment, of the total cycle of the educational experience of the child. Any scheme of education will fail that does not connect the school with the other segments, that does not take into account the other educative agencies in the child's life—the home first, the church, the streets and playfields, the theaters, the news stands, and all the rest; but the greatest of these is the home, for it, in a measure, controls all the rest.

CHARLES A. RICE

Superintendent of Schools, Portland, Oreg.

Home economics should be in the course of study of every girl. It should be considered a part of her education. Every girl needs training in sewing and cooking, and in better and more healthful living. She needs a knowledge of practices enabling her to live more intelligently, to rear children more wisely, and to adjust herself to the community with a maximum of efficiency.

by shorter working hours—a shorter day or shorter week—or by prolonged periods of unemployment unless foreign trade can be developed to utilize this surplus for other goods.

It is to improve our vision and change our ideas, and not to give a specific program, that regional conferences on home economics have been called.

The time is here when education must part from its hard and fast division of subjects and attack projects. I know of no reason why the project method should not have a determining effect toward parenthood later. If this is done, it will be necessary to make over homemaking education. Instead of being considered a fad or frill of the curriculum, to be dismissed when hard times come, it will become one of the last things to be dispensed with.

When homemaking education ministers to boys and girls, and to 100 per cent of them as work in which they must all participate, then it will be an indispensable subject. We are looking forward to that day, and it is toward that end that we are holding regional conferences to see what we can get from you who are working in the field. Many of you are anxious to do these things, and we are hoping that your curriculums will come to the point where they will take in the whole family and will include subjects which are necessary for the boys as well as for the girls. To justify its existence in the school curriculum, homemaking education must teach young men and women how to make homes.

II. AS SUPERINTENDENTS OF SCHOOLS SEE IT

WORTH MCCLURE,

Superintendent of Schools, Seattle, Wash.

Education is not something inflicted from without. It is something that buds from within, as I shall show in the following illustration:

Tony was assigned to the parental school by the juvenile court with his older brothers. They had been caught more than once stealing coal and grain from the freight cars in the railroad yard. Tony's father was vociferous in his denunciations of his wayward sons, just a bit too vociferous, but the juvenile authorities could not prove that he sold the coal and fed the grain to his chickens and ducks, so they did the next best thing, which was to take the boys away from him and send them to the parental school.

When Tony was 11, he was released to go home one Monday morning. On Wednesday he was back at the school. He liked it better than home, he said, but he was sent home again regardless of his protestations. After another couple of days he was back again. "I can't stand it at home," he said, "It's so dirty there. They throw their garbage out in the back yard and the ducks and chickens come right into the kitchen, and it smells so I can't eat. I get sick to my stomach. Honest, I'll run away if you don't let me stay here!" Tony was allowed to stay. When he finished the eighth grade, he was a big strapping fellow and he was given a job to work for his board and room while he attended high school. Dur-

Too few of our girls are enrolled in home-economics courses in high school. The numbers have been increasing slowly in our own school system in recent years. We often wonder why the number is not larger. Is it because home economics is a required subject for all girls in the seventh and eighth grades and, when these pupils get to high school, they desire to leave behind the things they had in grade school and take something new and different? Are they "fed up" on cooking and sewing? Are girls who take these subjects in high school considered by other students too domestic and left outside of the group who are considered "society" in the school? Or is there some other reason? Our task is to locate the reason and try to remove it.

Classroom instruction in home economics should keep pace with the changing order of things in the world about us. No longer can the schools proceed with a smug complacency, considering only things inside the classroom—the textbook, the course of study as an abstract guide, or the program of recitations, disregarding the moving, changing world outside. Even if we train in a definite, practical way for functioning now, when the student leaves school the procession will have moved so far forward that he will be several steps behind. Frequent adjustments are therefore necessary.

The home no longer furnishes the odd jobs and chores that formerly kept girls employed and gave training in habits of industry. As a result, to-day leisure time hangs heavy and idle hands find mischief to do. A century ago the home in which the girl was reared transformed the raw materials of clothing and food into the finished product for the wardrobe and table.

Regardless of these changes in the duties of the home to-day, there are the same former home responsibilities that some one must carry—spending wisely for the necessities of the family, caring for the health of its members from day to day, promoting correct and wholesome relationships among them; in short, providing training which was formerly given by the wise mother. These tasks, and others, can not be neglected if we would pass on to each succeeding generation those things that make civilization better and more refined.

Constant adjustments are necessary in home-economics training to set right standards, give a sense of values, reach into the poorest home and through it help the parent toward things that are higher and better, and realize that home is more than an aggregate of shelter, food, and clothing. Progress rests largely on home standards, and home economics is a most important factor in setting the standards of the home.

There is unrest and confusion in the world to-day. Society is more complex than it has ever been. Production exceeds consumption. Either we have too many workers or not enough consumers, or the consumers do not have needs and wants enough. Their

buying power is too limited. Since uncertainty and unrest exist outside of the home, anything that the schools can do to make the homes of the Nation orderly, systematic, contented, efficient, and attractive is very much worth while.

The future depends largely on our young people. If they are trained properly they will play their part courageously and their genius will help solve many of the most intricate problems that society has ever faced. The first requisite of a human life is the need to be fed and clothed, to be healthy, and to be clean. The health and happiness of the household are largely in a woman's hands, be she mother, wife, sister, or daughter. Is it too much to hope that some day household economics will no longer be an elective subject but will be required of every girl who is graduated from high school?

III. AS COLLEGE PRESIDENTS SEE IT

ROSCOE W. THATCHER

Former President, Massachusetts State College, Amherst

Collegiate training is preparation for living, in homemaking education, as truly as in any other type of education. Preparation for living involves living with others, not merely the performance of daily routine tasks. The acquisition of handicraft skill in the latter ought not, in my judgment, to constitute any major part of the time or effort of a college student. Preferably, it ought to precede the college course, but if this is impossible it must be done in postgraduate days, much as is required by the medical interneship.

Collegiate education in home economics ought to be on the same level as collegiate education in any other field. It should be based on sound fundamental training in the physical, biological, and social sciences, with the application of this to the vocation of homemaking shown by special home-economics instructors, whose vocational or professional pride will insure high standards of approach and of technique in their courses. The professional side of the problem involves the preparation of teachers and research workers for advancing the field of knowledge and the levels of instruction in home economics. I believe that the time has come when this should be recognized as on the same basis of preparation and standards as any other field of vocational education and requires provision for graduate school work which shall afford high-grade preparation for professional workers in the field of home economics.

In short, vocational education in homemaking has a distinct place in the educational program of our country at every level from the short course of the trade school to the graduate school of a university. While it may be a little time yet before it is classed as one of the

"learned professions" it certainly has arrived at the place where it is one of the "pursuits of life" for which the Morrill Act of 1862 intended to establish a "liberal and practical education."

JAMES L. MCCONAUGHY

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Whatever the profession of college graduates, an overwhelming majority of them, men and women, are going to be homemakers. They are going to be married and are going to establish homes and rear families. It is the time when boys and girls are thinking of marriage and the establishment of a home, and it is a wiser age in which to bring such questions to the fore than in the high-school age.

Certainly it is true that if the people who are not immediately concerned with the school profession are going to have any concern about educational matters from the standpoint of sound home life, the college graduates of to-day are the ones who are going to give that leadership of to-morrow

The more we can suggest to young people that the establishment of the right kind of relationships between husband and wife, and between child and father, without religious or moral dominance, the better it will be for all of us. I regret the freedom of modern youth to-day, but the open frankness with which boys and girls can discuss such matters is vastly better than the smirk which used to go with a morbid attitude toward sex. I think we are making real progress, and that is going to help us with the problem of training.

The girl of to-day is as well educated as the boy she marries. She is also economically independent. The day is gone when a woman looks to her husband for an economic status. A man is not conferring a great favor on a girl when he asks her to marry him. There is a partnership that goes into marriage to-day which is vastly different from that of yesterday.

These are days of great opportunity, of challenging responsibility for all of us, whether as fathers or mothers, or as teachers in schools or in colleges, to help these boys and girls who are going to be the founders of what should be the very best of homes to-morrow.

I believe increasingly, the college, as I know it, is conscious of the need of training, or trying to do something along that line. College is a preparation for life—for marriage and for making a home—rather than for the making of a living. Much time should be devoted to education at the college level for marriage, parenthood, and family life. Women's colleges are doing much more along this line than men's colleges at present. The departments of physiology, hygiene, psychology, physical education, and sociology can contribute much to this important field of education.

Modern life has radically changed marriage. One of the most potent tests in the eyes of society at large was the kind of a home that college graduates were going to have. If the home does not bear testimony to the kind of broad training for social responsibilities which they should have attained from the college experience, something is radically wrong in the way in which the college is discharging its responsibilities. The ideal home and family is one in which two elements are mingled—the element of emotion and the element of brains. The type of marriage where you pick out your mate by the scales lays a very poor foundation for a relationship for life that mingles the emotions as much as the finest type of marriage does. Fundamentally, this problem simmers down to an individual need, and recognition of the fact that there is a responsibility and opportunity of helping boys and girls of college age to achieve for themselves, with the help of older people, the establishment of their own homes and families.

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THE FORCES AFFECTING HOME LIFE ANALYZED BY SOCIAL SCIENTISTS

I. THE ECONOMIST

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A. FAMILY SATISFIES HUMAN WANTS

If we approach the study of the effect of recent economic changes upon home and family life by first asking what wants of human beings home and family life tend to satisfy, we have at least set up a definite method of approach to our problem.

In speaking of home and family life, this paper refers to a cooperative organization, socially approved and sanctioned, having among its primary purposes the rearing and protection of children; the gratification of the need for affection; and the provision for comfort, protection, and seclusion. Such an organization may also secure economic advantage for its members, facilitate the winning of social favor, lead to sympathy and assistance in common interests, and provide an agency for education or training. . . .

The next question to be considered is: What changes, for the purpose of our discussion, may be considered as having recently taken place within the United States? It will perhaps be best to select those which show a significant shifting of conditions affecting the family, whether the shift has been taking place over a period of several generations or whether it has become noticeable within the last few years.

B. CHANGES AFFECTING HOME AND FAMILY LIFE

The survey of recent economic changes which was completed under the auspices of the National Bureau of Economic Research in February, 1929, represents the opinion of a carefully selected committee, headed by Herbert Hoover, and composed of business men, educators, economists, statisticians, Government officials, and representatives of the more prominent associations and learned societies. Their studies were carried on under unusually favorable conditions. From their conclusions have been selected certain changes whose nature, effect, and significance in their relation to the family may now be considered.

1. POWER-DRIVEN MACHINERY

We readily accept the statement that we are living in a period in which production is based upon an increasing use of power, but it is

doubtful whether we as yet can fully grasp the implications of such a situation. Since 1850 we have been engaged in the process of substituting power for labor. We have been transferring skill from the man to the machine. By such devices as the drilling jig, the drill press, and the automatic lathe, we have made possible the production of thousands of units of output where but one was possible before. Accuracy of measurement within millionths of an inch has made possible interchangeability of parts which has centralized production and minimized delay in making repairs.

In order to provide the capital necessary for large-scale production it has been necessary to change the form of the business organization from the individual enterprise to the corporation and thus to make possible the utilization of even small savings for the furtherance of business. The capitalization of the average steel industry in 1850 was approximately $50,000. To-day the United States Steel Corporation has a capitalization approximating $2,000,000,000 and the Supreme Court of the United States has held that this tremendous organization is not a monopoly in a sense which would justify its dissolution in an action based upon the Sherman Antitrust Act, because it controls less than half the output in its own line of business. Other great businesses familiar to us are of almost equal importance in our organization for production.

Through the growth of corporate activity, management has been gradually separated from ownership of capital, and the majority of the owners of common stock in many of our great enterprises have neither voice nor interest in the direction of the affairs of the business, so long as the dividends are regularly paid. The management and direction of industry are rapidly evolving into a specialized and highly technical profession for which years of intensive study and training as well as practical experience seem likely to be necessary within the near future.

The introduction of electrical machinery since 1900 has pushed out the margin of the territory to which power may be transmitted from the source of generation. From a local use the distance advances to 50, 100, 200 miles and more as modern methods of insulation and improved apparatus are introduced. The power of the waterfall in the mountain is transmitted to the city on the plains and people congregate and build their dwellings about the centers of production and transportation.

The occupation of the people changes. The proportion of total population to be found in the cities goes, by 10-year periods, from 29 per cent in 1880 to 35 per cent in 1890, 40 per cent in 1900, 46 per cent in 1910, 51 per cent in 1920, and 56 per cent in 1930. People tend to group themselves near those locations where employment is to be had. Consequently cities spring up at centers of production or dis-

tribution. Power is increasingly substituted for the simpler forms o labor and people become makers, tenders, and supervisors of machines Production of goods to satisfy human wants has become predomi nantly a machine process and the groups of machines used for pro duction are located in such a manner as to secure the best possibl balance between the cost of securing raw materials at the factory an transporting finished products to the consumer. Production and trans portation centers complement each other and a New York, a Chicago or a Philadelphia becomes a beehive of industry and a congested center of population.

This substitution of power for labor and concentration of labor in centers of production and transportation have had their effect upon production. Power is equivalent to a greater supply of labor. The division of labor and the supervision of machines by men would have increased production even though there had been no change in methods or technique, assuming the existence of an adequate and remunerative market. Along with the increase in available labor has come an improved technique of management, however, which has enormously increased the possible effectiveness of labor. The achievements of Taylor and of the students of management who followed him have now become so well known that it is unnecessary to recount them. It is sufficient to say that practically every great nation which is interested in manufacturing has made a study of modern American methods and has to some extent adopted them.

It therefore becomes possible to create tremendous quantities of manufactured goods in a remarkably short period of time. Annual production increased from $1,000,000,000 in 1849 to $11,000,000,000 in 1899 and $63,000,000,000 in 1925. The value of income from crops and animal products on farms in the United States was estimated by the United States Department of Agriculture at about $12,000,000,000 in 1925. The occupation by which most of our wants are satisfied is now closely and unavoidably related to manufacturing activity.

2. GROWTH OF MARKETS

Increased markets were necessary to absorb the tremendous output which improved methods of production had made possible. Various methods of stimulating wants and providing increased purchasing power were developed. Stimulated by the needs of an expanded productive organization and increased wealth, as well as by the necessity for increased credit, our banking system grew in power and resources. With the introduction of the Federal Reserve System new forms of currency were made possible and the purchasing power of a gold dollar in the vaults of the Federal Reserve banks may be multiplied considerably by the time it takes the form of loans made to customers of the Federal Reserve member banks.

Through bank credit it has become possible to procure ready cash without being compelled immediately to dispose of other forms of property in which money may be invested, and it is also possible to utilize future income before it has actually been realized.

The development of installment buying, whereby goods of reasonably long life and stable value may be purchased and payment spread over a considerable period of time, has been one of the interesting developments of the past few years. We may regard with apprehension the possibility that inexperienced buyers may be misled by ill-founded delusions of wealth and may consequently make injudicious purchases, but if experience up to the present time can be relied upon, there are at least some fields in which such a system of credit may be useful.

3 IMPROVED MEANS OF COMMUNICATION

Along with accumulation of wealth and increased buying power there has been a development of improved means of communication. Railroads, automobiles, paved highways, and even airplanes have made possible greater and greater increases in the speed with which commodities may be moved to market. The increased speed and facility with which raw materials may be assembled for purposes of manufacture and new processes by which perishable commodities may be preserved during transportation have helped to push out the boundaries of possible markets. It should be remembered in this connection that the area which can be included within marketable distance of a given point increases not as the direct proportion involved in the increase of speed, but rather as the proportion between the squares of the original and the increased speed. The real significance of the transition from the ox team to the silk train and from foot travel to the airplane is greater than is generally realized. It is true, of course, that the consuming power of a market does not increase in direct relation to its area; but within areas of more or less equal density of population and relatively constant earning power the effect of increased speed of transportation would be great.

An interesting feature of an increasingly mechanized civilization has been the development of what may be termed "mass services." The committee on recent economic changes of the President's Conference on Unemployment mentions the application of the philosophy of large-scale production to service functions and gives the following as illustrations: Travel, entertainment, education, insurance, communication, and the facilities of hotels, restaurants, delicatessen stores, steam laundries, and public libraries. This development is interesting in that it provides an occupation for many persons who find themselves displaced by machine processes and perhaps significant in that many of the functions now carried on as organized services were formerly incidental to home and family life.

4. RISE IN THE STANDARD OF LIVING

With an increasing real wage and increasing public expenditures for social services it seems clear that the standard of living or quantity and variety of goods and services which are within the reach of an ordinarily capable and industrious person has also increased. Hours of labor are likely to be less in industry than on the farm, the 8-hour day has become general, and talk of the 5-day week is more frequent than in times past. With the increase in the value of electric household appliances [1] from $38,748,242 in 1919 to $72,933,274 in 1927, with 4,303,388 washing machines sold from 1923 to 1927, inclusive, with $82,000,000 worth of electric refrigerators (estimated) sold in 1927, and 21,630,000 automobiles registered in 1928, it would seem easier to argue that men are freed from drudgery by machines than that men are being enslaved by machines.

The fact that Bureau of Commerce figures showed 7,500,000 radio sets in use in homes on January 1, 1928, indicates a standard of living and possibilities of leisure which the idealized laborer of an idyllic agricultural civilization might have found it interesting to contemplate.

Our newspapers and even the much-abused movies have done much to spread the desire for such a mode of life to less fortunate peoples. China, Malaysia, and India—to say nothing of more modernized nations in South America and Europe—have had opportunities to see and envy the possessions of what they believe to be the typical American. It is true that at the same time they have been given impressions which are not so flattering to our character and mode of life, but a demand for the good things of life is being created which must in time be felt and reckoned with.

5 UNBALANCED ECONOMIC SYSTEM

The vast extent of present-day markets and the tremendous scale of modern production have brought about a degree of interdependence in our national life which is still hard to realize. One manufacturer of low-priced automobiles decided not so long ago to make a decided change in model. For months, pending the production of the new car, his factories were closed while new machinery was being installed and new processes prepared. The result was that the total freight-car loadings for the whole United States fell off to a marked degree and dealers all over the country were left with money invested in showrooms in which there were no cars to show and sales forces who had nothing to sell. Employment in Detroit was seriously curtailed and markets for raw materials were affected.

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[1] Under household appliances are included vacuum cleaners, flatirons, domestic ranges, air heaters, percolators, toasters, waffle irons, and grills.

A change in the style of women's clothing, resulting in the use of less material, has seriously affected the market for cotton and threatened the continued existence of the present form of organization for production in the woolen industry. The farmer alone has preserved something of his former independence, but the farmer without modern machinery, automobile, radio, or mail-order catalogue would lead a troubled life. The prosperity, and even the comfort, of each of us has come to depend upon the soundness and prosperity of our whole productive system.

If this be so, it behooves us to look to it that no pains be spared to maintain that prosperity. What progress are we making in that direction? Intelligent guidance of such a complicated system requires a better understanding of its characteristics. Not only does it seem probable that a new profession, that of business management, must be evolved, but better education of the public in general is necessary if the skilled manager is not to find his efforts balked through lack of understanding and sympathy on the part of the general public. The increased sums which are being spent on education, increased enrollment in our schools and universities, and the development of schools and colleges for the intensive study of business and of our economic system are steps toward a planned control of production and a more intelligent adaptation of effort to needs which should ultimately lead to increased welfare for all.

Desirable as this end may be, it will be necessary to have a more exact knowledge of the consuming habits of the public and a more definite control of production than has been possible up to the present time in order that definite purposes and standards may be set up and that they may be supported by popular sentiment.

6. CHARACTERISTICS OF CHANGED ECONOMIC SYSTEM

Thus we find ourselves in a civilization which is remarkable for the kaleidoscopic variety and rapidity of its changes. Almost before we have adjusted ourselves to one set of surrounding conditions another is upon us with new problems and conditions to be met; and yet in this dynamic system with its constantly forming new combinations certain continuing tendencies are apparent. From the rural independence of the pioneers we shift to specialization and interdependence; from the farm and the accompanying small-scale units of production we change to the factory and the large city with its congested population; from simplicity to scientific complexity. The institutions—economic, political, and social—which had their inception in an agricultural society with a comparatively stable and widely distributed population are carried on in a period of industrial production by an extremely mobile and intensely concentrated population.

7. EFFECT OF ECONOMIC SYSTEM ON HOME AND FAMILY

Against these two backgrounds, agricultural and industrial, let us project our conception of home and family and judge, if we can, what conditions gave rise to such a grouping of individuals, what values were to be found in it, whether these values are now to be found to the same extent, and, if they are not, what new values have arisen or what old ones may be expanded and accentuated.

At this point it might be well to repeat the warning that the family here discussed is the family as it exists in our own homes or those of our neighbors. It is composed of a man and a woman with perhaps one or more children. It is of value in so far as it aids them in more satisfactorily living out their existence or in so far as such an existing relationship is desirable from the point of view of other individuals who compose the society of the age in which they live. It is not an emotional concept evolved out of wishes, imagination, and romance as depicted by the poetry of the Victorian age. Its desirability is modified by the nature and attitude of the individuals who compose it, and by the surrounding circumstances in which they live.

In the past, the family was strengthened by the fact that it was the customary form of organization for production and that the home was in many instances the workshop. In an agricultural civilization the wife performs part of the labor in the fields when necessary, cares for many of the domestic animals, prepares the meals, maintains the home as a place of shelter and rest, and rears the children who are potential laborers. She is a partner in the actual work of production and her disabilities growing out of her sex have a minimum effect upon her value as a worker in the common endeavor. This same condition seems to have been true during the earlier industrial development when weaving was done in the home and even the wife of the miller commonly operated the mill during the sickness or absence of her husband. In the early craft guilds, wife and husband were both members, and in case of the husband's death the wife and not the heirs succeeded to the management of the business. In fact, it would seem that only in comparatively recent years has it been possible for women of the working classes to confine their activities to housekeeping and childbearing.

8 THE STATE'S INTEREST IN THE FAMILY

The State had a twofold interest in the maintenance of the family during this period. In the first place, the family was essential to the system of production by which the wealth of the State was produced. In the second place, a large population was desirable not only for its labor value but also in order to provide adequate man power for large armies which were essential for national protection. For centuries, a wealthy nation without a powerful army would have been an irresist-

ible source of temptation to its neighbors. Hence it was perfectly natural that the concept of the State as a third party to the contract of marriage should be advanced and that legal safeguards should be placed about so important a relationship. Penalties were placed upon irregular relationships. The disintegration of a marriage was permitted only with reluctance, and alimony not only provided safeguards for mother and children, but came dangerously close to being invoked as a penalty.

Before the growth of a power industry the home was also the medium through which certain services were rendered to the child, which are now to a great extent provided by other agencies. Food was produced and prepared, clothing was created from wool produced by the family flocks, and the child was nursed and treated for most of its illnesses by the mother. Such education as it received in trade or craft skill was largely imparted at home until the growth of the apprenticeship system. The home was also the agency through which the customs of society were transmitted.

Under former conditions, certain economic advantages were associated with the foundation of a home. The social and legal system was such that the husband was in fact, as well as in theory, the head of the family. In many instances his wife brought with her a gift of property which became his. He was both manager and owner of wealth produced by their joint efforts. The manner of life was such that little expense was connected with bringing children into the world and the children themselves contributed material services to the family business at a very early age. The father either made use of the children as laborers or apprenticed them to others and received a large part of their wages. Expense for food and clothing was relatively small.

9 THE COST OF RAISING CHILDREN

At present the father exercises much less control over family property and little more than moral suasion over conduct. Dowries have gone out of fashion and in many cases, either by law or by mutual consent, the wife retains her separate property. Children come into the world at considerable expense, contribute little or nothing to the family income, and under modern standards and at present price levels for food and clothing represent a serious outlay of capital. The cost of rearing a child to maturity varies greatly according to its position in life, but $5,000 would certainly be a modest figure and one father has estimated that each of his daughters, at the close of her college career, represented an investment of $20,000. The advantage secured at the age of 50 by the single man who saves his money and puts it out at compound interest is perfectly apparent and helps to explain how the family, from the dollars and cents point of view, may be regarded as a liability rather than an asset. Where

agriculture remains the chief occupation of the people there is no need to worry about race suicide, but the factory worker, living in an apartment, finds the problem worthy of consideration.

The home is no longer the workshop. The old cottage industries, such as weaving, lace making (perhaps as common to the nunnery as to the home), cheese making, and shoe making and repairing, have been taken to industrial plants where motors and machines duplicate the work of human hands. From the production point of view the home bids fair to become a luxury rather than a necessity. Just as ownership and management of capital tend to become separate functions in large-scale production, so the work place has been taken out of the home and has been enlarged and built up into the factory.

Nor is this all. Because of the tremendous importance of the home in an agricultural system, social attitudes and legal provisions were developed which punished the individual severely for variations from ideal home-minded behavior. As a practical matter, alimony became almost a matter of course if a marriage were broken and the wife happened to be minded to demand it. In many instances some social stigma followed the dissolution of a marriage relation which had become unbearable and an actual source of danger to the health and sanity of the contracting parties. Children as well as parents had to bear their share of this burden. Both husband and wife found their social contacts and their activities and modes of recreation seriously restricted because of the relation which had been assumed. However justifiable such restrictions may have been or may be, the fact remains that any person intelligent enough to realize their existence will weigh them before assuming them.

10. HOW VALUABLE IS THE HOME TO-DAY?

Does the fact that the home no longer bears its old relation to economic life, that some of its functions have disappeared or have been taken over and developed by other agencies, or that certain disadvantages and sacrifices may be associated with its maintenance indicate that it has become of doubtful value? Those who see only the apparent increase in the divorce rate, the decreasing birth rate, and other signs of what they consider increasing moral laxity are inclined to view it with alarm, but there is another side to the picture.

The young people of to-day are sometimes accused of being iconoclasts, without courtesy, modesty, or reverence. If there be weight to the accusation, nevertheless there is a certain wistful idealism beneath the skepticism with which their inexperience and distrust of cliques is concealed. The whole world has passed through an experience during the last two decades in which many of our accepted standards were overthrown or reversed, and what had been right became wrong and what had been wrong became right. Add to this the fact that with increasing education we are taught to attempt to

think out questions which the ignorant must leave to authority; that science has taught us that many things which we held to be accepted facts are not even tenable theories; that modern improvements are daily displacing outworn processes; and it is not to be wondered at if questions be raised which to an older generation in a more static environment seemed sacrilege.

It is not the truth, however, which need fear investigation and it may be that in the end the questioning of previously accepted canons will bring a more complete understanding and a more intelligent appreciation of the values upon which home and family have survived. Romantic conceptions must not be allowed to interfere with the intelligent analysis of conditions nor to set up false standards which help to beg the question. It is no service to man or woman to build up an expectation of happiness based on misrepresentation of human nature and the basic conditions of existence. It is not as a dreamer, seeking compensation for his own heartbreak, which should be our goal. Rather it should give us an intelligent appreciation and, if possible, a happy adaptation to what Jack London called the hard, irrefragible facts.

Management engineers have developed a tool known as the "job analysis." It involves the scientific determination of purpose and an equally careful study of the simplest and best way of directing energy to the achievement of that purpose. Such a study of home and family life at the present time with the proper resultant modifications of our social, legal, industrial, and educational systems would be of tremendous value in our national life.

C. SOCIAL VALUES RESULTING FROM HOME AND FAMILY LIFE

What values, then, remain to make home and family worth the effort and sacrifice by which their existence is achieved?

In the first place, here is a tried and proved method of relationship between man and woman which would seem to involve fewer possibilities of harm or danger than any which has yet been evolved. No temporary association will give the community the interest, the confidence of status, the freedom from distraction, the conditions that make for physical and mental health, and the possibility of mutual understanding and sympathy that can be found in the best types of home and family. In view of the training and standards of conduct which the majority of us have accepted, no other relationship can be maintained with the same assurance of continuing self-respect. In this field, as in any other, moderation and self-control have their values, and a series of emotional pyrotechnics may be an unsatisfying and dangerous substitute for a clearer and steadier flame.

If the rearing of children be considered as a worthy or gratifying activity and not a mere incident, there is as yet no agency which

can operate as efficiently as a properly organized family. Judges and heads of charitable institutions have testified that more seems to be necessary to the proper development of a child than mere provision for its physical wants. Interest, affection, appreciation, and intimate understanding can be more freely supplied by even ignorant parents than by the most intelligent and efficient of professional nurses. Affection may degenerate into indulgence, but artificial affection never passes current for the real article. Our schools and nurseries may guide, direct, and educate, but there is a human relationship possible in the home which it is surprisingly difficult to generate elsewhere. The home has a clear purpose in contributing to the rearing of healthy, intelligent, and well-adjusted children.

1. HOME AS A PLACE FOR REST AND RELAXATION

The increasing complexity and the nervous wear and tear and intense competitiveness of our modern industrial system would emphasize the value of the home as a possible center of rest and recreation. Here may be given the opportunity for recuperation which must be had if the human mechanism is to stand the strain of changes in diet and conditions of life. Relaxation of tense nerves, opportunities for quiet study and planning, hobbies which vary the monotony of some types of occupation, proper diet and exercise for the maintenance of physical efficiency, all these give possible developments in usefulness which the home may provide. The argument that the presence of children does not favor such conditions and that the apartment hotel may give the same advantages without the disadvantages is common enough. But no hotel or restaurant gives the individual dietary service which the home may provide. A plan for proper care and development of children without unnecessary pain and distraction for adults is surely not beyond attainment.

Even though some of the economic advantages of a home have been lost in the development of a new type of organization for production, some benefits remain. Two may not be able to live as cheaply as one in a modern home, but there is good reason to believe that two may live in a home more cheaply and much more satisfactorily than in two entirely separate establishments furnishing anything near the same degree of utility and comfort. Combination of certain items of expense for food, light, space, and heat should surely make possible a decrease in the total expenditure. The benefits of efforts during leisure time which result in an increase in living comfort may be shared by two as easily as they may be enjoyed by one.

2. THE NEED FOR MORE THAN SATISFACTION OF ECONOMIC WANTS

It is undeniable that something more than the mere satisfaction of economic wants is vital to a well-rounded and happy existence. There are human needs which must be met, and in the home lies the

opportunity for the creation of the essential gratification of these most important cravings. Here may be provided recognition for the qualities which outsiders may be slow to appreciate. Honesty, kindliness, gentleness, and trustworthiness may be held at their true worth and the little triumphs of outside life may be doubled in value by the fact that they are perceived and shared by those whose good opinion is of value. Affection should be found here and certainty of understanding and sympathy. If these values are not present, we need more knowledge of the reasons which prevent their development and of the technique by which their existence may be favored and promoted.

New experience and some of the greatest adventures of life are surely to be found in the home. The man or woman who has known the unquestioning faith and loyalty of a child or who has faced death or seen it patiently and bravely risked knows that those who live for themselves alone live incompletely. These experiences are facts of life and not romantic fictions. How far does education go in fitting us to bring out in a home the best of which we and it may be capable?

Here lies the challenge to our knowledge and abilities. There seems little question that with the further development of industry we may greatly increase the sum total of goods which may be produced for the satisfaction of human wants. Millions of people are still unsatisfied. There is room in our productive system for utilization of the efforts of every individual if that effort be properly planned and intelligently directed. Women in greater and greater numbers are seeking to find again their places in the productive system, from which in the earlier development of the machine age they were temporarily ousted. There is no reason why they should not again assume a position calling for the exercise of their utmost abilities and permitting them some choice as to the direction in which they will exercise their capacities. If they find happiness in devoting their entire time and attention to home and children, they should have that opportunity. If, on the other hand, they find that under modern conditions many of the functions formerly inevitably connected with the home are now better cared for by outsiders, that children are not the chief interest in their lives, and that childlessness leaves them free for other interests, or that an appreciable portion of their life span is still available after the duties of child bearing and rearing have been performed, then they should not be thrust aside from modern activity under a pretext of gallantry or with a contemptuous reference to home as the woman's sphere. It seems quite probable that there will be not only room for them but also need for them in the economic world.

In office work, as statisticians, as dietitians, in the professions, the work of women is daily becoming more essential. In work calling for

delicate manipulation, such as the handling of small machine parts, in the artistic and literary world as well as in science and education, their services are needed. Our institutions must adapt themselves to this need. The problem of maintaining home values and yet permitting other interests and occupations should not be unsolvable.

D. EXTENSION OF HOME-ECONOMICS TRAINING

If the profession of homemaking can be studied with the same intelligence that the problems of industry are approached the future would seem more certain. If the home of the future can be based upon the voluntary cooperation of independent and self-respecting persons rather than upon social coercion and if the purpose of a home and the attitudes and methods which seem best fitted to the attainment of that purpose can be carefully studied and understood, we may hope to give real education for homemaking.

II. THE SOCIOLOGIST

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A. WHICH POSITION?

In any consideration of the family as a social institution, we might take one of three positions. We might join with those who think that they have sung the swan song for another venerable and at one time necessary social institution. The family is going, they say, and we might just as well recognize the fact. These critics, thinking they have stripped this institution of all the functions which at various ages have been claimed for it, say that unless we can find additional services that the family can perform, some more effective agency might well be substituted for it. In the second place, there are those conservative-minded folk who, shutting their eyes to the changes that have been occurring around them, strike out in all directions with vague and meaningless shibboleths, like "the sanctity of the family," "The family is the rock of ages upon which our civilization has been erected," "The strength of America lies in its homes: Destroy the home and you can destroy the foundation of our social structure."

If we had to choose between these two positions, I, for one, would certainly choose the former with all its fantastic reasoning to the latter with all its sentimental and meaningless dribble. But, there is no necessity for us to accept either of them. We can choose the third position, which is to follow the reasoning of those who in a realistic fashion face the multiplicity of changes that have brought about our present society and the concomitant changes that have occurred in the family with the idea of accepting the changes and

making such adjustments to them as seem, in the nature of the case, to be inevitable.

In human society, almost all conceivable types of marriage have been tried at one time or another under varying circumstances. We have plenty of anthropological and ethnological evidence for all variations in the form of the family from the most temporary to the most permanent varieties of union. Whatever the form, however, there has always been marriage in human society, as contrasted with mere mating among the animals, and there has always been some kind of family, however transient and temporary.

B. FUNCTIONS OF THE FAMILY

Just what have been and are the functions of the family? In a supercritical age, when all human institutions are being called before the bar of a pragmatic test, and accepted or discarded on the basis of the results of that test, it seems highly desirable for us to ask the question. To answer it, however, we must look at the family not merely as it is but as it has been. To begin with, the family has performed an economic function. There are those like Sumner, Starcke, and others who would maintain that this was probably the original primary reason for marriage. "Woman becomes indispensable to man 'not on account of an impulse (sex attraction) which is suddenly aroused and as quickly disappears, but on account of a necessity which endures as long as life itself, namely the need of food.'" Marriage is primarily a form of cooperation in self-maintenance and its bond is tighter or looser according to the advantages of the partnership under existing circumstances.[2]

No one will question the rôle that economic cooperation has played in marriage and the family. But, with the old household functions of the woman removed by the mechanization and standardization of life, the economic functions of the woman in the home as complementary to those of the male have disappeared. Not only has the patriarchal conception of the family disappeared in this age of woman's rights, but woman has taken her place alongside man in the factory, the trades, and the professions. She has declared not merely her personal independence but her economic independence as well. "Woman's entry into industry, the trades, and the professions increased from 14.7 per cent in 1870 to 24 per cent in 1920. For married women the percentage employed in 1890 was 4.6 as compared with 9 in 1920. In the professions alone, there were 13.3 per cent of the women and girls engaged in all nonagricultural pursuits as compared with 6.4 per cent in 1870." [3] And this is a movement which will doubtless continue, if anything, with accelerating speed.

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[1] Sumner, W. G., *and* Keller, A. G. The Science of Society. Vol. 3, Yale University Press, 1927. pp. 1505–1568.

[2] Lindquist, Ruth. The Family in the Present Social Order, p. 19.

The home as a self-sufficing economic unit in which the father, the mother, and the children performed mutually complementary, economic functions is gone. Furthermore, woman is no longer necessarily an economic liability—there is no longer any economic necessity for her to enter the marriage bond. However, it is still true, among certain classes at least, that the wage earnings of both father and mother are necessary in order to maintain higher and higher standards of living, to give the children the most in educational opportunities. Especially is it true that the earnings of the woman prove to be extremely valuable in the case of factory workers to tide over periods of unemployment, sickness, or accident, or any other of the exigencies of modern industrialism to which the male worker is susceptible. Granted that this is not a desirable situation, the fact remains that the work of man and woman is still economically complementary, although in a different sense than under a former agricultural state of society, as a mere cursory reading of a study like Lynd's "Middletown" will reveal.

Suppose we grant that the economic foundation and function of the family have disappeared. Does anyone want to see a return to a home where the wife and mother is a household slave, or a fellow worker in the fields with her husband? There are some few people who yearn for a return of the home as a self-sufficing economic unit. But even those like Borsodi conceive of that situation not as a return to the soul-destroying labor of a previous era but a home thoroughly mechanized, making use of every available household labor-saving machine. But if a Borsodi home is to be the home of the future, we fail to see the trend.

A second important function which the family has performed in social evolution is that of the reproduction of the race. No attempt is being made through our discussion to differentiate sharply between the interwoven problems of marriage and the family. When we speak of reproduction we are thinking of two things: The sex relation and, incidental to it, the production of offspring. In the whole of man's social development, marriage has had the effect of creating a form of union of the sexes which has operated to canalize and regulate that extremely powerful human urge, the sex drive. If we did not have marriage, and the Western World understands that to mean monogamic marriage, we should certainly have to invent or create an institution to regulate the relationship of the sexes and to keep within some limits the expression of the sex drive. To be sure, the institution we have has been far from perfect in this regard. The volume of extramarital sex relationship is large, when we consider that reliable estimates place the number of venereally infected people as high as 10 per cent of the total population, most of which infection results from what society regards as illicit sex relations. But the larger

question is not how inadequately has marriage canalized the sex drive but how great would be the socially harmful effects of not having such an institution.

The second aspect of reproduction is the production of offspring. The human race is bisexual; offspring are the result of the relation between the sexes. Whether or not there is a biological basis for a so-called parental instinct, or whether it is the end product of habit growing out of association, the fact remains that there exists a tie between parents and offspring which is at the basis of the family. One might grant on rational grounds that this means of reproduction is an extremely wasteful, even silly, method of continuing the race. But the hopes of science to simplify the process by artificial processes of fertilization of ova and the growth of the embryo in artificial media, with the possibility, according to Aldous Huxley, of producing 96 identical products at the same time, such hopes are about as chimerical in the present state of knowledge as the far-better known, synthetically prepared foods which have been promised to us in convenient pellets. Such convenient means of securing physical sustenance would indeed be a great boon for our millions to whom the soda-fountain lunch counter has become an inevitable part of daily routine—a decided disaster for those to whom eating is still a ceremony and an art.

But suppose again that we grant that the relation of the sexes and consequent reproduction of the race do not of necessity imply the existence of a family. A third service which the family has performed is that of being the primary group, to use Cooley's well-known phrase, in which the child gets his earliest education and socializing habits. In simpler societies this was an extremely important service. The tendency in modern societies has been to take these functions away from the home and family. At the beginning of our national history, the home was the usual place for receiving the elementary instruction. The public-school system as we know it to-day is an American achievement of the nineteenth century. Three hundred years ago the institutional education of children began with the college. The age has been steadily pushed downward. First, the Latin or grammar school, then the public elementary school, then the kindergarten, and finally, now, the nursery school. Thus has much of the educational function, together with the socializing function of the family, been taken from the home.

Other traditional functions of the home and family have been disappearing, to use the words of Lawrence Frank:

> The care of the sick and the maintenance of health have become institutionalized in hospitals, sanatoria, and clinics, aided by visiting nurses and related personnel who render the care formerly given by members of the family.

Childbirth is increasingly taking place in hospitals, and the care and nurture of the child is likewise moving outside of the home to the clinic, nursery school, kindergarten, summer camp, playground, and youth organization. . . .

For recreation and leisure-time activities, the home has already yielded to the theater for plays and moving pictures, to clubs and associations and commercialized amusements of all kinds. . . .

The provision against the proverbial rainy day is being cared for by social and governmental schemes of pensions, allowances, and tax-supported services.

In the religious sphere, the home and the family are becoming an increasing object of concern on the part of church leaders, while the old-time intimate religious life of the family appears to be fading out or losing much of its former importance and significance.[4]

And Mr. Frank has by no means catalogued all the other functions which have been previously or are now associated with the family. One very important one has been the alliance between marriage and the family and property. We have passed the stage when woman was regarded as property; many European peoples still cling to the bride price and the dowry. With us, the whole problem of inheritance of property, the property rights of woman and children are tied up with the family.

Then there are other functions, such as the less tangible and concrete ones as the affectional and romantic functions of marriage and the family, the gratification of one's vanity, the feeling that one belongs to an intimate group.

Margaret Mead, the authoress of that delightful book "Coming of Age in Samoa," insists that the one universal function of the family is the status-giving, child-rearing function.

When modern writers say that the family among us has lost its function, they merely mean that the western European patriarchal family, which was once a social-economic and industrial unit of a high degree of self-sufficiency, is breaking down, that its disciplinary and educational functions have been taken over by the State and its industrial functions preempted by modern machine production. But all of these are merely functions of the family in our own immediate history—not inalienable functions of the family in human society. . . .

It is worthy of note that were State responsibility for children to be substituted for the present family organization, we would again obtain a type of guaranty for children which the present weak bilateral family fails to give.[5]

After such a lengthy and doubtless tiresome analysis of the functions which the family has performed, it would seem as though the present American family had lost its chief reasons for existence. Yet people are still marrying and founding families. From 1890 to 1920, the percentage of the population 15 years and over that was married increased 4.6 per cent. In spite of all reasoning to the contrary to demonstrate that the function of marriage and the family have one

[4] Annals of the American Academy of Political and Social Science, March, 1932. The Modern, American Family. p. 97

[5] Ibid. The American Family. pp. 27-28.

by one been stripped from it, people go on marrying and establishing families.

Accompanying this increase in the proportion of the population married has been another trend, namely, increase in the divorce rate, or a growing number of family breakdowns. Much has been made of the American divorce rate as compared with other nations. Our divorces are increasing three times faster than our population. We feel ashamed of our record in this regard—and yet with a rapidly changing society, with increased rights for women—with the disappearance of the economic dependence of woman on man—with marriage a completely voluntary act, and above all, with our complete and almost total disregard for *education* for *marriage* and *family making*—I say, with these things in mind, we might have expected a rising divorce rate.

Failure has dogged our footsteps in attempts to solve this problem through more stringent divorce legislation. With the exception of States such as Nevada, Arkansas, and Idaho, the general trend in State divorce legislation during the past generation has been not toward more lax divorce laws, as is popularly supposed, but toward more restrictive legislation. There are some who would have us pass a Federal amendment unifying and standardizing our divergent State divorce laws. Yet the problem of divorce can not and will not be solved by legislation. The hope for its solution lies not in the prohibition of the break-up of families which have already broken up and just await social sanction for the collapse—the hope lies in preventing the causes of the original breakdown. Perhaps one reason why we lead the world in divorce rates is that as individuals we are more ready to admit that our marriage has been a failure and to experiment anew. But always it is a blind experimentation. Through our educational system, we provide little guidance for marriage and family life. We would think a man an idiot who went on an Arctic expedition without making the most thorough and painstaking preparation possible, by consulting all the charts, guides, helps, etc., that were available. Even so, we might brand as idiotic a society that allows its members to marry and establish families (a life expedition) without giving the slightest thought to preparation for the venture. The remarkable fact about this situation is not that many families break down in our present complex society—rather is it remarkable that so many succeed!

C. PRESENT POSSIBILITIES FOR THE AMERICAN FAMILY

The creation of a family and the setting up of a harmonious home in our generation is a more difficult task than has ever been faced before by the human species. So long as the primary motive for marriage and the family was economic interdependence, there was a

bond that could not be broken except at considerable sacrifice to all concerned. So long as the family was the center of child education and nurture, the only recourse in case of illness or old age, the center of recreational activities, the home was necessarily more permanent to start with. But, with many of these functions performed in other ways, what happens to the family? To me, just this happens to the family. For the first time in human history, and by that I mean the entire life of man on earth, we to-day have an opportunity to make of the family that which has never been possible in any previous culture. We can make of this institution a harmonious primary group, giving status to parents and children alike. If there is one fact that is self-evident to all students of human society, it is that man is by nature, or has become, a social being. Man can no more live without his fellows than he can without food and sustenance. "The Man Without a Country" is a pure figment of the imagination—for such a man is no longer a human being. Not only does the group mold the individual in every aspect of his personality so that, in a very real sense, man may be said to be a product of society; but man also depends upon his social groupings, he exalts his social bonds to the point where he is willing to sacrifice himself for the sake of the group. The family has been, and I venture to make the prediction that it will long continue to be, one of the most important, if not the most important, socializing and status-giving agencies that man in his development has been able to devise.

I fail to follow the arguments of those who say that some other group or institution can take the place of the family. Can the play group, the neighborhood group, the fraternal order or club, the State or the Nation, act in the capacity of pater to its members? Can they replace the intimate, face-to-face contacts that in the family take a nonmoral, biological, nonsocial creature and begin the tedious process of transforming it into a moral, social, and, if you permit me to use the word, spiritual being? Personally, I think not, and the whole weight of the experience of social workers, physicians, psychiatrists, and juvenile judges would seem to bear out the contention that a home, even though it be a foster one, is infinitely superior for the making of socially acceptable behavior to any institutional or larger group device that we have as yet tried out.

In the next place, I think we have an opportunity to make of the family an institution in which some of the finer qualities of life can be passed on to the children. I mean simply this, that now in our society, with mechanical slaves to do our work, it is theoretically possible for us to divert more and more of our energies to the cultivation of what older civilizations than ours tell us are the products of mature cultures, namely, the stimulation of interest in the artistic and æsthetic sides of life, the broadening and deepening of our intellects, the cultivation

of a genuinely spiritual outlook as opposed to a crassly materialistic. For this function the home seems admirably adapted. Here is the earliest and most important source of not merely the child's social values, for here the initial stamp is put upon his emerging personality. With the energies of parents increasingly freed for attention to their children, think of the possibilities of inculcating in the minds of the children an appreciation of some of these finer aspects of human life. What chance in a society where the main function of the family was an economic one, where the father and mother were engaged all day in slaving for self-maintenance, and where the children as soon as they were old enough joined the working procession—what chance in such an institution for the development of these higher qualities?

To be sure, such a conception of the family relationship requires an intelligent viewpoint concerning this institution. It requires a higher order of forethought and preparation than was demanded in any previous society. Individuals can not enter such a family without the requisite training. But where are they to get such training? Unfortunately, because we have either been blind to a changing society around us, or we believed that things would right themselves without any outside interference, and we simply held tenaciously to an institution because it was sanctioned by milleniums of tradition, we have not made the adaptations that are necessary to make possible such a family. We have not provided in our educational system or anywhere else for an adequate training for marriage and family life. But we are beginning to appreciate this lag and we are making some attempts to face the problem.

Social work agencies are making some efforts to meet this problem by combining their knowledge of family problems with the expert advice of psychologists, psychiatrists, and social workers to assist in the program of education for marriage and the family. Motivated as their work is by the best intentions, most of their contacts with the situations come just before or after the crises in family relations have been reached, so that as a preventive measure, it falls short. In some of our larger cities, clergymen, with the help of professional workers, are conducting premarital classes and giving invaluable help to those contemplating marriage in such problems as sex life, parent education, keeping a family budget, etc. Parent education has made considerable strides both in and outside academic circles. Home-economics departments in our colleges are facing the problem squarely and adjusting their curricula to the needs of young men and especially young women. Of course, mere theories will not do. What we need in this field is a competent body of knowledge to act as a guide. Just as every individual differs so every attempt at setting up a home and family has its own peculiar problems. However, if we can get a sufficiently large body of knowledge on the basis

of case studies and experiences, we shall be able to generalize effectively enough to reach conclusions that will be universally applicable.

Perhaps the Family Relations Institute of Los Angeles has pointed the way in the short year of its existence. In an organized attempt to provide guidance to marriage and family life, it has accumulated some very valuable data. On the basis of its work so far it has come to the tentative conclusion that the two greatest needs in education for marriage and the family are the sex and economic problems. This would seem to bear out the contention that has frequently been made by judges of domestic-relations courts and others that most marriages collapse on these two issues. To provide for education along these lines not only in our colleges but in our whole public-school system would then seem to be an imperative necessity if we are to rehabilitate the family and to refine its functions.

Several years ago a student of mine asked me if he might have the privilege of writing his major thesis for the department in the field of "sex and married life." Had I not known him so well, I might have suspected that he had some morbid interest in a topic of that kind, but appreciating the fact that he was contemplating marriage, I saw that here was a boy who had arrived at his senior year in college and nowhere in all his educational work had he received what he felt was going to prove absolutely necessary information if he were to embark intelligently on the marriage venture. I encouraged him in the project, and he wrote a very excellent and intelligent paper. I suppose that you would say that is the way all education should progress, through interest to investigation to conclusions. However, it would be idle to say that we have reached a point where we can expect that individuals contemplating the creation of a family will of their own free will make a thorough investigation in advance of the problems that will have to be met. We must provide avenues of guidance which will open up in a thoroughly objective fashion ways to the goal we have in mind.

No, the family is not sacrosanct; it is a very human institution. No, the family is not about to disappear as a social group. But no one who looks at the matter realistically will deny that many of the functions previously associated with the family are no longer performed by it. This simply makes it possible for us to utilize this very valuable institution for the promotion of still higher and more socially valuable ends. But such a conception of the family demands, if it is to succeed, a type of education for marriage and family life which we have not as yet generally provided. As I see the purpose and meaning of this conference, your meeting will be to no end unless you are willing to face squarely this ever-growing need for providing the necessary agencies for training and education leading to harmonious family life.

III. THE HISTORIAN

BERTRAM E. PACKARD,
Commissioner of Education, Maine

THE INFLUENCE OF THE NEW ENGLAND HOME

The typical New Englander has always been characterized by a firmness and vigor of opinion amounting at times to well-nigh sheer obstinacy. He has never been hesitant in advancing his ideas upon all occasions. Whatever his opinions may have been, they have been accurately reflected in his home life. The New England community was ever a religious community, the New England home a religious home.

We must recall that there were in those early days no magazines and newspapers and very few books. The minister and the school teacher were important personages in the community. Frequently they were one and the same person. The clergy were, as a rule, men of learning and of lofty character, and they were held in high social esteem on account of their character and scholarship as well as their clerical position. The long sermon, doctrinal in type and bristling with quotations from the Bible or from famous books of controversial theology, afforded in the long winter evenings the occasion for lively debate in every household. The Bible itself was read in the majority of homes, and prayers daily ascended to the Throne of Grace. Other subjects were thoroughly discussed, especially the political questions of the day. Theaters were unknown, strict observance of the Sabbath was enjoyed, public and private morals were regarded with jealous care, and dancing and card playing were not tolerated.

Every New England farm home was a veritable little world in itself, large families of children were the rule and every household was a beehive of industry. There was no place for selfishness and the children naturally learned the rough-and-ready lessons of give and take. Each home was largely sufficient unto itself. There was little need for money, as outside of the small expenditure for taxes and groceries—tea, coffee, and spices and the like—practically everything was produced on the farm. All the cereal grains, vegetables, beef, mutton, and pork were produced at home. From flax and wool all the clothing was carded, spun, knitted, and woven. The women and girls of the household baked, brewed, knitted, sewed, spun, and wove. Every farm home embraced a carpenter shop, blacksmith shop, cobbler shop, and much of the furniture was homemade. There was no thought of going abroad for any necessity that could be produced or made at home. *Because of these activities the boys and girls became independent, resourceful, and self-reliant. No better training for homemaking could be found than in these early New England homes.* Because

of the lack of such home training in modern days, we find the reason for the introduction into our school curriculum of practical courses in home economics and manual training.

Up to the close of the eighteenth century, the founders of New England thought their own thoughts and went their own ways in a very remarkable seclusion. During the nineteenth century, we find the New Englander and his family, first and foremost at every frontier in the making of America. We find them streaming over the Alleghany Mountains into the central plains. Like a resistless tide we find them swarming across the Rockies, and their westward march was only stayed by the broad expanse of the Pacific. Wherever they went they multiplied their numbers and created new communities patterned after those of their native New England. Always in their wake we find the village church and the village school. So to-day we may find innumerable communities throughout the broad reaches of the West, which are more typically New England even than anything we can find at home. Nearly every little New England hamlet has sent forth its sons to play honorably their part in the making of our Nation. I am taking the liberty to cite one rather interesting example: From a farm home in Maine, still in the possession of the family, where the father was a farmer and country storekeeper, and the mother had been a school teacher, five sons went forth and gained unusual distinction and honor. Simultaneously 1 was Governor of his native State, 2 were members of Congress, 1 from Illinois, and 1 from Wisconsin, and 2 represented the United States Government as ministers to foreign courts. At the same time, their own cousin, native of a little village only a few miles distant, was Vice President of the United States.

In its vital aspect New England and the homes of New England have changed during the years. Economic conditions have so brought it about that our families may no longer be characterized by their size. The admixture and amalgamation of other nationalities have had their leveling effect. More liberal and tolerant religious faiths have leavened the stern orthodoxy characteristic of an earlier day. The fundamental law has removed the teaching of religion from our public schools. Religious education, if it be accomplished at all, must be accomplished in the church and the home. In these days the impulse is under way, a tendency which is bound to grow stronger in the future, that character education must become a part of our public-school curriculum. Of this we may be sure, our children may attain their highest intellectual, moral, and religious development only by the sympathetic and constant cooperation of the home, the church, and the school. No one of these agencies alone can successfully accomplish the task, but through united effort no task can be impossible.

IV. THE HOME ECONOMIST

EMELINE S. WHITCOMB
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Homemaking is in the school curriculum because it contributes to the community educational services dealing with the primal necessities of life, namely, food, clothing, shelter, and the social values of home and family life. *At present* no other school subject is as well prepared to administer these services to the child, the home, or to society in general, as is the homemaking program. This fact is not always clearly understood by all school patrons, or even by all the school officials, as is sometimes shown in such extraordinary times as these when retrenchment is universally considered. We are hearing that in some rural communities, and even in a number of fairly large cities, the home-economics program may be swept out of the school curriculum, or else be very much curtailed. Such action would probably not take place if the indispensable services homemaking education may contribute to the well-being of the home and the child were better understood.

Since the onset of this depression, the emergency services contributed by the home-economics departments throughout the Nation are of notable magnitude and worth.

A. EMERGENCY SERVICES

During the depression period, the hot lunches furnished the children of the unemployed; the instruction offered to children in the grades even as low as the sixth on low-cost dietaries planned for the entire family; and the clothing renovated and made fit by home-economics classes and contributed to children who otherwise would have been denied school attendance have gone far in maintaining family morale, and probably in preventing riots. In some school systems, the entire home-economics program is built around the food and clothing needs for families without breadwinners. In fact, the slogan of the home-economics departments throughout the land is "Let us make the most of what we have."

It is almost the rule that such relief contributed to the needy by the home-economics departments in our public education receives little, if any, publicity, and the value of such services is often minimized instead of extolled.

Everywhere communities are facing the problem: "What shall be the guiding nutritional principles in the present emergency?" In other words, "What best to do with an inadequate amount of money to realize the highest nutritional returns?" This problem challenges the most expert nutritionist and certainly should not be left to the untrained.

To provide, in the diet of the growing child, the nutritional essentials of which a shortage tends to permanent injury, even at the cost of other features in the dietary normally desirable, but not absolutely essential, is a responsibility which if neglected opens the way to infections and life-long injuries to health, happiness, and working efficiency. A child may not grow fat on bread and milk, some fresh fruit and vegetables, but these foods make for sound bone and muscle upon which to build in better times.

B. FOOD AND GOOD CITIZENSHIP

We were told by the White House Conference on Child Health and Protection that, in normal times, 6,000,000 of our children are malnourished. This condition, according to Dr. Ray Lyman Wilbur,[6] is due to ignorance rather than lack of food, to misfeeding, not knowing how, and doing the wrong thing. Doctor Wilbur pointed out that:

> The Nation carries enormous burdens in supporting the insane, the feeble-minded, the imbeciles, the sick, and the handicapped. The children's diet determines to a larger extent than is realized what side they will join—whether it will be the ranks of the fit, where they can care for themselves, or the unfit, where they will have to be taken care of.

He further stated:

> There is a close relationship between food and *good citizenship* and food and *bad citizenship*. Food has a good deal to do with the way we behave, and with the way we resist disease. . . . When the child is dependent upon conditions in which he finds himself, it is worth our while to look over these conditions. . . .
>
> If it is true that ignorance is the greatest difficulty in the United States, isn't it about time for all of us, with all of our schools, all of our experts, to get a distribution of this knowledge so that it will reach all of our children? . . . For, properly nourished children of to-day will not have the bad joints and become the handicapped people of the future. They will be better citizens as they grow. They will resist not only diseases of civilization but the instabilities of various types, the tendency to take drugs, alcohol, morphine, and the like. All may come if the nutrition is bad. In a sound properly fed child, the nervous system does not crave that sort of thing. If the child feels well and is strong and happy, that is the test. The thermometer of good nutrition in children is happiness, for healthy children are happy children, and the kind that are not happy should be studied from the standpoint of nutrition as well as from other standpoints. . . .
>
> Nutrition also has a large function to play in the security of the future government, therefore good nutrition is the most basic of all our human responsibilities.

This, from a scientific scholar of highest rank, who has given years of study to the subject, would indicate that the school's first responsibility is to offer instruction in adequate nutrition *to all* the children from the preschool period through the high school, a first step in realizing a comprehensive program in homemaking education.

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[6] "Food and Good Citizens," article by Dr. Ray Lyman Wilbur, in June, 1932, number of Practical Home Economics. Abridged from paper given before Department of Supervisors and Teachers of Home Economics, N. E. A., February, 1932, in Washington, D. C.

It is fully appreciated that there are a number of school activities which can materially contribute to the health and the happiness of the school child. Conspicuous among these is the school lunch, the possibilities of which are sometimes meagerly recognized.

C. THE SOCIAL SIGNIFICANCE OF THE SCHOOL CAFETERIA

The school cafeteria might well become the integrating social laboratory for the entire school system, a place where school departments, other than homemaking, can make a worthy contribution. For example: English, art, economics, business, general science, civics, and physical education have much to offer.

The lunch hour for the Nation's school children should be not only a happy occasion but one of high social significance, and not a place where one "grabs a sandwich," "bolts his food," and "hurries out with an ice cream cone in one hand and a 'weenie' in the other."

The lunch room should express the best efforts of the art department in creating an environment appealing to children. It should be a place where civics is practiced, not preached; where children like to meet their associates for friendly exchanges in courtesies and hospitality; and where children enjoy the nutritious and appetizing food which may be had for the choosing at a nominal sum.

Such aspirations for what too often is a commonplace school activity make certain demands on cafeteria directors. Among these are: First, a thorough training in foods good for growing boys and girls; second, the ability to produce such foods in an attractive form; third, the genuis to sell adequate nutritional ideas to boys and girls; fourth, to help them establish sound nutritional habits; fifth, imagination, cooperative abilities, and interests in the happiness of boys and girls, as well as to keep lines moving in orderly procession, and accounts balanced.

The job of making available to all the school children the present known nutrition facts most naturally falls to the departments best prepared to render such services, and these at present on the whole are the departments of homemaking. They, in cooperation with all the other existing allied school agencies, should assume the leadership for seeing to it that all the children and not just those in home-economics classes receive nutrition instruction. This responsibility home economists are willing to assume if given an opportunity.

D. CLOTHING, THE SECOND PRIMAL NEED

The second primal need is clothing—which makes a notable contribution to the happiness and comfort of the individual. As yet, we have little definite knowledge as to the specific relationships of clothing to health. That is, we know very little about the physiological effects of clothing. But some psychological effects are fairly

evident. Aside from the comfort and economic aspects, clothing instruction furnishes useful and unique opportunities for artistic expression. Whether the child plays with paints, clay, marbles, wood, or cloth, really does not make so much difference just so he has an opportunity to express his creative abilities. In the case of clothing, the child's training may be utilized earlier than his training with the other materials by putting this instruction to useful purposes such as helping to keep his own body clothed as well as that of other members of the family, and later, in using his clothing experiences in earning a livelihood. For, aside from the appreciational, economic, social, and health values inherent in the food and clothing programs, the gainful opportunities have hardly been explored.

E. SHELTER

The third primal need is shelter. President Hoover, in opening his Conference on Home Building and Home Ownership, stated, "Next to food and clothing, the housing of a nation is the most vital social and economic problem. . . ." The wealth of material, based upon the experiences and knowledges of experts, resulting from this conference will offer anyone a liberal education on every phase of the housing problem.

Home economists have long offered courses on the house, including its location, plans, and sanitary aspects; on home furnishing; on interior decoration; and on home management. Many cottages, bungalows, houses, and apartments have been furnished, from the basement to the attic, by home-economics students. These projects have had the cooperation of other school interests, especially the boys' classes in industrial education. The boys in such classes have built outright or have remodeled dilapidated small buildings, changing them into attractive little homes. All of this is most laudable. The activities afford excellent examples for developing right attitudes of citizenship and thrift, as well as judgment in buying.

But, when one reads in the February, March, and April, 1932, numbers of Fortune, that America has the worst slums in the world, that we not only have the kind of slums they have elsewhere; but the spectacular improvements of our own, such as the unholy mixing of races, the overcrowding of the land, and the construction of tall tenements which shut off the air and sunlight; and as one learns from Mr. Barry Parker, English architect of the two most important model towns of England, that he has seen the slums of South America and of all the great European cities, but nowhere has he found conditions which were not preferable to tenement conditions in our big cities, one realizes that, fine as the courses now offered in the departments of home economics are, the most important problems concerning housing have not yet been touched.

According to Dr. Edith Elmer Woods' book, entitled, "Trends in American Housing," less than half the homes in America measure up to minimum standards of health and decency.

According to the President's Conference on Home Building and Home Ownership, good housing is dependent first of all on good surroundings. No matter how good the design, if it is in a slum or factory district, if it lacks privacy, quiet, or sunlight, running water or sewers, if through traffic endangers the lives of its children, if ugliness is all about it, if no parks or playgrounds are within walking distance it is not good housing. The foregoing faults are common to many American homes, and neighborhoods, and there can be no effective improvement of our housing standard until they are removed.

The study made by the committee on the delinquent child, of which the late Judge Cabot was chairman, gives us the facts concerning the forces at work in a slum district making for delinquency; and in the April, 1932, number of Harper's Magazine, appears an autobiography of a girl delinquent, age 16, written in a State penal institution. This story reveals the processes through which boys and girls in slum areas in our cities are educated in crime from an early age.

According to the Harvard School of City Planning, 26 per cent of our population can not aspire to own homes costing more than $2,400.

The Bureau of Labor Statistics in 1929 placed the cost of the single family dwelling in 85 large cities at $4,902 exclusive of land.

Is it possible to build profitably for the $2,000 and under income class? Even in times of prosperity, the incomes of 65 to 75 per cent of our Americans is less than $2,000 a year.

The housing problem is one that challenges all of us—the building industries, other industries, observers of contemporary science, and educators, including those offering homemaking—in helping to develop a social conscience that will not tolerate slums—the crime schools for many boys and girls.

High-school boys and girls should be taught the facts concerning home finance, taxation, slums, large-scale housing, decentralization, home ownership, income and types of dwelling, and house design, construction, and equipment. This information should not be gleaned from the highways and byways but should be an organized body of knowledge if boys and girls are to know how to cope with the disintegrating forces that seem all about us.

THE PROPOSALS

I. BY CURRICULUM MAKERS

A. GENERAL SUGGESTIONS

R. D. Russell

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The homemaking curriculum should provide education for prospective homemakers along three major home functions. These are education for: A. The social control of sex impulses; B. The perpetuation of the race; and C. Children and adults.

1. THE SOCIAL CONTROL OF SEX IMPULSES

Improved methods of transportation, communication, the crowded conditions of cities, apartment houses, opportunities for gainful occupations for women, and the rise of science, are some of the things which are affecting the stability of the family as a social institution. Along with this has come the abolition of the double moral standard and an increase in social diseases.

With these changes in our mode of living, it is impossible "to retire into the sanctified defenses of sex and family taboos of earlier generations." The obligation rests upon the school for that type of education which will help the family to perform more effectively this function, or will help society to formulate a substitute. The home as an institution can not furnish the power for its own regeneration. The school exists specifically for this purpose. The homemaking program in our schools which neglects thorough-going training in social conditions of family life, sex hygiene, and sex pathology is failing to help the home perform one of its most important functions.

The writer recently asked 120 boys in the senior class of an Idaho high school regarding the sources of their information concerning sex problems. One hundred and thirty-nine sources were mentioned, including repetitions. Mother was mentioned 29 times; father, 36; "here and there," 12; friends, 26; experience, 15; reading books, 26; teachers, 13; doctors, 5; R. O. T. C. course, 2; Y. M. C. A., 4. It is obvious that so far as boys are concerned, the school is not functioning very effectively. Biology courses which are offered in many schools are obviously not functioning as well as they might. Approximately 150 girls were asked the same question. Two hundred and nineteen sources were mentioned, including repetitions. Mother was mentioned 104 times; Dad, 15; "here and there," 7; friends, 27; boy

friends, 4; girl friends, 12; experience, 7; literature, 23; doctor, 2; Y. W. C. A., Camp Fire, Girl Scouts, 9; minister, 1; sisters, 2; brothers, 2; not answering, 9. In the case of girls the school was not mentioned at all as giving any instruction in sex hygiene. Most sources of information on this important topic are of a haphazard nature. The important problems that we all must face in life seem to be the ones most neglected by the home and the school.

Is it not possible for the home-economics course of study to incorporate in its curriculum instruction in social conditions of family life, sex hygiene, and sex pathology? It does seem that it should be a function of the home-economics department to use its influence with other related departments for meeting this need. It is almost inconceivable that courses of this type are not required in a home-economics course of study.

2. THE PERPETUATION OF THE RACE

At the present time the conditions which have been basic for the evolution of the race through natural selection are being removed. Improvements in the medical field, hospitals, clinics, and health resorts are tending to prohibit the elimination of the weak. Moreover, the largest families are found in those homes of lower intellectual and economic levels. Although this problem may be thought of as pertaining particularly to the field of sociology and biology, yet the perpetuation of the race is a family function, and when it is obvious that the home is functioning in such a way as to limit racial evolution it should be a matter of grave concern to those who are teaching in the field of home economics.

3. EDUCATION FOR CHILDREN AND ADULTS

Education in the tool subjects was once the sole responsibility of the home. The mother, father, or a tutor employed by the parents was the teacher. The consequence was, of course, that the great mass of people were practically illiterate. Ideals of democracy demanded a school which would raise the level of intelligence of the great mass of people. The result was the elementary school. It has reached such a stage of efficiency that teachers encourage parents to make no attempt at education on this level. In many schools children are not allowed to take their books home, thereby completely relieving the home of any responsibility which was once almost entirely its own. Among the important emphases which should be made in education are those concerned with:

Vocational education.—Mr. Ordway Tead, editor of business books for Harper & Bros., in a speech before the convention at Detroit, gave the following points in this connection:

(1) The important thing in vocational education is not learning the tricks of the trade, but learning the proper approach to problem solving.

and tea are overconsumed. Approximately a fourth of the food budget is for meat and the lower the income the greater the expenditure for this expensive item.

In the field of patent medicines the great mass of American people are victims of advertising. There are approximately 45,000 patent medicines, not more than 50 of which are really necessary in the treatment of disease.

These illustrations are adequate to show the need in homemaking curriculums of emphasis on buying based on values. The making of clothing and cooking can not be overlooked, but clothing must be bought before being made. It is questionable, moreover, whether or not, except for individuality of style, the making of clothing should be emphasized if it is at the expense of the effective performance of more fundamental functions. The home-economics course of study is not complete without a scientific study of foods, nutrition, purchasing, housing, rent, building materials, lumber, paint, leather, fuels, lighting, heat, clothing, fabrics, and clothing articles. These topics are of course as broad as life itself and unlimited time could be spent on them, but it is unthinkable that emphasis on the many routines of home life should limit the opportunity of studying these topics.

ORVILLE C. PRATT

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What are some of the practical provisions for extending homemaking education to boys as well as to girls? What subject matter, points of view, and activities might both boys and girls engage in to their better conception of the importance of the home, its relation to the happiness of its occupants, and to their present worthy home membership?

WHAT A HOME SHOULD BE

The first objective might well be an appreciation of what a home should be, an emotional ideal of its possibilities. To this objective the information and activities should be supplementary. Closely related to this chief objective is the second: A conception of the give-and-take essential to successful living with other people. The breakdown of the home, when it occurs, is not due primarily to a lack of things but to a lack of ideals, particularly to the lack of the ideal of service. The central problem is that of harmony on the spiritual plane. What the school should strive to cultivate is the ability to get on with other people. There is no other one ability which contributes more to successful living outside the home as well as in it. The best preparation which the school can give is

(2) The school must teach about jobs and industry rather than perfection in routine skills.
(3) The tendency in industry is toward offering to employees life rather than a mere job.
(4) Jobs are not so minute as they once were. The new changes in industry are away from high specialization. Attitudes, ideals, ambitions, working qualities, and general outlook on life are the important things in selecting employees
(5) Guidance is therefore life-realization guidance rather than job guidance in our schools.

It is obvious from this tendency in industry that the kind of vocational training possible in the home is not adequate to meet the social complexities of industry at the present time. Outside of perfection in the routines of homemaking the school will have to bear the burden. Education for the broader and more fundamental aspects of all vocations will have to be provided by the school. In the case of the home it is the same. This institution can provide the routine but not the broader problems until parents are educated in the fundamentals of home life.

The use of leisure hours.—The responsibility of parents in planning for the leisure hours of their children is becoming greater if the home is to have the influence it should. In a questionnaire given to approximately 250 high-school seniors in Idaho, it was revealed that they are absent from the home approximately half the evenings. When away from home they are usually at a picture show, visiting friends, attending parties, or car riding. This is probably one of the strongest disintegrating forces of the institution.

Mental and physical hygiene.—In the field of mental and physical hygiene, the weakness in our home-economics curriculum is probably most pronounced. An examination of 14 State courses of study reveals that more than five times as much time is given to clothing selection and care as to health and home nursing and hygiene, and four times as much time is given to the construction of clothes. Almost ten times as much time is given to foods, cooking, and meal planning as to health and hygiene. The emphasis given to child development is approximately the same as that of health and nursing and hygiene. It is obvious that mental and physical hygiene receive very secondary emphasis, although health is considered to some extent in connection with clothing and cooking.

Wise management of income.—Buying of foods, clothing, furniture, fuel, and so forth, has not been sufficiently stressed in home-economics courses of study. The average homemaker is not able to judge values. A study of food budgets shows an ignorance of the ability to select foods in order to secure the largest returns in food value for the money. Cheap foods having high food value such as beans, peas, cheese, cocoa, oatmeal, are underconsumed. Expensive foods like pork, beef, coffee,

the actual practice in harmonious cooperation which extracurricular activities afford.

CONSUMERSHIP

A third suggestion is that homemaking in the school, if it is to be effective, must carry over the ideals children now have into present application in the homes. In citizenship we have come to the viewpoint that it is not something to be applied after the children are voters, but that children in every other respect except voting are citizens of some kind, good or bad, here and now, in the home, the neighborhood, and the school. Similarly, children are now members of homes toward which they already have attitudes of some kind, harmful or helpful. To as great a degree as is possible the knowledges, attitudes, and skills taught in homemaking should find immediate application in the child's present home.

In short, instruction in homemaking should shift from the objective of production as it was in the form of cooking and sewing to that of consumption as in selecting foods in relation to health, table manners, and standards of social conduct. Homemaking should be aimed at the improvement of life as it exists in the home of to-day.

Following are some school adjustments which would help in the attainment of homemaking as outlined above:

1. Homemaking clubs for boys should be among the recognized extracurricular activities. Such clubs, where organized, have functioned with much interest and benefit to boys.

2. Electives in home economics should be planned to meet the needs of students with a wide variety of interests. The work should not be limited to those taking the home-economics course. For instance, a class in "social relations" would be valuable for every student and one in "personal problems for commercial girls" would be worth while for every girl taking commercial work.

3. Single period classes should be scheduled for home economics wherever feasible. This would greatly extend the work in any given school without additional cost. The shift in emphasis in home economics makes this recommendation feasible.

4. The changed objectives of the homemaking work should be carefully explained to teachers, parents, pupils, and administrators. I mentioned teachers because, unless they have taken home-economics courses in recent years, they are quite as apt to have a mistaken idea of present objectives as are the others mentioned. The first essential is that teachers shall have the correct conception of homemaking work.

5. Carefully planned correlation with other departments will strengthen home-economics courses and at the same time will extend home-economics education through these courses. For example, the trained home-economics teacher may teach "budgeting" in the

commercial department; "clothing selection and interior decoration" in the art department; "food principles" in connection with general science; etc. Such cooperation will eliminate unnecessary duplication and will allow for careful checking of subject-matter taught.

Quite as important is the avoidance of duplication in home economics as presented in the elementary, junior, and senior high schools. The course of study should be carefully correlated throughout. There is nothing more deadening to interest or wasteful of time than to have duplication of subject-matter in the high school which has already been well covered in the grades. Such duplication is inexcusable because it is so easy to avoid. All that is required is a little cooperation and a reasonably detailed course of study.

6. The attention of parent-teacher associations might well be directed to the social, economic, and psychologic aspects of home life. If the home under modern conditions is to be something more than a parking place or a filling station, more thought must be given to its spiritual values.

7. Less emphasis on athletics and more on health would react to the advantage of homemaking. There is statistical evidence to the effect that poor health is the outstanding cause of dependency and that ignorance in regard to personal hygiene, nutrition, and sanitary home conditions are the chief causes of poor health.

FREDERICK G. BONSER [1]
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Persons responsible for homemaking education in our secondary schools should undertake to develop and refine present homemaking courses to meet the needs for better home life in America.

This responsibility, among others, demands:

1. Exploration of the immediate interests boys and girls have in home life and provisions for fostering those interests.

2. Clarification of the newer conceptions and purposes of homemaking education.

3. Enrichment of courses in terms of thought content and experience to such a degree that they will have adequate liberalizing validity and respectability to be rated as worthy of credit toward high-school graduation and college-entrance requirements to afford a basis for work in college more advanced than that required for beginners.

4. Production of textbooks and other forms of home-economics materials on the high-school and college levels to provide basic source content adequately without attempting to establish such limits or standardization as will inhibit continued readjustment to new dis-

[1] Deceased.

coveries, inventions, and wholesome modes of living in an ever-changing world.

5. Orientation of school administrative and supervisory officers such as superientendents, principals, and advisers of boys and girls in the needs, possibilities, and educational validity of home-economics work in high schools.

6. Education of parents and the public generally in the meaning, content, and values of the larger conceptions of home economics adaptable to the interests and needs of high-school boys and girls

7. Determination of the costs of equipment and supplies for present forms of appropriate work to enable school administrators to see that the necessary expenditures for home economics are reasonably low and neither excessive nor extravagant.

8. Elimination of the impression that home economics is a losing field in the high schools by making available the facts of growth and progress in the work.

It is essential that school officers, academic teachers, parents, and students generally understand the breadth, larger purposes, and values of the work of the home-economics field at its present best It should be made clear that the field includes consideration of the whole problem of the business of being a girl or a boy, and the business of being a woman or a man, each in its place, in a wholesome, well-rounded, efficient, and satisfying career, with a frank and discriminating study of the problems of work, leisure, responsibilities, and adjustments, and the compensations of personal and home life.

B. PROBLEMS RAISED

1. IN CITY SCHOOLS

AGNES HOUSTON CRAIG
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Problem I.—One of the most difficult tasks is to acquaint educational authorities and the general public with the meaning and scope of home-economics education. Melvin Brodshaug, in his book "Home Economics in Secondary Schools," points out that "Many administrators and teachers have failed to follow the trend and still conceive of home economics in terms of manual training." Such persons still speak of our work as "sewing and cooking," "domestic science," "shop," etc., although from a professional standpoint, these trends have been obsolete for a number of years.

The term "home economics" is the accepted designation of our work It is not a course of study, or shop work, or a subject for girls only It is a field of interest for both boys and girls and men and women Home economics is an applied science and art belonging to the same class as "education," "medicine," "agriculture," or "engineering."

Like them, its practices tap many fields of knowledge at some time or at some point. Many of the principles of biology, sociology, economics, psychology, chemistry, bacteriology, physics, and art are in active daily use in any modern home.

In industry, the engineer has been called the "world's greatest civilizer," because he applies the discoveries of pure science to material problems. Quietly, but persistently, home economists have done precisely this to the economic and social problems of the home and the family. They are social engineers, so named for their successful application of scientific principles, based upon research, to the improvement of health by the proper use of food, nutrition, clothing, and housing

Further, the social engineers have developed the important studies of human relationships, of economics applied to consumption, of vocational guidance and training for women, thereby opening up a greater variety of professional opportunities for women whose trained talents in scientific, economic, and art phases pay salaries ranging from $1,000 to $15,000 and more a year.

Problem II.—It is important that home economics be recognized as an organic part of the elementary and secondary school program. Most children are fond of skilled handwork, and in their early years can not do abstract thinking, but may be led to solve problems in constructing some useful article for themselves or their homes. If the proper activities are selected, they give children better insight into the world's work than any amount of theory or reading can possibly afford.

Variety of handwork makes pupils versatile with their hands and may help them in learning various types of handwork when later the machine makes their trade obsolete. This is a vital point for workers to-day, as well as educators in planning the school program.

Our basic industries are concerned with the production of food, shelter, and clothing. Home economics appreciates the consumer's problems in utilizing these fundamentals in relation to the welfare of family members, especially children in the home. Therefore, our work can not be lightly designated as a frill in education as is done so frequently. For the masses, home economics is more fundamental than any other school subject, and therefore should be recognized as an organic part of any educational program in helping to solve the problems of the present machine age.

Problem III.—We need to adopt the point of view that family problems have a place in the training of boys as well as of girls. To illustrate: Every child has a right to be born with a sound body and mind, to have intelligent care and training until, as a responsible person, he can preserve and increase his own endowment. Dr. E. V. McCollum assures us that "Food is the one single most important

factor in health." Home-economics-trained people have more soun scientific knowledge and experience in the field of food and nutritio than any other known group of school people on the elementary an secondary levels. Many of the home-economics teachers have studie foods and nutrition in a scientific manner intensively from two t six years.

Every home must be financed. It is a cooperative problem fo men and women. Both need to know something about how to direc the income. In the United States, 45 per cent of the wealth is owne and controlled by women; and, as consumers, they spend from 75 t 90 per cent of the family income or more than 50 billion dollars a yea Few girls have any training in the economics of consumption. Bot boys and girls need practical work of this kind, yet almost the onl school training offered is to girls in home economics.

The behavior of individual members of the family makes the hom either the "abiding place of affections" or "the center of conflict." Homes are usually one or the other. If homemakers were equippe with the most elementary principles of psychology, mental hygiene and the primary techniques of child training, innumerable huma tragedies in divorce, warped lives, and broken homes would b avoided. Parent responsibility, and not responsibility of socia agencies is important in the home situation. In fact, when we con sider the youth of the United States, it is humiliating, to say the leas that we depend so much on public social agencies to solve our famil problems. In this respect, education has failed to do its duty. W ask, "Is such an important task a 'frill' in education?"

President Hoover has pointed out that "adequate housing goes t the very roots of the well-being of the family . . . it has the impor tant aspects of health and morals, and education and provision for fair chance for growing childhood"

How many men would be willing to write their letters by long han or visit schools by means of the horse and buggy? Yet, to-day th majority of women are obliged to use antiquated methods in th management of their homes. More attention needs to be given t the invention of household equipment from the viewpoint of wha women want and need than from the viewpoint of what manufacturer wish to sell.

Problem IV.—Home-economics laboratories should be moved fron dark basements and stuffy attics to clean, sanitary, and attractiv quarters. These laboratories should be examples of the best stand ards for practice in health, sanitation, and technical operations i keeping with the times and the average income of American families They should be examples of the application of art to the everyda common affairs of life.

The practice house is an accepted type of laboratory in the United States. Brodshaug says, "There is a sound philosophical basis back of the use of the home-economics cottage; because it simulates life situations more adequately than other plans." Where the practice house is impracticable, the homemaking apartment should be provided.

Problem V.—The home-economics department should not be regarded a dumping ground for all irregular and handicapped children. In planning the home-economics curriculum, provision should be made for the following: Courses of general importance to both boys and girls such as foods, nutrition, home engineering or home mechanics, human relationships, child care and training, and economics of the household; courses especially designed for girls such as clothing construction, art in everyday living, home planning and furnishing, and housekeeping; special courses for retarded children; and those leading to the vocations.

2. IN INSTITUTIONS OF HIGHER EDUCATION

MARY E. PARKER

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It was an outstanding professional woman, Ida Tarbell, who, 20 years ago, wrote, "I doubt if there is a more disintegrating influence at work—one more fatal to sound social development—than that which belittles the home and the place of the woman in it." That influence, under many guises, has been diligently at work during these 20 years and society knows to its sorrow what it has wrought

Realization of the menace to the future and faith in the power of education to develop a counter influence have led to the calling of this and similar conferences. The elementary and secondary schools can obviously reach the larger number, but the greatest opportunities for leadership are on the college level. The need for some consideration of the practical phases of the problem was never so great as at the present time, but the general field must be thought of as homemaking with all its economic, social, and psychological bearings.

Colleges can not yet be said to have organized their offering with this in view. Most of the traditionally accepted liberal-arts colleges have concerned themselves almost exclusively with preparation for academic pursuits and for "careers." The inference which one naturally draws is that the responsibilities of home life are not deemed sufficiently important or the problems sufficiently challenging to warrant their consideration in a college program. The introduction of any courses looking toward home life has furthermore been regarded until recently as a form of disloyalty to the pioneers who worked to

details of their housekeeping, and lose their sense of relative values. One wonders, however, why colleges so confidently aim to prepare for academic pursuits in which a relatively small number of their graduates spend their lives, and leave to a combination of instinct and "the trained mind" the solution of the problems involved in the life of the family. Many graduates, especially of recent years, who have observed the comparative ease with which home-economics women have adapted themselves to difficult financial conditions, have expressed their regret that their own college program had given so little to help them to meet the practical problems of everyday life. Furthermore, the undergraduate student to-day, in spite of the weakening of the bonds which hold families together and also in spite of richer college offerings and vastly increased opportunities for economic independence, are frankly saying, many of them, that they believe their own greatest happiness is going to lie in home and family life. The attitude of by no means an inconsiderable number of undergraduate women was expressed recently by a liberal arts senior, a Phi Beta Kappa student, who wrote, "Colleges have not yet succeeded in taking the woman entirely out of her home. She wants her college career, perhaps a few years of earning money to feel that she is getting definite returns for what she has put in; and then she wants her home. The greater number of years and the most of her energies are spent in this home. She wants to make it successful for she has not only her own satisfaction to consider but she has a responsibility to her husband and her children—to keep them healthy and happy. If that is woman's big task, she should be prepared to undertake it. And why not receive that preparation while in college?" We await a satisfactory answer to that question.

A broad conception of education.—An unbiased evaluation of the contribution which home-economics departments make to the realization of a broad conception of education for homemaking would place that contribution upon a higher level than is now accorded it because it would judge it more fairly. It is doubtless true that in the early years of the teaching of the subject, the work was not always on the college level. Subject matter was lacking and there was not adequate reference material in any of the phases of this complex subject. Young women coming into the field to-day from graduate study marvel at the courage of the pioneers who were obliged to work not only in the face of difficulties, misconceptions, and prejudice but also with scant materials. Theirs was the day of small things but to them we owe the beginnings of a movement of great social significance, one which does not "belittle the home and the place of the woman in it."

An unprejudiced study of the history of this movement would reveal the fact that there has been an enormous change both in secondary

open the doors of colleges to women. And yet the graduates of these colleges have married and at present the proportion of those who do marry is larger than of those who do not. In the face of this fact, one wonders why intensive study of things remote from everyday life, and preparation for professions outside the home should to such a degree make up the program of the average student in the liberal-arts colleges and why these colleges exclude what President Eliot called "the arts and sciences that can be applied day by day in the conduct of the family."

On the other hand, the colleges and universities made possible by the Morrill Grant, and a few on private endowment, have seen as clearly as did the great president of Harvard University that "the object which should be kept before young women in their colleges" may well be "the acquisition of the powers which will enable a woman to discharge her main function in life not only with accuracy and justice but with enjoyment, bringing forth happiness for herself as well as for her family." These colleges have also been keen to discover new ways in which their work may function in schools, hospitals, and other fields in which special training enables a young woman to be economically independent. The development has been of enormous value to young women and through them in many ways to society, but adequate preparation such as is required involves a higher degree of specialization than is consistent with breadth of outlook.

A broad conception of homemaking education.—Education for any mode of living must obviously concern itself first and primarily with the individual; for what the man or woman brings to any undertaking in personality, mental resource, and potential character is manifestly more important than any specific guidance that can be given. The correlation between mental resource and family happiness may not be perfect but it is probably very high and we have all about us evidence that it is on the higher levels, fundamental in human companionship. The broader conception of homemaking for the college woman connotes the ability to participate, whether as mate or parent, in the thoughts and activities of a broadened environment and the ability to interpret current conditions and movements more truthfully and to find in the beauties of literature, nature, and art more inspiration. It connotes also the ability to contribute more effectively to human welfare outside the home than would have been possible without the advantages which the college offers. A broad, satisfying, and effective preparation for homemaking can not be realized without the incorporation of much which the traditionally accepted liberal-arts college offers. Lacking breadth of vision and a body of fundamental principles, too many women lose the stimulation which comes from an interest in the larger issues of life outside the home, magnify the

schools and in colleges in the direction of added emphasis upon scientific background and social outlook. A study of the teaching to-day would reveal weaknesses, to be sure, but it would also reveal the use of extended bibliographies, the requiring of a degree of reasoning as to cause and effect, the application of fundamental principles, and an amount of independent thinking which one does not in every case find in accepted academic courses in which a retentive verbal memory is a major asset. Courses which are directly applicable to the needs of daily life are based upon objective facts, fundamental principles, and a body of information built up through a sequence of prerequisite college courses. Courses in normal nutrition and in the feeding of infants and children, for instance, follow prescribed study of physiology and chemistry identical with that required as a basis for academic specialization. The same holds true for most of the work in this field.

All home-economics courses are often cavalierly dismissed on the ground that they consist only of the teaching of "skills, techniques, and devices"; are therefore outside the pale of education; and should be classified as training. That represents, of course, a misapprehension which can be explained usually by lack of acquaintance with facts; but at any rate, one is tempted to inquire why the manipulation of materials in chemistry, biology, and physics is thought so essential and the manipulation of food materials and textile fabrics should be altogether discredited. A good many pragmatically minded young women to-day are asking that very question and wondering why the ancient Greek scorn for productive work with the hands should persist in a country like ours and in times like these.

Constructive work with concrete materials has for years been regarded as a valuable therapeutic agent in the treatment of nervous disorders but its value for the normal mind has only recently been recognized. Work with her hands, especially in the service of her family, has confessedly helped many an adult woman to keep her balance mentally and emotionally in a world of conflicting ideas and emotional overstrain, and one might possibly question the wisdom of excluding it altogether from the education of the girl in her later adolescent years when she is trying to meet the exacting demands of her college work and at the same time to reconcile conflicting purposes in her own life. It would not seem that the human race has yet reached the stage of evolution in which people live at their best in a world of symbols and abstractions, even for a 4-year period.

In the light of the foregoing, it may not seem altogether dogmatic to state that the broadest conception of education for homemaking can not be realized without a recognition of the value of courses in home economics and the inclusion of some of their material which bears directly upon the problems and responsibilities of home life.

A forecast.—The next step in preparation for homemaking will probably be a study of human relations in the intimate circle of the family. The stress and strain of modern life have made adjustments in family life more and more difficult and failures too easily condoned. In the teaching field it has been found possible to develop appreciations and techniques which save a young woman from unnecessary mistakes and which bring her earlier to the realization of her powers, to greater usefulness, and to greater happiness; and it seems reasonable to expect that we may also in time find equally acceptable appreciations and techniques which will render a similar service in preparation for home life—an undertaking fraught with greater possibilities for success or failure—and more dependent upon a clearly conceived philosophy of life than teaching can possibly be.

Courses in "the family" are already offered by departments of sociology in many colleges and are exceedingly valuable, but as a rule they treat the family historically and as an institution rather than as an intimate group in which the interaction of personalities is probably the major consideration. These courses have done much to stimulate thinking and to bring to the student a realization of the important place which the home occupies in society, and it is only natural that young people of the present generation are asking that they may have as the next step some analysis of successful and happy married life and the philosophy upon which it depends. There is much to learn from failure, but there is a growing recognition in all of the social sciences that the time has come for both preventive and constructive work. There is also a growing appreciation of the need for preserving mental health, for better ways of making personality adjustments, and for the early recognition of desirable or undesirable tendencies.

Analysis of success in married life is undoubtedly more difficult than a similar analysis of its failures. A man's house is his castle and more inviolate than his house are the happy intimacies and loyalties of family life Furthermore, the families whose lives are the happiest are likely to be most reticent; but if we define our problem as the study of the interaction of personalities within the family group, we have reason to hope that highly trained men and women in sociology, psychology, ethics, and psychiatry, with the cooperation of men and women happily married, can discover a system of values valid for the guidance of young men and women in their intimate personal relations. There have been notable contributions in recent years which lend themselves to the making of courses of substance. Experimental courses are being offered in some of the home-economics departments in State universities and are conducted by broadly trained women. The cooperation of specialists in different fields has been secured and although the public hears nothing of this work, and it is still the light under the bushel, we are perhaps war-

ranted in predicting that this will be the next step in the realizatio of a broad conception of education for homemaking. It represent the beginnings of a highly significant movement, and the response o the students themselves argues for its timeliness and value.

The realization of a new viewpoint.—There are many other encouraging signs of the times. Many of the traditionally accepted liberal arts colleges, which until recently have been distinctly hostile, have taken a highly important step in the establishment of nursery schools and have put the seal of their approval upon the study of the child and his development. Vassar College has not only her nursery school and the integration of courses represented by euthenics, but also the flourishing summer Institute of Euthenics. Back to the college campus go young married women, practically all of them college graduates, who put their little children into the nursery school and themselves become students learning much that as homemakers they need to know, and that we hope will in time be available to the undergraduate student. In many ways, the development of euthenics at Vassar College represents the most significant step in college education for women in recent years. In the universities and colleges in which home economics is taught, the work has passed through the earlier stages of inadequacy, and has reached the level of the college standard, a fact that deserves wider recognition than it yet receives.

II. BY PARENTS

C. C. McCracken
President, Connecticut Agricultural College, Storrs

Education for parenthood involves many fields of learning.—Parenthood involves many intricacies which do not develop within a few months and education for parenthood is a long vital process. The secret of this process has been sought through all the ages and is still only partially known Occasionally scientists have given us glimpses of what seems to be the best procedure through well-established biological laws. The theologians and moralists have given us certain prescriptions and the lawmakers have laid down definite controls of social actions. Psychologists have studied the emotions and the mental processes involved and have offered much advice. The educators have assumed great responsibility in acting as parents and guardians to our children and in attempting to guide them to successful and happy parenthood.

Dr. L. P. Jacks, of Oxford, England, in speaking to a community group under the auspices of the National Recreation Association, commented on the practice of taking children to the movies and talkies, as follows: "How many of our places of amusement, how many of our pleasure resorts, how many of the movies and the talkies might well write up over their doors, 'Empty Barrels Filled Up Here.'"

This view seems very significant. The child, in a sense, is a barrel to be filled with reliable knowledge, proper purposes, correct ideals. Education for parenthood must begin as soon as the child begins to take cognizance of its surroundings—in other words, at birth.

The young parents and particularly the young mothers are at the mercy of physicians in attempting to decide upon a proper diet and daily regimen for the child. . . The medical profession has become so highly specialized that it is necessary for parents to visit from one to a dozen specialists in order to gain a fair knowledge of what should be done for the child. . . . The advancement in medical science has been wonderful, but there are times when the parents wish that a revised family doctor might return. As the child progresses through the years to adolescence, trial and error enter into the picture very largely, because the child is thought of analytically and not synthetically. With the changes occurring in the early adolescent period come troubles that need very sympathetic understanding and treatment. The physician may advise but he can not do certain things that a wise sympathetic mother can do for her daughter or a father for his son. . . .

Too late, oftentimes, the parents or the school attempt to instruct the child about the factors involved in parenthood or they neglect the matter altogether. The physical man or woman has developed to maturity without a knowledge of basic physiological and hygienic laws. He or she may have been kept well and healthful, which means a great deal, but without knowing the whys and wherefores. Parenthood suffers a severe handicap when the individual is ignorant of his physical self.

A. THE PLACE OF THE CHURCH IN THE CHILD'S EDUCATION

In the past, the church has exerted in many cases a very direct influence by surrounding the child with high ideals and uplifting environments. One of these ideals for which the church has stood valiantly is the sanctity of the marriage vow. Certainly, when a book has maintained its prominence for as many centuries as the Bible, there must be something vital in its teachings. . . . As soon as the child can listen to the simplest story, Bible instruction can be begun and continued as long as the child lives. When the church does this it will establish in the mind of the growing child principles and ideals that have been basic in all ages in education for parenthood.

B. THE RIGHTS OF THE STATE

Basic principles must be engrained in the fabric of everyday living. We first have the idea, and then trial; permission follows and if the majority approve, the provision becomes mandatory. Lawmaking is a process of writing into statutes what the people desire. . . . Our

laws and our ordinances are, in general, written to protect us from conditions which are contrary to satisfactory parenthood. For example, companionate marriage is very generally condemned. . . . Our laws for the protection of the child growing into maturity will certainly never be written to favor physical disability and wantonness, prostitution, or moral instability. Whether the laws are to be enforced is again to depend on our citizenry. While there are many discouraging conditions to-day, these certainly can and will be remedied. Law must, and undoubtedly will, be conducive to inculcation of the ideals for which this Nation has stood in the past. An understanding of and respect for the law should begin as soon as the child has companions, and should develop each year. . . .

The State says that the child must go to school, and the State thereby supersedes the parent. The child must be educated and moreover, educated as the State prescribes. The parent may supplement what the State prescribes, but must not omit any of the required subjects. In the last analysis, the law of the State is supreme and can control the fate of the individual for the welfare of the majority. My child *must* go to school, *must* study certain subjects *must* do this, and *must* do that.

That the State is willing to assume this responsibility is quite a relief to many parents. Where both father and mother must work to make a living, it is convenient to check the baby at the nursery school in the morning and claim it again in the evening. As the child grows, the checking process becomes unnecessary, but the principle remains, for the child is assigned to the school or the playground for the day and oftentimes part of the night. Parents and children grow up almost strangers to one another. There is little or no common bond. The school has taken over many of the functions of the home.

Possibly this is best, you say. The school physician will guard the physical development of the child. The psychologist will test his mentality, his emotions, and his aptitudes, and issue educational prescriptions accordingly. The biologist will teach the essential facts of sex. Certain departments inculcate proper social practices through organized plays and games and student government. The religious element must be omitted, lest someone's prejudices be trampled on. If it is introduced it must be done clandestinely or in the community. In short, the child is the creature of the State as the State prescribes. The State has become the parent and the teacher the instrument of the State. Society tends to become institutionalized.

C. THE TEACHER'S PLACE

The teacher in the American public school merits great respect and confidence. She must be all things to all people. The education

of this teacher deserves a place in the universities of to-day. A knowledge of biology, sociology, psychology, and other sciences and arts must be gained to cope with this complex problem. It is unfortunate that so large a percentage of these teachers come from homes where the family income is too low to permit a more general education than the time and finances allow. . . . The teacher must act the part of the parent, but oftentimes without the maturity that parenthood assumes to have. The teacher attempts to be father, mother, and intellectual adviser. The success which our teachers are meeting in this colossal attempt is little short of marvelous. Parenthood comes from the conglomerate, but not always in commendable form.

D. IDEAL EDUCATION FOR PARENTHOOD

With all due respect to all these agencies, it seems to me that in them does not lie the ideal in education for parenthood. . . . The best education which a boy or girl can secure for parenthood comes through a close companionship with good parents. . . .

If we, as fathers and mothers, are willing to make the effort and take the time to be good companions to our children we *can* do it. If the teachers are failing to accomplish the task, we as parents can supplement their work. If we as parents do not understand the biological processes, the school can help us in teaching these principles. If the child needs oversight in play, we as parents can learn to play without policing *if we will.* The Greeks were able to accomplish it. So can we, *if we will.*

Although cooperation of other agencies is vital, responsibility for education for parenthood devolves primarily upon the home. It is not an easy task to perform. But the most fundamental factor in the solution of the problem is a close, sympathetic understanding between the parent and the child from the birth of the child until he becomes a parent. On such a foundation, we can build all the other elements involved.

WILLIAM JOHN COOPER
United States Commissioner of Education

In Harper's Magazine for December, 1931, there is a very interesting article entitled "Parents as Children See Them." These parents are nearly all mothers. Rarely ever does a child of 7 to 11 years, which represents the age of the 61 children concerned, give much thought to father. The women are all what one would call "upper middle class." They are wives of well-to-do business and professional men. How do such people appear in the eyes of their own children? Each child was asked to write a composition on "grown-ups" and was told that the compositions would be regarded entirely as con-

fidential. In general, these children resented the "bossiness" of the parents. One child regarded the matter of growing up as an inevitable state. She wrote, "I should hate to be a grown-up, but I guess I will have to be one some day unless I die. I think I will stab myself or commit suicide when I am almost 20 years old."

The chief offense of which these children, if they are typical and I think they are, accuse us grown-ups is of unnecessary interference in children's affairs. Too much attention to their appearance, for instance, is condemned. Such comments as "Women always make me wear a million sweaters and coats when the wind is a little cold. I think that you could have much more fun if women grown-ups would stop thinking about what they look like and get some exercise outdoors. If they would go out and play baseball and those games, they would get some color that was much prettier than rouge." This matter of exercise is connected in the child's mind with appearance, for perhaps the next most commonly made charge against the grown-up is that she uses too much lipstick, powder, and rouge. The care with which this operation is performed also seems to arouse the comment of children who at this age despise it.

One does not need lectures like this, however, if he stops and thinks of his problem as a parent. There are everyday questions which require a large body of information to understand. Such questions as, "Where do I come from?" "Why am I here?" are problems which nearly every parent has to meet sooner or later. The day of evasion and lying to children is passing. We must be honest and frank and yet be so without the sheer openness which leaves its mark on the child.

In fact, one's education to-day has to consider the entire personality. We began with a little intellectual work, and eventually we added to that some physical-education work. We are now beginning to see that courses in mental hygiene are as important as courses in physical hygiene. When we get a complete education we will have a chance to answer such problems. Those of us who have been through the schools and college have really mostly an intellectual slant with a little physical work. We have practically no mental hygiene. Consequently it may be necessary in an adult school somewhere to begin to work on this problem. If we go to Russia we are told that the educational work of what would correspond to our schools from the eighth year of life to the twelfth is organized in "complexes"—that is, one gets his reading and writing and arithmetic incidentally to the work in connection with a "complex." The latter may involve one's calling in life or some aspect of one's occupation as a member of the family group. I am wondering if as our educational system approaches completeness and effectiveness it will not be given in the form of "complexes" or projects. Already some of our experimental schools

have gone a long distance in this direction. When this time comes a child will not be given an artificial training outside his home but the school will be the real supplement of his home and family life will be the normal condition of any young person.

To-day a child is fortunate if he has an unbroken home. With divorces rating approximately one in six, many children come from homes in which the family is disrupted, and it is remarkable that our child life is as good as it is. The family in which the child is growing up is anything but static. Changes in the environment must affect it. The period of unemployment through which we have been coming has been exceedingly hard on some families. Many of these have been undernourished and are not likely to recover from some of the evils due to it. If by chance a child does have both a father and a mother it is hardly to be expected under present conditions that they will be in agreement and if these disagreements are known to the youngsters they must work an evil. Consequently we can say that there are comparatively few homes in which children to-day are growing up with the training which they should receive. In fact, some 300 mothers who were college graduates were asked by Miss Ruth Lindquist what they felt they needed most. Seventy-seven per cent of them expressed the need for educational child training; one-half for child psychology, which probably was merely another way of expressing a feeling of need for child training; and 15 per cent felt the need of more educational work.

But assuming that a child is in the more fortunate position of having parents who are agreed upon how it shall be trained, upon what it should be as it develops, think of the environing factors other than the family which tend to counteract this influence. Under these conditions one can readily realize what the handicaps are. If, then, we have a course in college which regards the child as the object of study, where shall we begin? It seems to me that we must begin with babyhood and infancy. One of the first needs is security.

> For every child a dwelling place safe, sanitary, and wholesome, with reasonable provisions for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.[8]

Another problem will be the young one's attitude toward money. Children have usually very badly twisted ideas about the sources and values of money and yet before they are in school they feel the need of it. There should be a course in the economic independence of the family in which all of its members should participate. Such a course has been well worked out under Miss Florence Barnard in the schools of Brookline, Mass., and a similar course is optional in the State of New York. It is now being proposed by Mr. Orrin C. Lester, vice-

[8] White House Conference on Child Health and Protection. The Children's Charter, No. VII.

president of the Bowery Savings Bank, as a national institution. To know how money is earned, what it is worth, and how it can be effectively saved is very valuable information for a child to have. Such a course, if it is to succeed to-day, need be taken first of all by the parents and then by their children.

As a child proceeds from very early childhood into adolescence there will be questions of sex. It is exceedingly difficult for the school to-day to do very much with the problem. There are now existing courses in natural science which give all of the sex information possible with regard to birds and animals. Probably there would be less trouble in this regard if parents were a little more frank than they have been It is also needed that children be given some advice in the selection of a mate and in the foundation of a home in order that there may be a time when some of these difficulties will come to an end. At the same time that instruction in founding a home is given, time will be allowed for the consideration of home beautification and other aspects of domestic art. For the home, which is around about the child from his early beginnings until he himself mates, is the interpreter of the ideals for which his parents stand.

If educational work is to be successful in this field, it must take a child from the beginning through until he is himself ready for parenthood, meeting all of his problems with the best educational advice, and at the same time that the course is being administered for children and for their parents it will be advisable to have further study going on in such research centers as the Universities of Iowa, Minnesota, California, Columbia, Yale, etc., and in such institutions, as the Merrill-Palmer School.

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UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES : SECRETARY
OFFICE OF EDUCATION : WILLIAM JOHN COOPER
COMMISSIONER

THE ART OF TEACHING BY RADIO

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OFFICE OF EDUCATION

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Use strong, common words with rich, meaningful associations.

Write in a speaking style, using a pleasing style of phraseology.

Make the radio broadcast compact and concise so that the line of thought will be easy to follow.

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION,
WASHINGTON, D.C., JUNE 1933.

SIR: Radio is a new factor in education. Whether it will play a large part in the school either by supplementing work now done only in class or by replacing some of the formal instruction, only time and experience will tell us. The Office of Education, however, is endeavoring to keep track of what is going on. It is studying broadcasting especially as it affects subjects which are or might be in the school. In this connection improvements in techniques are very important. Especially is it important to enlist and hold the adult. For adult education cannot be carried on well in the average school, but it could be done in the adult's home if we could find a method that is so appealing that he cannot get away from it.

This manuscript analyzes some of the forms which broadcasting has taken and gives some attention to the preparation and delivery of these forms and contains a suggestive bibliography. It is suggestive enough to warrant its publication as a bulletin of the Office of Education.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

* I *

INTRODUCTION

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for opinion in good men
is but knowledge in the making.

JOHN MILTON

RADIO is a new force which science has placed in the hands of civilization. Its potential uses are so numerous and varied that it has captivated the imagination of the entire civilized world. As a means of diffusing entertainment and information over wide areas, broadcasting has no peer. Steadily it is breaking down the barriers of isolation, broadening the horizons, and enriching the lives of countless millions of people. Within a dozen years radio broadcasting has become an important social factor in nearly every country in the world. Even the civilization of the future may depend upon the control and direction of this power.

The Purpose of the Study

Considered as an educational force, radio is not a separate entity. It is simply a conveyor of sound. It is just as frail and human as the men and women who direct it. It is just as powerful and ingenious as the men and women who master it. Properly used, the radio may become an invaluable aid in education. If so, educational broadcasters must learn how to broadcast. They must master the art of teaching by radio.

The mastery of the technique of broadcasting is a prerequisite in skillful teaching by radio. It is different from the technique of the stage or the screen. It is different from the platform or the classroom. It is the anxious task of the present generation to determine what these differences are. For if the radio is to be harnessed and put to work to help bear the ever-increasing burdens of education, there must be a skillful instructional performance before the microphone.

The principal purpose of this bulletin is to make available to the educational profession what appear to be the best practices in teaching by radio. The study should also be of service to professional broadcasters and occasional speakers. It is hoped that the prospective broadcaster will find a number of practical suggestions to assist him in the preparation and presentation of broadcasts. If it does nothing more than to create a widespread interest in the problems involved in teaching by radio, the result will justify the effort involved in making this study.

Limitations of the Study

Since the material for the study consists principally of the consensus of well-informed opinion on the technique of effective teaching by radio, it has the limitations and advantages of such a study. Years of research and experimentation would be needed to solve the numerous educational and broadcasting problems involved in effective teaching by radio. The scope of the study is limited to a consideration of the problems of the educational broadcaster. No attempt has been made to treat the problems of the listener except to point out the aid the broadcaster is expected to give.

The rules for effective broadcasting contained in the bulletin are intended to be used simply as suggestions. After all, the speaker must make the most of his own personality. Ruth Bryan Owen points out that:

> The speaker's own sincere conviction on a matter vital to him, expressed in his own words, colored by his own individuality, will be more telling to his hearers than his repetition of others' words, however eloquent they may be. [*68*].*

*Figures in brackets refer to source references in the bibliography at the end of the bulletin.

After the speaker has mastered the essentials in broadcasting, he should be able practically to forget them as he focuses his thought upon the message he is giving.

Orrin E. Dunlap, Jr., radio editor of the New York Times, says that radio personality is an inborn quality capable of holding an invisible audience. He adds that in order to get across on the air there must be a dynamic concentration - an intense absorption in what one is broadcasting. And at the same time there must be a calm control that overrides the inevitable disturbances in a radio studio (*31, p. 138*).

Study and training may be very effective in enabling broadcasters to organize their subject matter, master microphone technique, and develop self-assurance; but no amount of training can take the place of natural ability which enables the broadcaster to project his personality over the air. It is an intangible, innate essential.

The value of the present study is based upon the important influence of the broadcasting movement, its potential educational applications, and the need for a mastery of the technique of teaching by radio, which, after all, is the basic problem involved in utilizing radio in education. It is intended to serve broadcasters who want advice and guidance in improving their teaching efficiency over the air.

Sources and Procedure

The data included in this study consist of facts and opinions on the technique of broadcasting and were secured from the following sources:

Published accounts found in magazine articles, books, conference and committee reports, and special booklets dealing with the subject.

Typed and mimeographed instructions and suggestions to broadcasters issued by various broadcasting stations and broadcasting ventures.

Experience in preparing, editing, and evaluating educational radio manuscripts.

Interviews with various educational broadcasting leaders.

Data gathered from a questionnaire sent to 604 radio broadcasting stations by the Federal Office of Education. This was the principal source of material.

A card system for assembling the data was used, and the cards were sorted and resorted until a tentative outline was developed. The tentative outline was submitted to a committee of broadcasting experts and a group of educational specialists for their additions and criticisms. The outline used in the study resulted.

In documenting the bulletins, the references used are annotated and arranged alphabetically as a bibliography at the end of the bulletin. Each reference is assigned a number representing its position in the list. In the text, references to the sources of authority are indicated by referring to these numbers. Since reference number *86*, which represents the data gathered from a questionnaire sent to all broadcasting stations, would occur so often throughout the text, citations to this source have been omitted. The reader should assume that material not documented came from this principal reference, or possibly from the experience of the writer.

It is evident that all the data thus assembled could not be used in the study. Some points contradicted others. The items were not of equal value. Therefore, it became necessary to set up a basis for evaluating the different items. This was done as follows:

The Federal Office of Education invited the Association of College and University Stations and the National Association of Broadcasters to assist with the study. Several members of the former organization prepared splendid suggestions. A special committee of the latter organization rendered invaluable service throughout the study.

Items not in harmony with the consensus of opinion were eliminated.

The committee of broadcasting experts next were asked to evaluate the items in terms of best broadcasting practices.

Following this, a tentative form of the report was prepared and submitted to several specialists in the Office of Education

and experienced educational broadcasters outside for their criticism.

The Plan of the Study

The final report which consists principally of the consensus of opinion of broadcasters and educators, as interpreted by the writer, is divided into five chapters. Chapter I briefly considers the purpose, procedure, and plan of the study. The second chapter treats the various forms of radio programs and the special consideration in each. The third chapter deals with certain points that should be considered in the preparation of all educational broadcasts. Publicity and supplementary aids for listeners are included in the fourth chapter, and some points that should be considered in the presentation of all educational broadcasts are treated in the fifth chapter.

✶ II ✶

POSSIBLE FORMS OF BROADCASTS

You shall hear their lightest tone
Stealing through your walls of stone
Till your loneliest valleys hear
The far cathedral's whispered prayer.

ALFRED NOYES

THE nature of the advance preparation needed by the broadcaster will depend somewhat upon the form in which the broadcast will be presented. Will it be a lecture, a radio debate, or a discussion? Will it be a radio dramatization or a musical broadcast? The form of presentation will depend upon three factors, namely: The nature of the subject, the broadcast talent, and the listeners for whom it is intended.

Radio broadcasts may be roughly classified under seven general headings: [*i*] talks, [*ii*] directed activities, [*iii*] actuality broadcasts, [*iv*] radio conversation, [*v*] debates, [*vi*] broadcast music, and [*vii*] radio plays. This chapter will be given to a discussion of these various types of radio broadcasts.

Radio Talks

As used here, the expression *radio talks* is intended to include features broadcast in the form of lectures, addresses, and stories; but it is not intended to include forms of radio

presentation commonly known as *directed activities* and *eye-witness accounts*, which are sometimes classified under the more inclusive term of *reportage* or *actuality broadcasts*. These last-mentioned forms will be discussed later.

Beginning with the traditional forms, radio talks are gradually evolving methods of their own [*55, p. 192*]. Even yet, so much is unknown, there is such a close interlocking of the subject matter, the personality of the speaker, and the manner of delivery that it is impossible to set up any one best method of organizing and standardizing radio talks. The crucial test which is used at the present time is the amount of interest the talk will arouse and sustain. Listeners may manifest intense interest in a news broadcast or an ordinary discussion of some major public issue simply because the broadcast is timely.

While there is no common agreement among broadcasting authorities as to the general characteristics of a successful radio talk, it appears that the broadcaster should have a magnetic personality, his attitude should be friendly and courteous, the style of the manuscript should be suited to the subject being presented, and, finally, only a few points should be made in one talk.

The attitude of the speaker should be that of a guest in the home, and he should conduct himself accordingly. He should be liberal and open-minded, minimizing generalizations, preachment, and self-aggrandizement. While the listener must be made to understand that the speaker is an authority on his subject, the tone of the manuscript should be friendly and ingratiating. Without attempting to be condescending or dictatorial, the speaker should win the appreciation of the listener by his skillful presentation of the subject and by his friendly manner. The use of the words *we*, *you*, and *friends* frequently tends to make his message direct and personal.

The narrative or story is especially fitted to the younger pupils. This is true whether the story tells about fictitious or real events, or whether it recounts anecdotes from the lives of celebrated men [*59*]. Stories for primary pupils should be short, seldom more than 10 minutes in length.

They should present situations that will stimulate interest and sustain the attention while the young listener tries to imagine what the outcome will be. Side references to situations within the experiences of the children are very effective. Stories from life are suitable also to illustrate serious talks for adults. Dean Gleason Archer's law lectures, for example, are shot through and through with human-interest illustrations.

There is considerable variation of opinion as to the relation of effective radio speaking to effective public speaking. A British lecturer says that if the speaker is a live lecturer and knows his public he needs to learn very little from the microphone [*54, p. 909*]. Borden states that more of the principles of effective platform speaking carry over as principles of effective radio speaking [*51*]. Lawton points out that the platform speaker who has depended a great deal on bombast will not be very effective over the air [*51, p. 264–265*]. As quoted by Lawton, Professor Morecraft considers radio oratory as being much different from platform oratory for—

> Ill-built sentences, expressing weak ideas, cannot succeed without the aid of forensic gesticulation. Flowery nonsense and rhetorical excursions of the soapbox orator are probably a thing of the past if a microphone is being used. The radio listener, curled comfortably in his favorite chair, is likely to criticize the vituperations of the vote pleader very seriously. Woe be to the candidate who depends for public favor on the wild rantings and tearing of the hair. [51, *p. 265*].

Radio audiences will not tolerate floundering, stuttering, groping for words, long pauses, or the use of "er–er–er," or "a–a–ah."

As a rule, radio talks should not be more than 15 minutes in length. Therefore, the speaker should get to the main point quickly and not be overambitious to cover the subject. He is usually expected to have a thorough knowledge of the subject he is to discuss. This frequently requires extensive experience and research. The talk should be a straightforward expression of the speaker's sincere convictions on a subject. Even silver-tongued oratory by a speaker who lacks conviction will seldom carry as much weight in convincing listeners.

Broadcasters point out that the scholar, with a vast amount of information, may be an absolute failure as a

broadcaster because of the lack of showmanship. Lambert is of the opinion that the university classroom lecturer may be too graceless and pedantic; the university extension lecturer with his platform manner may sound "stagey"; the tutorial class tutor may lack the power to react to a sufficiently varied range of intellectual needs. He thinks that there is not a single one of these styles of lecturing which is wholly suitable to broadcasting. Every one of these types requires, under normal circumstances, considerable guidance and rehearsal in the production of effective popular broadcasts [*57, p. 800*].

Directed Activities

The expression *directed activities* as used here names the form of radio presentation in which the listener is instructed to perform a definite activity during the broadcast. The most common types of directed activities taught over the air are setting-up exercises, story plays and rhythmics. The writing down of an address or recipe, or the making of a memorandum at the request of the broadcaster is a directed activity. Thus it will be seen that this form of radio presentation is frequently combined with other forms such as talks, discussions, and even singing when the listeners are expected to sing with the broadcaster.

Directed activities are considered as a separate form of radio presentation because they need rather specialized preparation, and because they are used extensively in teaching by radio. Some educators have questioned the possibility of teaching by radio. They say there is no learning without activity on the part of the learner and in teaching by radio the pupils are not active. Any person who has visited a class being taught by a skillful radio instructor knows the pupils are far from passive. With the aid of lesson material, and the assistance of their class teacher, the pupils carry out as wide a variety of activities for the teacher of the air as they do for their regular teacher.

The broadcaster who has developed the ability to stimulate and direct the emotional, mental, and physical activities of the listeners has gone a long way toward mastering the highly specialized art of teaching by radio.

In the preparation of the broadcast the radio instructor must be able to visualize the listeners and not expect them to use equipment that they do not have or do anything that they cannot do at that moment. He must be able to arouse the interest of the listeners at the outset of the projected activity and sustain it throughout the broadcast. Careful preparation and thorough rehearsing will be absolutely necessary.

As far as possible, the material should be developed around the listeners rather than forcing the listeners to adapt themselves to the material. If possible, the manuscript should be prepared far enough in advance so that teachers and other group leaders can secure copies of it before it is put on the air. The broadcast should be limited to explicit activities that can easily be described over the air.

The main directions should be carefully thought out and expressed in the fewest words possible to get the desired results. The more difficult directions should be repeated slowly. Interesting or humorous side remarks interspersed with the directions relieve the effort of listening and give the listeners time to think over the directions.

The speed of movements and exact timing of activities must be worked out in advance to insure smoothness in presentation and avoid confusion of the listeners. It is usually necessary for the broadcaster to have a group typical of the listeners carry out the activities under his personal direction in order to perfect his instructions and time exactly the speed of the movements. If an exact counterpart is produced before the microphone, with the liberal use of music and subdued sound effects, the proper atmospheric effect can be created. An occasional interruption of the broadcaster with a pertinent question will enable him to emphasize important directions that might be misunderstood.

Actuality Broadcasts

The expression *actuality programs* is borrowed from the British to describe the broadcasting of important public events, either at the time of their occurrence or soon afterwards, and the running commentaries along with natural sound effects of interesting settings. Beginning with eye-

witness accounts of sports events, parades, and other public occasions, the development of improved microphones, remote-control equipment, and sound-recording systems has caused this form of radio presentation to be expanded until now the wide variety of adaptations related to eye-witness accounts makes it desirable to secure a more inclusive term than any in general use, thus the expression *actuality broadcasts*. The Germans refer to actuality broadcasts as reportages. Among the adaptions are descriptions of scenes from airplanes, visits to factories, stories of personal experiences, and, through characterizations or sound recording, the reproductions of important national occasions, and other actualities.

The following is an example of an actuality broadcast over the Columbia Broadcasting System, February 5, 1932:

ANNOUNCER

Tonight the editors of Time raise the curtain again on a new way of reporting the news—the reenactment of memorable scenes from the news of the week—from the March of Time.

Thirteen years ago the League of Nations Covenant solemnly promised a reduction of armament in the name of peace—a promise made to the 8,000,000 young men slaughtered in the World War. This week at Geneva, to the accompaniment of ringing church bells, in New York, London, Paris, the long-awaited world disarmament conference begins. At this moment the 232 men and women representing 60 nations of innumerable traditions, cultures, and creeds face the Presidential Tribunal. Chairman Arthur Henderson of Great Britain opens the conference:

MR. HENDERSON

This is an historic occasion. Assembled here are the spokesmen of one billion seven hundred million people. We must have no illusions as to the problems which confront us. We must be determined to overcome them in our common hope for the attainment of universal disarmament. We must insure the continuity of the world. Modern history incontestably disproves the belief that the safety of nations lies in the strength of their armaments. A sense of insecurity merely leads to an increase of armaments, increase in armaments only aggravates the sense of insecurity. And unless this vicious circle can be broken, the process goes inevitably forward. The burdened nations find no release from their mutual distress except in open conflict.

Need I remind the conference of the financial burden of armaments? During the last five years 41 countries have spent the immense sum of four billion dollars a year for military purposes. The world wants disarmament. The world needs disarmament. And the future of our developing civilization depends upon our success today.

[Bells up—Music]

The educational possibilities of actuality broadcasts are almost unlimited. Stimulated by carefully worded pictures, graphic descriptions, actual sounds, the ear-witness' imagination enables him really to experience the situation. Thus the cultural values of guided travel, the instructive benefits of history-making news of the day, the stimulating guidance of great personalities become available even to the underprivileged peoples of remote regions.

The advance preparation for running commentary broadcasts includes the selection of the speakers, the setting up of proper transmitting equipment, and the advance preparation of subject matter that may be useful in the broadcast. The principal broadcaster or narrator should be very carefully selected, because the success of the broadcast depends almost entirely upon his ability.

One writer says the narrator should be a clear, concise thinker with a well-developed news sense and a ready command of vivid descriptive language. Another says he should be able to observe keenly and to narrate interestingly and accurately what he observes. A third writer points out that the narrator should possess a thorough knowledge of the situation, a virile personality, and the ability to transport the listener to the scene by means of a vivid understandable word picture.

Broadcasts originating outside the studios make it necessary to install proper physical equipment in suitable positions. In running commentaries, the microphones should be placed in positions where the broadcasters can easily see the situations being described. Transmitters on trucks are sometimes used to make running commentaries. Sometimes several microphones should be used to put the event on the air. If so, they should be connected with each other in an inner communication line. The positions selected should be such

that the proper background sound effects can be heard without being too loud. Of course, the microphones should be protected from storms or damage by spectators.

Not only running commentaries but also practically all forms of actuality broadcasts require considerable advance preparation of subject matter. The principal broadcaster should anticipate the scene and write out narrative descriptions to facilitate the advance description of details needed to create the proper atmospheric effect and aid in the running commentaries. Interesting sidelights on the location or participants will be welcomed by the radio audience to fill the lulls in action that almost invariably occur during the broadcast. As a rule not more than five seconds should be permitted to lapse without a sound going on the air.

Beginning with a brief word picture of the location and principal characters as they would be seen if the listener were present, the broadcaster should proceed naturally, giving a running-fire description of the activity as it takes place. The tempo and the pitch of the voice should be suited to the event. The listener relies on the man at the microphone to be on the lookout for human interest happenings and to translate them so that he can visualize and feel the situation whether it be the thrill of the touchdown, the dignity of the parade, or the solemnity of the dedication. The dramatic possibilities of each incident should be stressed.

In describing exciting events the rate of delivery should be faster, the voice pitched higher, and the style more vigorous than usual. Short crisp sentences and appropriate interruptions help. Enthusiasm should be projected, but the speaker should neither become so much excited that it interferes with clear coherent delivery nor try to keep the listeners at a feverish pitch of excitement throughout the broadcast.

Experienced broadcasters point out that the program should not become so involved that it tends to confuse the listener. In order to avoid this difficulty, the main points of action and interest should be brought out clearly and be well supported by live detail. In describing a football game, for instance, when an unusual play has been made,

state briefly the outline of the play and keep the course of the ball in the minds of the listeners. Then when the play is over and the enthusiasm starts to subside, go back and give pertinent details of the play, telling exactly what happened and the parts played by the various participants. Scores, participants, and the occasion of the broadcast should be repeated at appropriate intervals.

The reports indicate that the broadcaster should tell the truth but avoid expressing personal prejudices and wisecracks, and stressing situations containing a great deal of horror. While it is usually appropriate to use the first person in speaking, it should be done without any appearance of ego, or otherwise putting the broadcaster between the event and the listener. If more than one narrator is used, one of them should be designated as chief. The chief should take the microphone any time he sees fit. Various voices should be used and the interludes filled with music or variety.

In instances where events are to be broadcast as actualities soon after they transpire, sound-recording systems become valuable aids in making the events real to the listeners. Characterizations also add to the reality of the event. The Blattnerphone used extensively in Germany and Great Britain to record outside events to be broadcast later is an example of the sound-recording system. "The March of Time" reproductions of the news of the week over the Columbia Broadcasting System illustrate the use of characterization. In case a person not accustomed to broadcasting is called upon to tell of some unusual experience that has attracted public attention, the interview method is usually most satisfactory. Generally this puts the individual at ease and enables him to picture the situation.

Radio Conversation

A wide variety of subjects lend themselves to this form of radio presentation. Current topics of genuine public interest and typical life problems and experiences can be treated in such a way as to stimulate analytical and creative thinking and be of real service to the listeners. Through

judicious use of comedy, pathos, or tragedy, the feature may have high entertainment value and still carry a subtle lesson as a by-product of the experiences reproduced in the dialog or discussion. Inferences drawn by the listener as a result of his own reflection may carry more weight in his life decisions than the careful analytical study of human conduct would carry.

There are several forms of radio conversation. In the one-man discussion, the speaker either impersonates two or more characters, changing his voice to suit the different roles, or representing his audience by asking himself indirect questions. To illustrate the latter form, the speaker may say, "Perhaps you would like to know . . . ," and so forth. "Very well, I will tell you . . . ," and so forth. In the dialog method one speaker may represent the teacher and another the pupil, or both speakers may discuss the subject as of about equal ability [*38*]. The interview is a popular form of the dialog. In the three-way discussion two speakers of about equal ability discuss a subject and a third person, representing the pupils, interrupts with questions. This method is meeting with considerable favor abroad, especially in Germany, where it has been carefully developed and extensively used in giving instruction over the air [*47*, *58*]. In a recent variation of the three-way discussion two speakers of about equal ability discuss a subject and occasionally appeal to a third person who, as an eminent authority, settles points of difference.

A fourth form of the radio discussion is the teacher-class form in which the teacher has a class actually present in the studio and teaches it before the microphone. Sir Walford Davies attracted a great deal of attention by using this form in 1924. Although at first glance this method might appear to be ideal, it has not been very satisfactory. In the first place, it is difficult to arrange to have a class present in the studio. Next, if rehearsals are held, the performance becomes unnatural. If not, too much time is lost. Besides these difficulties, the limitations of radio necessitate the use of different procedure in teaching an invisible class with the assistance of their regular teacher than the broadcasting instructor would use in teaching the class before him.

In the one-man discussion the speaker should cause the listener to feel as if the speaker were in the listener's home and talking things over with him. In most other forms of discussion the listener should be made to feel that he is eavesdropping on an informal and rather confidential conversation in which the speakers are not aware of a listening audience. In order to accomplish this effect, the broadcast must appear to be natural and spontaneous with unfinished statements, typical interruptions, and varied speed just as would be expected in a normal impromptu conversation.

The interview form of the dialog is simple and usually effective if the skilled interviewer is questioning a prominent person, or a person who has attracted widespread public attention for some act of heroism or other unusual accomplishment. The interview dialog in which the questions or the delivery seem stilted, as well as straw-man questions to be torn down by the person being interviewed, will be ridiculous and ineffective. Any suggestion that the dialog has been written out in advance or is being read is bad. Utmost naturalness should be the aim even though it requires rare art to achieve it.

In practically every instance it appears that the material should be written out and rehearsed. The extemporaneous type is seldom successful. There is considerable division of opinion on the question of whether or not the characters should be permitted to take liberties with the text during the broadcast. While the appearance of absolute freedom of discussion is highly desirable, the best practice seems to be to build these apparent liberties into the text. Alertness of the characters during rehearsal will usually bring out the "patter" that should be built into the script.

The general characteristics of radio discussions vary in accordance with the subject matter being discussed and the purposes of the broadcasts. While most writers say the style should be informal and chatty, there are occasions and subjects when a very formal presentation may be more appropriate. Notwithstanding these variations, there are some common points that should usually be observed in the preparation of radio discussions.

The lines for the different characters should be written in different styles. All of the contractions that are common in the spoken language should be employed without perpetuating the common errors. Charm, originality, and clear crystallization of ideas stimulate attentive listening. The discussion should be arranged so as to consider basic fundamental points to the exclusion of minor details. Each point discussed should be made clear and complete before passing on to the next one. The trend of thought should unfold naturally.

The consensus of opinion indicates that the manuscript should include words to identify properly each character so that the listener visualizes him at once when he speaks. As the various characters address one another, the different pitch of their voices and the frequent repetition of their names prevent confusion in the minds of the unseen audience. Comments of the characters, appropriate musical settings, and sound effects are used to indicate the setting, movements, and lapse of time.

As a rule the discussion should not be monopolized by one character but should be rather evenly balanced. If it is necessary to have long speeches by one person, break them up with short questions or remarks, such as, "Did you say 7,659?" "Yes; go on," or "I didn't know that."

There is a very definite tendency in the evolution of educational talks for broadcasting purposes to get away from the formal lecture method of presentation and to substitute discussions, directed activities, eye-witness accounts, and debates [*8, 47*]. There seem to be three reasons for this shift in method. First, since the listener must concentrate on sound and sound alone, the conversational style and different voices tend to relieve the strain of continual listening to the voice of a single broadcaster [*12*]. Second, classroom teaching conditions can be more nearly duplicated in the conversational presentation of material, as this method not only assists the pupils in following the line of thought but also assists the teacher at the microphone in making his points clear. Third, a more personal animated form of expression will usually result when speakers talk to each other before the microphone [*28, 38, 47, 58*].

Radio Debates

Very satisfactory progress is being made in the use of the discussion method in broadcasting, but comparatively little advance has been made in the use of debates [*28, p. 219*]. Intercollege debates over the air have attracted considerable interest at the time they were presented, but the movement has not grown very rapidly. Some broadcasters are of the opinion that radio debates will never be effective. An examination of the characteristics of debates will bring out some of the reasons why they have never become more popular over the air.

In the first place great care must be exercised in selecting the subject and conducting the debate over the air so as not to offend any group of listeners. The subject must be of general interest to the audience, whether national or local. It must be controversial. The audience, being more critical at home than in the lecture hall, is likely to take offense at broadcast statements that are contrary to their convictions. Even though the station management exercises the greatest care to maintain its neutrality, the listener may think the station is taking sides.

In the second place debates afford the speakers the opportunity to bring out strong emotions, which are hard to handle by radio. Heated arguments, rabid controversial statements, and dogmatic utterances such as "I am now going to prove to you," sound out of place when broadcast. Outrageous attacks, sarcastic thrusts, and vehement ridicule are decidedly inappropriate in the quiet atmosphere of the home. The microphone has not been invented to pick up shouting and table thumping so much used in ordinary debating.

In the third place the length of time needed to prove the points and the lapse of time after a point is made before it is answered make it difficult for the listener to retain and evaluate the various ideas. Long, involved statements logically organized and delivered in a convincing oratorical style may be pleasing and effective in the assembly hall but not over the air [*64, 69*].

Best practice at the present time indicates that if a debate is broadcast the station must maintain its neutrality. The

subject should be carefully selected, clearly stated, and fully covered by competent speakers. The question should be thoroughly analyzed and irrelevant matter excluded by common agreement. The debate should be completed in one program.

The chairman, or master of ceremonies, has the responsibility of giving the listeners a glimpse of the situation, stating the premises clearly, introducing the speakers, making necessary explanations, and summarizing the points. The voices of the speakers should be sufficiently different to be easily distinguishable. The length of time given each speaker should be short—seldom more than 10 minutes—with about 4 minutes for rebuttals. The rebuttals may be impromptu, but should be accurately timed. The audience may be invited to judge the debate by mailing in their votes.

In the preparation of the debate great care is necessary to insure clear, concise, coherent reasoning. The points should be easily grasped and supported with authentic proof and ample illustrations woven into logical arguments and kept free from racial, religious, or political prejudice. The style of presentation should be diversified and colorful.

The same adverse criticism that applies to the lecture method of broadcasting also applies to the debate, and probably will continue to do so until the debate is broken up into an argument in which there is a point-by-point presentation and less formality. In a point-by-point debate the negative speaker immediately answers a point when it is made by the affirmative. Thus the debate really becomes a controversial discussion. As such it will probably motivate the hearers to further learning activity on the subject which, after all, would be a worthy objective in any debate.

During the winter of 1931–32 the League of Women Voters presented a series of informal debates in dealing with public questions of a controversial nature. The chairman would ask the question, which would be answered immediately by a person representing the affirmative. A person taking the negative viewpoint would then answer the question. The final decision would be left to the radio audience. The British Broadcasting Corporation used a slightly different

procedure in its unfinished debates for school audiences. The affirmative speaker presents his complete argument. The negative speaker then answers him. The final decision is left to the listeners [*59*]. Thus it will be seen that many variations of the debate may be used in broadcasting controversial subjects.

Broadcast Music

The most extensively used and the most popular form of radio broadcasting is music. Howard Millholland, of the National Broadcasting Co., is of the opinion that the popularity of music is due to its appeal to the sensory faculties of hearing and motor or rhythmic activity; the memory and imagination through ballads, songs, operas, etc.; and the emotions, engaging the feelings between all extremes from the trivial to the sublime, from grief to joy. Music, since it depends so much on auditory impressions, suffers less than any other form of expression when it is broadcast. Music is the universal language which is understood by everyone. Radio is playing an important part in its dissemination. John Erskine says that the radio is doing more to raise the American public's appreciation of music than all other agencies combined [*47*].

There are many musical tastes to appeal to and all are worthy of attention. The latest song hits and popular tunes attract a large audience. They should be scrutinized carefully, however, for suggestiveness before they are broadcast. Many of them are soon worn out. One radio program director says, "Avoid riding new popular tunes to death. They are short-winded brutes." Another program director states that "It is an appalling fact that despite the vast amount of musical entertainment over the air and the great number of possible selections comparatively few compositions by a limited number of composers are ever played or sung."

While a station may feature male quartets, Hawaiian selections, western songs, or any other form of musical expression, at different hours different types of musical programs should be built to appeal to different audiences and different moods. For example, for a quiet or pensive mood, preference

should be given to the string and wind instruments over the brass instruments and the saxophones. Care should be given to the harmonious choice of selections and their sequence of arrangement to insure both variety and continuity. Orchestral selections should be broken up with vocal numbers.

The musical programs of too many stations are based upon the belief that everyone wants the same sort of music. Variety is essential. In order to have variety the station program can be broken up into 15-minute blocks and different types of music presented in different blocks. Monotony results from too much repetition of the same or similar numbers. That must be avoided.

The following example of a well-planned broadcast music lesson was the first concert of Series A, presented by Walter Damrosch in the Music Appreciation Hour over stations WEAF and WJZ, New York, of the National Broadcasting Co., on Friday, October 9, 1931, at 11 a.m.

ANNOUNCER

Good morning, young people. This is the first concert in Series A of the NBC Music Appreciation Hour. These programs have been specially arranged for you by Walter Damrosch, who conducts the National Orchestra. It gives me great pleasure to introduce Mr. George H. Gartlan, director of music in the public schools of greater New York, and a leader in public-school music affairs in our country. Mr. Gartlan.

MR. GARTLAN

To the children of my own New York—to all others listening in all over the whole country—this inaugural statement today starts you on a great adventure with Walter Damrosch. He is going to introduce you to the members of his musical family, and you are going to take part with him in many concerts of beautiful music, presented only as Walter Damrosch and his orchestra can present it. In your name I thank him and the National Broadcasting Co., who makes this series possible. I assure them that the music teachers of the country and you their pupils are looking forward to each Friday morning with great anticipation and eagerness. Dr. Damrosch, we are all ears, ready to listen.

MR. DAMROSCH

Good morning, my dear children. Here we are again together. I can't see you, and you can't see me—but you can hear me, as you can

hear the orchestra that's going to play music for you this morning. Thanks to this wonderful invention of the radio there will be many, many millions of boys and girls like yourselves, all over this country, in every State of the Union, listening to the music that we are going to give you.

I call my orchestra my musical family, because here they are, seated around me, holding their instruments in their hands, waiting for me to give them the signal to begin. They are seated around me just as you sit around the table in your own home, eating your breakfast. There is father, mother, and your little brothers and sisters, and perhaps an aunt, and as you eat your breakfast, some of you may begin talking about something and your little brother joins in. And he says, "No, that isn't so, I saw that robin on the tree behind the barn." "No, I saw it on the tree outside of the house." And you get talking so wildly with each other that your father looks up from his paper and says, "Children, stop talking. You disturb my reading when you all talk at once like that." Now, my family—my musical family—can all talk together at the same time and not create a disturbance. On the contrary, the more they play together, if they play nice music together, the more pleasant it is. And while you have father and mother, and brothers and sisters in your family, I've got in my family here violins and violas, and violoncellos, and double basses, and flutes, and oboes, and clarinets, and trumpets, and trombones, and all kinds of instruments that are called percussion instruments, where you produce noises or sounds with a stick on a skin stretched over what looks like a copper kettle—oh, the strangest looking instruments, and yet they all make music together. And they can all talk at the same time. When I say they can talk, what language can they talk? Can they talk English? No. Can they talk German? No. Can they talk Italian? No. But they can talk music; and what is music? It's a language. But a language of what? A language of our feelings. For music can express when we feel happy. It can express when we feel sad. It can express our love for our country—patriotism. It can express sorrow, if we have lost someone dear to us. So you see what an important part music—good music—can play in our lives. Because whenever it expresses that which is in us, it expresses it beautifully—in beautiful tunes, in lovely harmonies; and gradually, little by little, you will understand more and more of this language of music; so that when people ask you what language can you speak, you will say, "Well, I can speak English, and my father and mother used to speak German, or Italian, and I can speak a little of that, and I can speak the language of music."

The orchestra is now going to play with me a march—a military march, written by the great German composer, Franz Schubert. And as you listen to this march you will hear it coming from far off, very faintly, as if a regiment of soldiers were coming on parade, nearer and nearer, and finally you see them with their rifles on their shoulders,

and their flags flying. Then comes the general on horseback, with his horse curvetting around, and behind him his colonels and his adjutants and all the other officers, and so the march will go on from glory to glory. We will now play you this military march of Schubert's.

[*Military March in D*, by SCHUBERT, is played]

ANNOUNCER

This is the NBC Music Appreciation Hour. WJZ, New York. Mr. Damrosch continues.

MR. DAMROSCH

I am gradually going to introduce to you the various members of my musical family just as you would say, Mr. Damrosch, this is my father. Mr. Damrosch, this my aunt, or this is my younger brother Jim, and this is Sarah. So I am going to tell you all about the various members of the musical family, what instruments they play, and let you listen to them so that you can tell a violin from a double bass and so forth and so on.

Our next number is going to be a spinning song. Now, you know, your great-grandmother used to spin with a spinning wheel, which she made to move with her feet while she spun the flax. Today all that is done in great big factories by machinery, and we have sewing machines at home; but in those days they had a spinning wheel which made a nice little whir-r-r, as your great-grandmother used to spin the flax. Instead of the whir-r-r, this rumbling sound is played in the accompaniment by the first violins and the melody is played by the second violins, pizzicato. Now we will play for you the jolly little Spinning Song written by Mendelssohn.

[*Spinning Song* by MENDELSSOHN is played]

* * * * *

ANNOUNCER

You have just heard the first concert in Series A of the NBC Music Appreciation Hour, conducted by Walter Damrosch. The next concert in this particular series will be broadcast 2 weeks from today, on Friday morning, October 23, at 11 o'clock eastern standard time.

As illustrated by the NBC Music Appreciation Hour, suitable continuity and carefully worded explanations and interpretations have an important part to play in broadcast musical instruction. If explanatory comment is used, it should be prepared by someone familiar with the music and its composer, or by one who knows where to find authentic information about them. Such comments should not be

improvised by announcers or prepared by continuity writers who know very little about music. The tone of the manuscript should conform to the standard of the music being studied. Different types of music require different types of continuity. Besides the bare announcement of the author, title, and setting, little historical sketches concerning the author, incidents surrounding the composition of the selection, etc., are appropriate. When used for instructional purposes, it will not be amiss to point out some of the characteristics of the composition and direct the students to what to listen for. The continuity should be brief.

The following example of a Standard symphony hour will serve to illustrate the place of continuity in a musical broadcast.

[Trumpet Fanfare No. 1]

ANNOUNCER

The two hundred and twenty-seventh Standard Symphony Hour.

[Extract from the *Prelude to Act III* of Lohengrin is played]

ANNOUNCER

We have pleasure in presenting the Los Angeles Philharmonic Orchestra and its conductor, Dr. Artur Rodzinski. This orchestra and the San Francisco Symphony Orchestra have been engaged exclusively for broadcasting alternately, week by week, under the sponsorship of the Standard Oil Co. of California.

We begin with the vivid Carnival Romaine, or Roman Carnival, by Hector Berlioz, a picturesque number which is based on a vigorous Italian dance, the Saltarello:

[*Carnival Romaine* by BERLIOZ is played]

ANNOUNCER

There is an ancient tradition in many European countries that on All Halloween the dead return from their graves to dance till cockcrow. On a poem of this nature, Saint-Saëns based his Danse Macabre, or Dance of the Dead, with which we follow the Carnival Romaine by Berlioz. The opening notes tell how "Death the Fiddler" hammers the gravestones to summon the dead and tunes his instrument, which has a flat E string.

[*Danse Macabre* by SAINT-SAËNS is played]

POSSIBLE FORMS OF BROADCASTS

ANNOUNCER

The Carnival Romaine by Berlioz and the Danse Macabre by Saint-Saëns, the two works just played by the Los Angeles Philharmonic Orchestra under the direction of Dr. Artur Rodzinski, were discussed this morning during the elementary and advanced lessons of the Standard School Broadcast. Both the Standard School Broadcast and the Standard Symphony Hour, linking home and school in the companionship of music, are presentations of the Standard Oil Co. of California.

The Standard Symphony Hour continues with the theme and variations from Suite No. 3 by Tchaikowsky, a number which concludes with a polacca, a brilliant Polish dance, based on the theme or melody which forms the basis of the work

Suite No. 3 : Theme and variations by TCHAIKOWSKY is played]

ANNOUNCER

The theme and variations from Tchaikowsky's Third Suite has just been played by the Los Angeles Philharmonic Orchestra during the two hundred and thirty-eighth Standard Symphony Hour under the direction of Dr. Artur Rodzinski, a program sponsored by the Standard Oil Co. of California.

The concluding number on this program will be the introduction to Act III of Wagner's opera, Die Meistersinger, leading at the close to the Dance of the Apprentices. . . .

The Standard School Broadcast will be given on Thursday morning, the elementary lesson from 11 to 11:20 and advanced from 11:25 to 11:45, as a preparation for the evening Standard Symphony Hour. Both programs are presentations of the Standard Oil Company of California.

[Trumpet Fanfare No. 2. Sign off and chimes]

It is a good practice to end the introductory announcement with the title and then repeat the title at the close of the number. There are always listeners who tune in during a number and like to know what it is that they have heard. Titles of songs to be sung in a foreign language should be announced in that language and usually repeated in English.

The program director should be very careful in the selection of musical talent, for whatever is done should be extremely well done. The artist should not be too ambitious. It is better that a simple song be played well than a difficult one violated. In the words of Vice President John Elwood, of the

National Broadcasting Co., "A first-class harmonica player is better than a second-rate symphony."

Music instruction over the air may be vocal or instrumental. Assuming that the primary object of teaching music is that children may listen to music for pleasure, that they may desire to express themselves through it for their own pleasure and for that of others, and that they may become critical of it so as to enrich their own expression and to demand higher standards, broadcasting can be a very valuable aid in music instruction [*47*].

The nature of the preparation needed for music instruction over the air will depend upon the purpose of the instruction and the form of the musical expression. The singer will need rehearsals to master broadcasting technique and develop self-confidence. A well-known British soloist, Vivienne Chatterton, makes some splendid suggestions for radio singing. She says:

> *First*, take warning. When you first sing in a draped studio your voice will seem about half its usual volume, and you will be tempted to force the tone. DON'T. To mitigate this, practice singing with a finger in each ear—a trick which will enable you to hear your voice much as it would sound in the studio
>
> *Secondly*, see that your breath is perfectly silent, for anything like a gasp for breath will transmit as a veritable hurricane.
>
> *Thirdly*, diction is tremendously important. Every consonant must be crisp and clear, especially at the end of a word; but this must not be exaggerated, or an uneasy sense of jerkiness will result.
>
> *Fourthly*, slow songs can be taken a little faster and quick songs a little more slowly, providing the rhythm is very strictly maintained.
>
> *Lastly*, do not merely "vocalize", but concentrate on the message of your song [*17, p. 165–166*].

Naturally, no two voices are the same, but as a rule singers with higher-pitched voices should stand farther from the microphone than those with lower-pitched voices. Considerable experimentation is sometimes necessary to determine the right position for a singer to take with reference to the microphone. Radio has developed a new type of singing voice. The singing whisperer and the crooner have been interesting innovations. The soloist stands about 6 inches from the microphone and sings in an intimate voice only a little above a whisper, so soft and with so little volume that

it could scarcely be heard from another position in the studio. This delivery is suited to quiet songs in which there is a limited range of tone color [*75, p. 120*]. Besides preparation for delivery, the radio music instructor must consider careful preparation of the instructional content of the music lessons, since he is expected to interpret and explain the songs so that the broadcast instruction may be easily synchronized with the regular music courses in the schools [*47, p. 330–347, 64*].

Various solo instruments, string quartets, and orchestras are used to teach instrumental music over the air. String quartets transmit well because they are composed of instruments of the same tone quality, while larger orchestras and military bands, being made up of instruments of different qualities, are more difficult to transmit [*21, p. 167*]. Practice is needed to determine the relative positions that the instruments should be placed from the microphone to balance their strength. As a rule, high-pitched instruments should be placed farther away from the microphone than low-pitched instruments [*21, 79*].

Radio Plays

From the foregoing consideration it will be evident that no clear line of distinction can be drawn between the radio discussion and the radio play, or radio dramatization, as one merges into the other. In the radio play, however, the manuscript is usually prepared by one person and presented by others who are selected because they possess dramatic talent.

The radio play is a type of broadcast that is rapidly growing in popularity as the producers learn more about radio dramatic art. Clever dramatic broadcasts win much favor and stimulate the producer to renewed efforts for better radio plays. In the dramatization it is, above all, necessary to make the scene live for the listener and even make it possible for the pupils to imagine that they are living the scenes themselves [*59*].

Drama on the air is subject to a different technique from that of the drama of platform or stage. The visual has no

part in it and the psychological effect of the crowded theater and the holiday mood are absent. The scene exists solely in the mind of the listener, and since it is the creation of each individual it should be perfect for him.

It is very difficult to write radio plays. The radio dramatist must know the technique of play construction, prepare the play so that it can be broadcast effectively, and understand the listener mind and methods of appealing to and holding attention and interest. Without gorgeous scenic effects the author's lines and the actors' skill must produce the desired mental reactions. Therefore, an even greater knowledge of psychology is needed by the radio playwright than is needed by the stage playwright. With a few well-chosen lines giving only the bare essentials, the radio playwright must rely upon the ever-revolving stage of the imagination of the audience to create the scenic effects and set the invisible stage.

In the absence of visual aids, the playwright must ingeniously substitute lines in the script, music, and sound effects necessary to understand the setting and the progress of the plot to produce the desired mood and to stimulate the imagination. Radio plays fall flat if they fail to create illusions and to affect human emotions. If successful, they draw tears and laughter. Scripts that bring temperaments and characteristics into severe contrast seem to be most successful.

The play must be constructed so that only a few characters speak at a given point; otherwise, the audience will not be able to identify immediately an actor when he speaks. For elementary school pupils it seems best never to use more than three characters at a point in the play. Even then there should be a marked contrast in voices, and special lines used to introduce them. For example, the previous speaker may say, "Here comes John Smith. Hello there, John!" or "What do you think, Kingfish?" Above all, the play must be educationally desirable as well as dramatically effective [*9, 13, 30, 64, 91*].

A British author states that the most successful broadcast plays have been transferred from the stage to the microphone [*61, p. 1108*], but both he and Mrs. Bushman are

of the opinion that radio dramatists must write most of their own material [*13, p. 354; 61, p. 1108*]. One writer says that the reason so many of the better broadcast plays have been transferred from the stage is that a microphone classic has not been written as yet [*61, p. 1108*]. Baddeley points out the similarity of wireless drama and stage drama and voices the opinion that it will be unnecessary to write plays especially for broadcasting purposes when dramatists learn to adapt stage productions properly to the microphone [*2, p. 1033–1034*]. To support this position he points out that honesty and sincerity in writing, clear characterization, action, and sense and taste in evolving the theatrical shape of the play are the essentials of drama wherever found [*2, p. 1033*].

Bushman describes the limitations of radio drama by stating that the radio actor plays to what might be called a blind audience, and for every piece of business on the stage of the theater, he must devise some sound effect [*13, p. 354*]. Lambert does not consider this such a handicap. He thinks that the broadcast play is not a substitute for the ordinary theater, but a new form of artistic expression appealing to the imagination through the sense of hearing alone. According to Mr. Lambert, the radio play has some advantages over the stage production since it can be presented to the human intelligence undistracted by the complications inseparable from the visible stage [*30, p. 50; 61, p. 1108*].

Radio dramas are pictures of life. They present untold opportunities when considered as an educational medium. When radio plays are well written and suitably presented by a capable cast, listeners can profit immeasurably from life situations and the experiences of others. Radio is peculiarly adapted to that form of teaching in which the lesson to be learned is the by-product of a life experience. Through this scientific marvel the dead past may be made to live again and the cultural wealth of the ages brought to all men everywhere.

Educational subject matter can be woven into skits, interviews, and plays. It can be arranged in serials, but each broadcast should be a complete unit within itself. The dramatizations should be of genuine literary merit and embody true-to-life experiences arranged so that listeners of

In casting, voice, perhaps, is the most important consideration. A British writer said, "Voices are the pigments wherewith the producer of wireless plays sets out to paint his mental picture" [*8, p. 200, 1931*]. Voice, divorced of grease paint and cloak, must carry the principal weight of the play. Is it any wonder then that radio actors should be selected with the utmost care? The dramatic coach must thoroughly master the script in order to determine the type of characterization that is demanded. Next, voices must be selected. "There are, of course, the main differences between bass, baritone, tenor, and their feminine counterparts," says the British Broadcasting Corporation in a recent yearbook, "but, also, be it remembered there are a thousand and one other differentiations; there are plaintive voices, happy voices, hard compelling voices, soft beguiling voices, voices that are old and worn with grief, voices that are as young as laughter itself, voices that suggest fat old men, and voices that suggest thin young ones" [*8, p. 200, 1931*]. Out of the multitude the right voices must be picked.

Low-pitched voices should predominate and there should be proper balance between the contrasting voices. In lieu of skill, heavy dialect parts and exaggerated characterizations are sometimes "daubed on" by amateurs. High-pitched or harsh, rasping voices are seldomed welcomed on the air. Characters must be very carefully drawn in order to create an illusion of reality.

The lack of visual aids makes it necessary that plays have as much help with music and sound effects as possible. There are instances in the broadcast play when sound effects themselves can be more eloquent and more dramatically useful than speech, and it is conceivably right to drown speech with abstract noise on certain occasions. In fact, the successful production of a play for broadcasting must be conceived in symphonic form where speech is merely one thread in the woven fabric of the sound, [*8, p. 201, 1931*].

At this time there are many unexplored possibilities of using music as an aid to effective radio drama. Millholland suggests that music may be used in radio dramatizations to [*i*] present character, [*ii*] establish a mood, [*iii*] denote the

different abilities will be stimulated mentally and be able to put the parts together, arriving by their own reasoning at the lesson to be taught.

Dramatizations should be of short duration and as timely as is the medium. Simplicity of effects is to be greatly desired. In order to accomplish these results, only a few simple situations should be presented and the minimum number of characters used. One-act plays are usually adaptable because they progress quickly to a climax.

Beginning with a short prologue to set the stage, the plot of the play should progress clearly and quickly to a climax. Each character must have easily recognizable identity, and the fewest possible words should be used to convey the meaning forcefully. Every word and sound that goes on the air should contribute its share in building the word picture. The sequence of action should be unbroken. As a rule, each character's part should be brief and the sentences short. Appropriate music and sound effects are generally used to indicate the shifting of scenes and permit a moment of relaxation. The quickly revolving stage of the listener's imagination makes it possible for the playwright to include several scenes in a short play.

Insofar as possible, the scenes and action should be cleverly embodied in the character's lines. Some sounds produced by the action of the characters in carrying out their parts may be misunderstood by the listeners unless suitable explanation is included in the lines. The words and sounds should imply the action which is so essential in radio drama. Ear testing of the script during rehearsals will enable the producer to make changes needed to eliminate the obvious and to clarify confusing situations.

The work of casting is very important in the production of radio plays. Although there may be an occasional clever actor who can successfully impersonate a wide variety of types, most actors should have natural voice characteristics that ring true of the characters being portrayed. Casting is difficult because the microphone exposes insincerity, sham, and idiosyncrasies. Tracy F. Tyler points out that a telephone conversation is a good preliminary voice test.

✶ III ✶

THE PREPARATION OF BROADCASTS

A good actor studies his part
until it becomes a part of him.

JOHN L. CLARK

PERHAPS historians will refer to the period between 1920 and 1933 as the exploratory period in broadcasting. During that period broadcasting spread until it practically covered the entire civilized world. Phenomenal engineering achievements will be recorded as having accompanied and made possible the remarkable extension of the influence of radio. The account of the evolution of the control and administration of radio broadcasting will appeal to many. Without doubt the evolution of the art of broadcasting will stand out as one of the most fascinating stories in connection with the remarkable rise of the broadcasting movement.

Starting with traditional methods of presenting material, radio is gradually evolving broadcasting methods of its own. No longer is platform oratory nor the magazine style acceptable in the best broadcasting studios. During this adventurous period when broadcasters and would-be broadcasters were trying to conquer this new medium of communication, many amusing and heart-rending experiences might be recorded. In the great onrush to master the microphone,

passage of time, and [*iv*] suggest a scene. It might be added that appropriate musical interludes also afford pleasing relaxation from the strain of continual listening. The music selected, however, should be appropriate and should not be too strongly endowed with associations remote from the play.

Sound effects is an expression used to cover everything that comes out of the loud speaker except what is usually classed as speech or music. Judiciously used, this creature of broadcasting is not an extra appendage but is one of the three essential ingredients out of which broadcast drama is built. While hundreds of sound effects have been used in radio plays, thousands remain to be discovered, the discovery and utilization of which will relegate our present radio dramas to the age of antiquity.

While the history dramalogue is one of the most popular forms of radio dramatizations for educational purposes, there are numerous other possible forms which are suitable. The possibilities of radio drama in education are as wide as human experience itself. The principal problem is not scarcity of material but the selection, adaptation, and presentation of material in such a way as will contribute most effectively to the realization of the objectives of education. While rapid progress has been made during the past few years, we are still just at the dawn of day in educational broadcasting. The future teems with possibilities.

and thereby win fame and fortune, many promising amateurs have fallen by the wayside.

The advance has been rapid, but there still remain vast unconquered areas in the art of broadcasting. "Today's methods are obsolete tomorrow. Yesterday's methods are already as dead as the dodo," says Tyrone Guthrie, the well-known British dramatic playwright. Out of the confusion that has accompanied the very rapid growth of the movement, a few rather clearly defined rules for the preparation and presentation of successful broadcasts are gradually emerging. It is the purpose of this chapter to point out some of these rules that should be observed in the preparation of all broadcasts, regardless of the form in which they are to be presented.

Importance of Thorough Preparation

After the broadcaster has decided upon the purpose of the broadcast and the form to be used, he will next turn his attention to the actual preparation of the broadcast. It would be difficult to overemphasize the importance of thorough preparation. Preparation involves the selection of valuable and timely material on a subject in which the broadcaster is well informed and genuinely interested, the organization of the material for effective presentation, and the rehearsal until a good standard of delivery is developed.

While there may be an occasional genius who has a burning message and a spontaneous flow of beautiful language that will enable him to do effective impromptu speaking over the air, the average broadcaster must thoroughly prepare his script. Broadcast writers point out that the manuscript should be written and rewritten several times; it should be condensed and deadwood cut out; and care should be exercised to keep the original spontaneity so that it can be presented with an ease and freedom which do not suggest to the audience that intense preparation has been made [*12, p. 933*]. William Hard suggests that the extemporaneous broadcast is suited especially to dramatic instances.

Work in close cooperation with the program director of the broadcasting station ★ The station management is very much

interested in the success of every program that is broadcast from its studios. The program director is in position to observe the errors that are most frequently made in broadcasts and to offer constructive suggestions to avoid them. Therefore, the prospective broadcaster should consult the program director at the very first opportunity after the broadcast is scheduled. If the station has a list of rules to be observed, or suggestions to assist in the preparation of a manuscript, the program director can supply them. He can also inform the prospective broadcaster of various ways in which the station can assist him in the preparation and rehearsal of the proposed broadcast. An open-minded attitude and willingness to accept the opinion of the program director or studio operator who is handling the technical pick-up will facilitate the preparation of a broadcast. Not only the occasional broadcaster but also those who broadcast regular series can profit by working in close cooperation with the program director. It is the business of the program director to know how to build broadcast programs.

Visualize the audience while preparing the broadcast manuscript ★ In visualizing the audience, the broadcast speaker should consider the relationship between himself and his listeners. On this point Morse Salisbury, Chief of the Radio Service, United States Department of Agriculture, says:

> It seems to me that the person who sets out to prepare and deliver a radio talk must consider first of all the relationship between himself and the listener. He is going to be a guest in the home of his listeners. As a guest by radio he is under the same obligations that rest upon guests present in the flesh. Common courtesy and common sense dictate that he be cheerful and interesting and sympathetic. A family has to tolerate the presence of a caller even though he be an utter bore. But the radio listener doesn't need to be one tenth so patient and long-suffering to the bore invited in by way of the radio receiving set. The moment that his radio guest becomes tedious or repetitious or in any way dull, the listener may excuse him and does excuse him by a flip of the dial. Hence the radio speaker is at pains to be courteous, to be interesting, to be clear and logical in his statements [77].

If the broadcast is intended for classroom reception the script writer should visualize on classroom to which he directs his broadcast material. If the broadcast is intended for home reception, the person preparing the manuscript should

make a mental picture of one individual who will be listening in front of his loud speaker. The content material should be selected because of its value and importance to the listener and because it will link up closely with what he does and thinks about from day to day.

The broadcaster should consider what the mental attitude of the listener will be at the time the broadcast is put on the air. It is obvious that the appeal should be different if the program is scheduled for 11:30 p.m. than if it is scheduled for 8 a.m. An early evening broadcast may reach a tired audience. Different audiences listen at different hours. The broadcaster can not make his subject matter link up closely with what the listener does and thinks about from day to day unless he visualizes the listener.

The principal factor that tends to make a broadcast timely is that the broadcaster appreciates and ties in with interests that are uppermost in the minds of the listeners at the time the broadcast is put on the air. For this reason the speaker may use the press, the platform, and the radio to build interest in the subject of the broadcast; or the speaker may capitalize on the interest that the listener already has. Regardless of how it is achieved, the thoughts and attitudes of the listener at the time of the broadcast do much to determine the effectiveness of the radio presentation. The timeliness of a single broadcast may determine the results of an election.

Since the audience is composed of every race and color, every age and creed, the manuscript should stay within the bounds of good taste both as to form and content. Good taste decrees that the broadcaster avoid the use of vituperative remarks, questionable humor, personalities, racial or religious slurs, recondite references, and even puns and foreign phrases. Material of an advertising or propaganda nature should not be included. While the broadcast may be addressed to a specific class or group, it should not include material that might antagonize any considerable minority of the listeners.

The broadcast should be accurate and truthful always, and presented in a dignified way that will appeal to the intelligence of the listeners. Unless the broadcast is in the nature

of a debate, the speaker should avoid dogmatism and adhere to a strict policy of impartiality. No attempt should be made to give a misleading impression. Controversial subjects can be handled best as debates in which fair play is exercised. Even then extremely controversial statements should be avoided.

Organize the subject matter to conform to the requirements of the medium ★ The broadcast is to be delivered to a virtually blind audience which cannot be seen by the broadcaster; neither can the audience talk back to him. The dependence upon hearing alone requires more concentration of attention and stimulates more freedom of the imagination. The fact that nothing can be seen is not a loss in some ways, but rather a gain. For given a cue, a directing impulse, the mind's inner eye will visualize scenes beyond the physical powers of designers to build or the camera to photograph [*26*]. An imaginative writer can build up a scene by subtle and ingenious word-sound picture which will create illusions of the imaginative listener infinitely more romantic than the tawdry grottoes of the stage [*30*].

In the absence of visual presence, the ear appeal should be given uppermost consideration during the preparation of the broadcast. Action should be explained in words and sounds. Space gestures, and even facial expressions which play such important places in public speaking and stage productions, are absent. A disarming smile may soften a cynical remark, but the smile does not go out over the air. The words used, the voice contrasts, the manner of delivery (even the pauses), and the sound effect must be carefully synchronized to convey the desired impression.

In the absence of discussion, the manuscript should be prepared to anticipate and answer listeners' questions and stimulate their interest and imagination. Since the broadcaster cannot profit from the reactions of the listeners during the broadcast, considerable practice and experimentation are usually desirable in order to perfect the manuscript and delivery.

In broadcast series, plan the radio presentations to profit from accumulative interest ★ Regularity of presentation and

unity within a series are important factors in building an interest and extending the use of a broadcast series. In this way the broadcast is able to profit from the criticism of the listeners, and the listeners learn to adjust themselves to the broadcaster's voice and manner of presentation. The habit of regularity in the use of the broadcasts and the feeling of familiarity with the radio personality combine to enhance the value of the series. The Amos and Andy series may be cited as an example. Interest awakened in one broadcast and activities growing out of it can be tied into the following program in the series. Prof. J. C. Jensen, of Nebraska Wesleyan University, says:

> We have found it desirable in broadcasting series of lectures of an educational nature to be very careful of the lesson assignment for the next period. The plan that has worked out to best advantage is to spend about one fourth of the time at the beginning of the period in reviewing the preceding lesson and answering questions which may have come in, and spending an equal amount of time at the close of the period outlining the next lesson in the textbook or other outlines which are being followed.

Thus, it will be seen that the cumulative value of a regular unified series may increase manyfold its worth over irregular offerings of unrelated material.

Other things being equal, it is much better to use the same broadcasters throughout an educational series than to change speakers each program. The nature of some series precludes the possibility of using the same speakers. The presentation of famous writers on successive programs in a Literature by Living Writers series may be used as an example. The continuity can be at least partially preserved by adopting the interview method and using the same interviewer and similar set-ups throughout the series.

Some writers recommend terminating each performance in a series at an interesting point so as to keep up the expectancy. Others recommend that each broadcast should carry a complete thought, lesson, or story, as the case may be. An examination of successful broadcast series indicates that there is no conflict in the two viewpoints expressed. Each performance of a successful broadcast series usually carries to completion certain parts of the plot, story, or lesson; the

same performance introduces a new unit or plot to motivate interest in the next broadcast.

There should be no long lapses between successive broadcasts in a series. Many of the popular series are broadcast daily. Experience indicates that not more than a week should elapse between broadcasts in a series. A brief résumé of the preceding broadcast in a series will serve as a good connecting link.

In Writing the Broadcast

Beginning with the traditional methods of the news reporter and the playwright, broadcast writing is gradually evolving methods of its own. A good radio manuscript has certain points in common with both the news story and the stage manuscript. It also has certain characteristics that are peculiar to broadcasting.

The style of the manuscript and the words used are very important, but they are only means to an end. The sound of the words and phrases becomes an important consideration. The material must be vitalized with interest-holding qualities. Atmosphere is insinuated, and voice and sound effects give the setting, convey the meaning, and express the emotion in broadcasting [*44, 81*].

Plan to catch the interest of the listener at the very beginning of the radio broadcast ✶ While a clever introduction by the announcer may create an atmosphere of expectancy, the broadcaster's lead must awaken the listener's interest and fix his attention on the subject being presented. He gives a greeting to his posts. This greeting may be either formal or informal. He may introduce his subject with a squib or an anecdote. He may start with something that is certain to be in the foreground of the thinking of most of his listeners [*77*].

The consensus indicates that long prefatory statements should be omitted, and the broadcaster should plunge right into his subject by giving a vivid illustration of one of the most important points in his broadcast [*69, p. 305*]. In case the speaker presents a regular series of broadcasts this point is not quite so important as it is with the occasional broadcaster. He may make an introductory statement con-

necting the subject he is going to discuss with the previous one. In this way the interest of the regular listeners in the previous broadcast will tend to carry over until the speaker can get a good beginning on the new lesson. If the interest of the listener is not caught immediately, he may tune out the station. If he continues to listen, an unfavorable mental attitude is created that is hard to overcome later [*12, p. 933–934; 51, 64, 69*].

Use strong common words with rich meaningful associations ★ Since words are the names we attach to experiences, it is highly important that the vocabulary level of the radio broadcast be determined very largely by the experiences of the listeners. Words are simply conveyors of ideas. If the words used by a radio speaker are unfamiliar to the hearers, they will fail to convey the ideas that the speaker had in mind. Suitable vocabulary is more important in broadcast speaking than it is in direct speaking, since the vocabulary is expected to carry exact meanings to the listeners. The vocabulary that people understand from listening is considerably different from the vocabulary they understand from reading. A speaking vocabulary is needed in broadcasts. Therefore, the sound of words becomes an important consideration. Homonyms are confusing. Sibilants do not broadcast well. When practicable to do so, other words with similar meanings should be used for words containing sibilants. For example, "crime" may be substituted for "lawlessness", and "gratitude" for "thanks" [*51, 78, 87*]. Certain combinations of words are difficult to say. "Enlisting and assisting listeners," the title of CHAPTER IV, will serve to illustrate this point.

Gosden and Correll, the popular Amos and Andy radio stars, give the following advice in regard to simplicity of expression:

> We recently had a call from a very prominent physician who was scheduled to speak on the radio during Child Week. This doctor had prepared a 15-minute talk which appeared to have great educational value. He read us the script and asked that we suggest any changes which would benefit the script from a radio standpoint. Our suggestion to him was to simplify the entire talk. In other words, if he were addressing a medical group his script would have been perfectly under-

stood, but inasmuch as the radio audience demands simplicity we suggested that he change the script in this respect, which he did. We heard his radio address and could not help but believe that it was not only very interesting but thoroughly understood by his listeners [*Letter dated May 17, 1932*].

The liberal use of strong, common, Anglo-Saxon words will improve the radio vocabulary. It has been said that three-fourths of the words used in the ordinary writer's vocabulary are of Greek and Latin origin, while three-fourths of the words used in the ordinary speaking vocabulary are of Anglo-Saxon origin. More nouns and less qualifying words are used. First and second person, active voice, indicative or imperative mode, give the broadcast certain dynamic qualities.

The style of the manuscript should be well suited to the subject matter of the address and the personality of the broadcaster. An original individual style may be pleasing. Some repetition for emphasis and clarity is allowable. Short paragraphs facilitate the delivery. Above all, the manuscript should follow a natural speaking style. Best practice indicates that the manuscript should carefully build a word picture designed to impress upon the listener the central idea of the broadcast. In doing this all extraneous material should be eliminated and minor points sacrificed when necessary. A liberal use of illustrations and human interest sidelights will be found helpful in building the picture. Short, concise statements and a direct style combine to make the line of thought easy to follow. Descriptive phrases frequently replace complete sentences. Seymour and Martin point out that the radio writer "must unlearn many of the prose writers' rules of sentence structure; must forget many of his best tricks for obtaining variation in sentences; must disregard such forms as dependent clauses and balanced sentences; and he must even unlearn the first law of writing he ever learned— that every sentence must have a subject and a verb" [*81, p. 61*].

Morse Salisbury, Chief of the Radio Division of the United States Department of Agriculture, points out that the traditional academic style is to walk backward into sentences. "For example," says Mr. Salisbury, "the person who is preoccupied with academic interests will say, 'It was done by

me,' instead of saying, 'I did it.'" [77]. Scholarly groups shy at the perpendicular personal pronoun.

Many broadcasters find a speaking style can best be attained by dictating the address from carefully prepared notes. The manuscript prepared in this way may lack smoothness when read, but it will retain the vitality and naturalness of the spoken word in the broadcaster's own style. In this way long, involved sentences, difficult words, a passive voice, and an impersonal style can be replaced by short, direct sentences, active voice, indicative mood, and the liberal use of personal pronouns in the first and second person.

An original manner of expression may be pleasing; but it must be easily understood when it is heard once. Dialect broadcasts frequently are difficult to understand. Radio writers must learn to hear their own writing rather than visualize it on the printed page. Hence the broadcast should be written in a speaking style suitable to the personality of the broadcaster [*81*].

In broadcasting to various grade levels in schools, broadcasters must be exceedingly careful to select words which will be understood by the pupils. Dale found that the vocabulary level of the most popular broadcast instructor of the Ohio School of the Air was much more suitable for the listening pupils than the vocabularies used by less popular broadcast instructors [*22*].

When it becomes necessary to use new and unusual words, the meanings should be made clear. Dale is of the opinion that at least 90 percent of the words in a radio lesson should be known by the listening pupils. If the broadcaster will use Thorndike's Teacher's Word Book or Dale's list of evaluated words, when he prepares his broadcast, it will aid him materially in selecting a suitable vocabulary [*22*].

Write in a speaking style, using a pleasing variety of phraseology ★ The phraseology and sentence structure should be easily spoken and appeal to the sense of hearing. A chatty style embodying some of the incoherencies of ordinary speech and illustrations taken from the everyday lives of the listeners makes the broadcast sound natural and spontaneous.

Although an informal style similar to that used in conversation should be followed, the broadcaster should use extreme care not to appear either condescending, dictatorial, or too familiar.

It is very difficult for one person to write in another's speaking style. There are some people who are quite proficient in radio writing, but they are poor broadcasters. There are also some broadcasters who are very clever in broadcasting material written in various styles. Too often, however, there appears to be a lack of sincerity on the part of the sweet-voiced speaker. Therefore, it is usually a good rule to have the person who writes the broadcast present it over the air. Of course, dramatic productions are the outstanding exception. Even then the casting must be very carefully done, and the producer usually takes some liberties in interpreting the manuscript.

In broadcasting to schools, persons with pedagogical background who have experiences and can pass them on in a dramatic and lively way are more to be desired than radio or stage stars. The radio should bring true, genuine life into the classes by presentations which come, on the one side, from the direct experience of the speaker, and, on the other side, afford the listeners an opportunity to share his experience [*56*].

Keep the radio broadcast compact and concise, making the line of thought easy to follow ★ This does not mean that the broadcast should be encyclopedic in nature. It does mean, however, that the manuscript should deal directly with the subject under consideration and not wander far afield to introduce distantly related material. Time over the air is very valuable—every moment should count.

The reports indicate that the organization of the broadcast and the choice of language should be such as to permit a skillful instructional performance before the microphone. The various points should be presented and ingeniously fitted together with language that is easily understood and the material organized in a clear, orderly, teachable form [*69, p. 305*]. Short, choppy statements, as well as long, involved, confusing ones, should be avoided. After the

subject matter has been decided upon, the radio manuscript should be written in the most concise and lucid phrasing consistent with the transmission of the message therein.

Kadderly points out that some words are hard to understand when broadcast even though those same words are perfectly clear when the speaker is present. He also states that printed words may be understood because of the context. If they are not readily understood, the reader can pause to study them or look them up in a dictionary. But in the good radio manuscript the meaning of the word cannot be cloudy—it must register easily on the ear and brain [*44, p. 3*].

Slovenly thoughts and vague ideas have no place on the air. Ideas still in solution should never be broadcast. Poorly focused mental pictures cause hesitations in speech and confusion of the listeners. Emma Thursby stresses this point when she says, "To sing beautifully one must think beautifully; for, after all, the voice is but a reflection of the inner self" [*64*]. After all, the speaker must think clearly if he is to give clear expression to his ideas [*6, p. 100; and 47*].

The use of similes and metaphors, particularly those related to the experience of the listeners, will be found effective. Abstruse ideas finding utterance in hazy, involved expressions will fail to hold the audience. The radio speaker's style must be clear and his illustrations simple and easy to follow. Even after the script has been submitted for the broadcast, it can be tested for diction as well as for emphasis, repetition, etc. The script can be rewritten until it becomes an effective expression of the ideas involved. The ability to rewrite radio manuscripts is not a common one, for the vitality and worth-while parts of the original must be preserved at any cost [*12, 15, 51, 69, 87*].

Make only a few points and illustrate them amply ★ The broadcast should be written usually around one dominant idea determined by the major purpose of the broadcast. The salient facts needed to fulfill the purpose should be selected and grouped under a few points and arranged in proper sequence to insure the retention of the interest and the expectancy of the listener as the line of thought progresses rapidly to the climax. Since it is impossible for the average

listener to retain more than a few points at a time, only a few points should be made in a single broadcast.

Experienced broadcasters point out that one point should be discussed at a time and care be taken to complete every thought that is injected. The examples and comparisons used should register in the minds of the listeners. Brevity, combined with showmanship, is the formula for successful radio manuscripts.

Strive for an effective close ★ If the broadcast is presented as a dramatization, the culmination of the plot will mark the close of the broadcast. The climax is not so easily recognized in other forms of radio presentation. Nevertheless, the material should be organized and presented in such a way as to lead to a climax in interest which becomes the logical place to close.

It has been pointed out previously that the line of thought or development of the situation should be easy to follow. It was also pointed out that only a few points clustering around a single idea should usually be presented in one broadcast. It follows that if these points are skillfully summarized confusion will be minimized. Considerable repetition of the major idea is permissible if it can be done without the appearance of being tedious or repetitious to the listener.

Proposed projects or suggestions for further investigation growing out of a broadcast to schools have proved to be effective ways of closing broadcasts to schools. The raising of a question at the beginning of a broadcast to be answered at the close is frequently used in educational features. A number of other suggestions for an effective close might be made. After all, no general rule can be laid down, since the variable factors of subject matter, purpose, personality, etc., must be considered in determining the most suitable way of bringing a broadcast to an effective close. In this, as well as in many other respects, effective broadcasting depends upon innate ability reenforced by experience and not upon precept or example.

Broadcasters point out that when it is necessary to use technical terms they should be explained [*38, p. 252*]. Unless the broadcaster is very skillful in his delivery, qualifi-

cations of any statement should be used after it and not inserted as a clause in the statement itself. (The sentence just used is a good example of a poor radio sentence.) The broadcast should have an attractive beginning, the body of the talk should carry the interest throughout, and the finish should have a good snappy climax. In brief, the broadcasting teacher must have something to say, stick to his subject and say what he has to say as simply and directly as possible. In this respect broadcasting is more exacting than classroom teaching. Many errors of enunciation and of rhetorical form which are overlooked in classroom teaching stand out in bold relief when broadcast [*15, 28, 51, 52, 69*].

Prepare the broadcast manuscript to conform to the best practices as to mechanical form ★ Some writers are of the opinion that all radio manuscripts should be prepared to follow a standard mechanical form. They point out that a standardized form could be developed that not only would greatly simplify the work of the station operator but would also facilitate the actual broadcasting by the radio talent. While it is highly improbable that all broadcasters could agree on the details of any set mechanical form for their manuscripts, some general suggestions will probably be helpful to most broadcasters, especially to amateurs on the air.

It is desirable to have the manuscript clearly typed on paper that will not rattle when handled before the microphone. The new cotton sheet, rustle-proof paper is best. But if it is not available each sheet can be mounted on light cardboard. The pages should be numbered, preferably on the lower right corner, but the sheets should not be fastened together nor folded.

The number of copies that are needed by the station personnel should be ascertained in advance. If the broadcast is to be a talk without musical setting or sound effects, there should be three copies of the manuscript—one for the speaker, one for the staff, and one for the control operator. If some other form of presentation is used, additional copies should be prepared for each person participating in the broadcast. Additions or deletions are not countenanced after the manuscript has been prepared and placed in the hands of the station staff.

The following copy of the first page of a broadcast manuscript is reproduced here to illustrate a desirable mechanical form:

Station WEA
Tues. Oct 9, 1932
7.10–7:30 p.m.

Prof. H. E. Blank
672 Randolph St.,
Main 5439–J.

THE ART OF BROADCASTING

RADIO SCRIPTS

[Orchestra—*In a Little Red Schoolhouse*—1 minute—dimming through]

ANNOUNCER

Good evening, Prof. H. E. Blank of Osceola (Os–ce–o–lă) University will now present the second broadcast in his series entitled "The Art of Broadcasting." These programs are intended primarily for the 376 teachers enrolled in the extension department of Osceola University. Without doubt, a number of home listeners who have always been curious to know just how broadcasting is done will be interested eavesdroppers as this eminent authority speaks. I now take pleasure in introducing to you Professor Blank.

PROFESSOR BLANK

Fellow teachers and friends, your local leader has already told you that this subject would be on the mechanical form of radio manuscripts. You were also given the first page of a radio manuscript to illustrate desirable mechanical form. Now, I have a pleasant surprise for you. We have with us a nationally known radio writer in person. I now present Mr R. Emerson Hawthorne, author of the popular radio mystery series, Black Patches. Mr. Hawthorne!

MR. HAWTHORNE

(7:12:30)

Hello, folks! Perhaps I am giving away a professional secret when I tell you that most radio artists use manuscripts when they broadcast. If you teachers will examine the first page of this radio manuscript, you will see the *station*, the *date*, and the *hour* in the upper left corner, etc.

As illustrated above, the mechanical set-up of the manuscript is intended to make clear the parts to be spoken in contrast to the directions to the producer. Some writers have the spoken parts typed in black and the supplementary instructions in red. Wide spacing and short paragraphs

properly used facilitate broadcasting. Careful punctuation aids correct phrasing.

The manuscript should be complete. All announcements, directions, musical settings, and sound effects should be properly placed in the manuscript, in set forms that will make them easily distinguishable. All words and figures in the context should be spelled out, and words that are difficult to pronounce should be written a second time phonetically. Dashes and capital letters are used to illustrate pauses and stress.

The broadcast should be accurately timed during rehearsal and time check points marked in the left margin. In this connection it is also desirable to have certain paragraphs or sections that can be omitted if the actual delivery is running short of time. Liberal margins should be left at the bottoms of the pages, and a sentence should not be carried over from one page to another.

It is evident from the foregoing discussion that the mechanical form of the radio manuscript is an important factor in the success of most broadcasts. Although it may never become feasible to have all radio manuscripts follow a standardized mechanical form, some suggestions tending toward uniformity in certain particulars will be welcomed both by broadcasters and station staffs.

Rehearsal

The broadcasts production should be given in as finished a manner as possible. This will usually necessitate considerable practice before the actual broadcast. The nature of the rehearsal will depend upon the talent and the form of presentation. The rehearsal for a radio address should be quite different from that for a radio play. An infinite amount of care is necessary in either case.

Perfect delivery by practice ★ If a radio address is memorized and recited, it sounds artificial. If it is read, the reading interferes with the elasticity in delivery and the address becomes dull and lifeless. A new technique is required—that of talking from a manuscript and fitting exactly the time limit [*68, p. 177*].

After a play has been written or adapted, the dramatic coach must select the cast and conduct several rehearsals before the play will be ready for the unseen audience [*13, p. 353*]. Radio properties needed to create atmosphere by producing various sound effects need to be secured and tested [*30, p. 50*]. The members of the cast should thoroughly familiarize themselves with their lines, so that they can really live the part as they present it before the microphone. Actors should really act, as it tends to project their radio personalities and impress the audience. The coach usually listens from the control room and directs the cast through the microphone. This form of coaching is known as the "talk-back." Besides studying the effects of the presentation, the coach must make an exact timing of the script and be on the alert to correct disturbing sound effects and awkward pauses [*13, p. 351–352; 30, p. 50; 47, 72, p. 115–117*].

Dramatizations must always sound authentic and human. This necessitates complete familiarity with the dramatization on the part of the participants. Musical settings and sound effects must be carefully rehearsed and tested along with the lines to insure proper blending and smooth moving of the play. It is vital that extreme pains be taken in the rehearsal of radio plays; otherwise, the interpretation will be dull and muddy.

Exaggerations in the interpretation of characters make the entire production tawdry and cheap. Dialects must be understandable, and all of the characters must learn to assume the proper positions in front of the microphone to insure the presentation in as finished a manner as possible.

Mr. Ernest LaPrade, of the National Broadcasting Co., makes the following comment on the rehearsal of radio music:

> Provide for ample rehearsal. The microphone has not been invented that will eliminate "wrong notes".
>
> During rehearsal have a competent musician who is accustomed to listening to radio reproduction stationed in the control room or monitoring booth to check the balance of instruments and of voices as heard through the loudspeaker. I know of no other way to determine the proper placement of performers with reference to the microphone, as acoustical conditions differ in different studios, and even in the same studio under different atmospheric conditions.

Time each composition during rehearsal. Do not assume that, because a given piece was performed in 5 minutes last year by Brown, Smith will do it in 5 minutes today In order to obtain accurate timing during rehearsal, when there are frequent interruptions and repetitions, it is almost essential that the timer be provided with a score, or at least a part, of the work performed, and that he be able to follow it.

In solos with orchestral accompaniment do not allow the soloist to "hog the mike" so that the orchestra becomes nearly or quite inaudible. The accompaniment is a part of the music [*50*].

In the preparation of educational broadcasts, speakers frequently rehearse their manuscripts before pupils in a classroom if the presentation is intended for school reception. If the broadcast is planned for home reception, a rehearsal with a family group in a home is a common practice. The manuscript should always be read aloud in advance to test its ear quality and to determine whether or not the words and sentences can be easily spoken. Of course, the better the speaking style used in the manuscript the easier the delivery will be. As was previously pointed out, many broadcasters dictate radio addresses to attain a speaking style.

The use of phonographic records and Blattnerphone recordings is rapidly gaining favor as a means of improving broadcasts. By means of the recordings the broadcaster is able to study his own voice and delivery as they sound to others. If the entire broadcast is recorded, the broadcaster can observe the effect that his presentation is having on the listeners while the broadcast is actually on the air. Some of the British broadcasting teachers who present radio lessons for schools report that they have been able to make marked improvements in their radio lessons after observing their effects on pupils in a classroom while the lesson was being broadcast from Blattnerphone recordings.

Make the broadcast exactly fit the time limit ★ Broadcasting stations operate on exact schedules. Therefore it is desirable that the broadcaster begin immediately when his program has been introduced. It is even more important that the broadcast stop exactly when the time is up. The adaptation of the broadcast to the time limit is usually accomplished by timing the delivery during rehearsal [*69*]. Judith Waller suggests

that a clock in plain view of the broadcaster during the broadcast will assist him in fitting the time limit.

There are occasional instances when a broadcaster will speak much more rapidly when he is actually on the air than he did in practice. There are many more instances, however, when the broadcaster speaks at a slower rate than during rehearsal. This makes it necessary for parts of the manuscript to be omitted. Some program directors measure the speaker's normal rate of delivery and then advise him as to the number of words his broadcast should contain. Rather than be cut off when the time is up or speed up to finish on time, it is better to have a few paragraphs before the summarization that may be omitted if the time is nearly up. If the broadcaster has marked the time of his normal rate of delivery at various points in the margin, it will assist him in regulating his delivery while on the air [*47*, *64*].

If the broadcaster does not begin immediately when the signal is given to start, an awkward pause ensues which tends to disturb the listeners and place the speaker at a disadvantage when he does begin. After several rehearsals and a few broadcasts it is not unusual for a broadcaster to be able to start punctually and time his manuscript so accurately that he will not vary more than 10 seconds from the allotted time when on the air. This accurate timing sense is a new technique which is worth mastering [*69*].

Hints for Greater Effectiveness

Listen to other broadcasts as a means of securing suggestions for improving your own ★ Each individual has his own particular style of delivery. It is seldom desirable for one broadcaster to attempt to copy the style of another. On the other hand, the amateur can gain many helpful suggestions by listening to successful broadcasters.

Many questions, such as the timeliness of the topic selected, the amount and organization of the subject matter, the manner of delivery, etc. may be studied by listening to broadcasts. The amateur will find it very profitable to study the essential characteristics of successful broadcasts.

Plan to make a definite appeal to the mental-emotional activity of the listener ★ It has been said that we never remember what we hear; nobody ever did. We never remember what we see, and we never remember what we read. We remember what we think. Therefore, if the listener is expected to remember anything from the broadcast, it must be presented in a way that will cause him to think. Even a program of light entertainment is planned to make an emotional appeal to the hearers.

The first prerequisite of mental response to a broadcast is that the listener's attention be sustained throughout the broadcast. Since several suggestions have already been made on creating and sustaining interest, only a few additional suggestions will be made here.

By stating problems, introducing questions, giving references, and making requests, listener can be stimulated. The use of human-interest material, the clever presentation of unusual facts, the use of appropriate short anecdotes, and rapid-moving and varied action are all conducive to listener activity.

In broadcasting to schools especially, the importance of mental activity by the pupils should not be ignored. Dr. W. R. McConnell points out that he thinks there can be mental activity while the child is sitting dead still in the seat. "So," says Dr. McConnell, "I am not so much concerned with having children go to the board, walk around, or fill in blanks during a broadcast. I am not always sure there is mental activity accompanying the physical activity" [*80*].

The invisible teacher is usually unacquainted with the different students to whom he sends his message, and is, therefore, expected to stimulate activity of pupils who have widely different knowledge, interests, and abilities while addressing himself to a type student. In his effort to accomplish this difficult teaching feat he is further handicapped by being unable either to see his pupils or to be seen by them. This also makes it impossible for him to study the effect of his presentation upon the pupils or to direct the class discussions [*3, 12, 51*].

The broadcasting teacher should prepare his material so that it will suffer the minimum loss when received through the sense of hearing alone [*12, p. 33*]. The manuscript should get away from purely didactic matter and introduce a good deal of human interest material.

Use all available means to create interest and assist listeners in making the fullest use of the radio broadcast ★ It is highly desirable that the administrator of a broadcast series provide adequate publicity and supplementary aids to assist the listeners in profiting most from the broadcasts. The more advance preparation needed by the listeners the more merchandising and supplementary aid will be needed. Listener activity is so important in educational broadcasting that the following chapter is given to a discussion of the subject.

✶ IV ✶

ENLISTING AND ASSISTING LISTENERS

Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.

GRAY

RADIO broadcasting disseminates information in such a way that it becomes instantly available to great masses of people. Although the wise choice of sponsorship and broadcasting personnel will do much to establish confidence and create interest in a forthcoming broadcast series, extensive publicity and special aids for listeners will still be necessary if the active participation of a large number of listeners is secured. Commercial broadcasters realize the importance of listener activity if radio advertising is to become effective. It is even more important that listener activity be secured if the broadcast is intended for instructional purposes. This chapter will be devoted to a discussion of provisions for enlisting and assisting listeners in making effective use of the broadcasts.

The promoters of an educational broadcast series must really merchandise the series. Inertia and mistrust must be overcome. The fear of elimination of the local teacher, too much centralization of authority, fear of propaganda and commercialism must be carefully considered and diplomatically handled. The broadcast must compete with various other broadcasts at the same period, as well as numerous other possible ways of using the time. The principal task in merchandising is to cause the prospective listener to feel that

the broadcast is important to him and cause him to want to listen to it.

Effective Use of the Broadcasts

The following list will serve to suggest various ways being employed to secure effective use of the broadcasts:

Newspapers and magazines:

Feature articles; short press notices following a daily sequence; programs; special news items; pictures of the broadcasting talent; pictures of listening groups; letters from listeners; box announcements; small display advertisements; interesting points in the broadcasts reproduced as news stories; syndicated columns.

Broadcast publicity:

Regular announcements; "teaser" campaigns; previews; reviews; stimulating questions.

Other forms of publicity:

Window displays; billboard advertisements; bulletin-board announcements; printed or mimeographed publicity mailed to listeners or heads of listening groups; car cards; personal calls; direct announcements to cooperating groups; telephone calls; prizes and awards; electric signs; theater appearances; theater announcements; theater lobby displays.

Aids-to-study:

Printed or mimeographed copies of the broadcasts; outlines of subjects and syllabi; guide questions; references for reading; examples of listener use of the broadcasts; suggestions how to use; diagrams, illustrations, and various mechanical aids; possible projects; special aids for leaders or teachers of the participating groups.

Skillful broadcast teaching:

Recognition of listeners; local references and applications; suggestions motivating activity; stimulating questions; references to available aids; clear, invigorating style; psychological organization.

Regularity and continuity of a series:

Same voices; continuation of the line of thought; similarity in style and form of presentation; same broadcast personalities; reviews and previews.

Local leader and listener cooperation:

Conferences to stimulate and facilitate use; evaluations and reports; local needs made known to broadcasters; proper listening conditions

and aids; readiness to assist the broadcaster; local leaders write letters and newspaper articles in regard to the broadcasts [*46*].

Merchandising Broadcasts

Commercial broadcasters have used the various means that were available to them to merchandise their broadcasts. For example, a milk company placed cardboard collars on each bottle of milk; a railroad company announced a broadcast on a dining car menu; a publisher advertised on a paper-book cover a series of broadcasts prepared from the book; and a telephone company clipped announcements to its telephone bills [*46*].

Plans for creating interest and securing effective use of the broadcast series should be carefully worked out. Both the press and the radio are fine publicity animals and when they are hitched together their pulling power is more than doubled. It is usually desirable to use a variety of means of creating interest and facilitating the utilization of the broadcasts. The publicity material should be systematically prepared and released at the most opportune times.

It would be difficult to overestimate the importance of good publicity. Practically every known form of publicity commonly used to create interest in commercially sponsored broadcasts may be used advantageously to interest listeners in educational broadcasts. In addition, several avenues seldom available to commercial broadcasters may be used to advantage.

Consensus of opinion indicates that press notices and advertisements should be used in newspapers and magazines in general circulation among the groups to be served. If broadcasts are intended for school use, school papers and educational magazines should be used in addition to the daily press. The following is a good news story of a forthcoming educational broadcast.

Boston, Feb. 21.—Faneuil Hall, "Cradle of Liberty", tomorrow will be the scene of an historic Nation-wide broadcast, when Gov. Joseph B. Ely, of Massachusetts, pays tribute to the memory of George Washington at a patriotic gathering of the Ancient and Honorable Artillery Company.

Originating in the armory, a room on the third floor where General Washington once supped, the birthday program at 1:30 to 2 will be distributed by WBZ-WBZA to an NBC-WJZ network of stations from coast to coast.

As the Nation listens, the program will bring to life the famous old lithograph, "The Spirit of '76", with its blaring fifes and drums. It will unfold bits of colorful description of Revolutionary flags, muskets, powder horns, and sabers, all with their lustrous traditions, and prized possessions of the Ancient an Honorables' armory.

The dust-covered bell high up in the ancient belfry will ring again and a cannon salute to the "Father of His Country" will be invoked from a drum that once beat at Bunker Hill or Lexington.

Governor Ely, who tomorrow observes both his own and Washington's birthday, will address the Nation's audience on "Washington-From an Ancient and Honorable Setting." It will be the Governor's first appearance on a coast-to-coast network.

Musical features of the patriotic program will be introduced by Oscar Elgart and his Continentals, an orchestral unit of 18 pieces, and the Minute Men, a double octet under the direction of Edward C. MacArthur. J. Warren Hull, of the WBZ-WBZA staff, will announce the program.

Arrangements for the broadcast were made by a committee including Capt. Joseph G. Maier, of the Ancient and Honorables; George A. Harder, representing Governor Ely; Walter E. Myers, of the National Broadcasting Co.; and Oliver Morton and John L. Clark, of station WBZ-WBZA.

Broadcast announcements over the station or stations that are going to present the program may be used to supply needed information and stimulate interest of the prospective listeners. The following are direct announcements of the types that have proved their worth in advertising educational features:

Ladies and gentlemen, we pause briefly in our schedule to announce that leading radio features over this station tomorrow (or this week) include Mr. ———— ———, whose experience in ———— ———— includes ———— ————, will present ———— ———— over this station at — o'clock tomorrow. Don't miss it.

Women's legal rights form the theme of the skit, A Day in a Lawyer's Office, to be presented on WMBD's Homemakers' Corner at 2:05 p.m., Friday, June 5. Members of the Peoria League of Women Voters will take the parts, with Miss Estelle Harmel, Peoria attorney, taking the role of the lawyer.

In addition to the regular broadcast announcement, "teaser" campaigns may frequently be used advantageously

to stimulate interest in broadcasts. Begin with an announcement a week before the broadcast and add an additional announcement each day until seven are given on the day of the broadcast. Give a dramatized preview, or tell just enough to stimulate interest and curiosity, leaving the listener eager to know more about the program. The following is an example of a "teaser" announcement:

Have you arrived at, or passed, your twenty-first birthday? . . . (Pause) If you are 21 years of age or over, you won't want to miss . . . or should not want to miss, the first of a new series of programs over this station at 6:45 tomorrow evening.

School Listeners

Almost from the very beginning of educational broadcasting, listeners' aids-to-study have been used. These aids may be prepared for use by the teachers or they may be intended for use of the pupils. The principal purpose of these aids-to-study is to make it easy for the listeners to make profitable use of the broadcasts. The advance material usually contained in the aids-to-study, or study guides, as they are sometimes called, includes:

The date and the exact time of the broadcast; by whom and the form of presentation; the exact topic and purpose of the lesson; an outline or preview of the lesson; suggested problems, projects, guide questions, and review tests; pictures and review tests, illustrations, and charts; suggested references, maps, charts, drawings, pictures, blackboard outlines, specimen, equipment, and other aids to be supplied by the listeners; suggestions for integrating the broadcast instruction and the class instruction.

In broadcasting to schools the active participation of the local classroom teachers is so important that perhaps it is wrong to refer to the speakers at the microphone as broadcasting teachers. It might be better to call them radio assistants to the classroom teachers. There are a few enthusiasts who seem to think that the whole job of teaching may be done over the air, but most educators regard the classroom teacher's active, intelligent participation as essential to the success of practically every radio lesson that is intended for school use [*23, p. 9; 65, p. 2*].

ART

Boy with Torn Hat, by *Sully*—Artext Print & Jr. No. 146.
Chums, by *Francis Jones*—Artext Print & Jr. No. 165.
Neopolitan Boy, by *Mancini*—Artext Print & Jr. No. 180.
Little Rose, by *Whistler*—Perry Pictures No. 1010E.

MUSIC

Wand of Youth (suite), by *Elgar*.
The Lonesome Whistler (for orchestra), by *Guion*.

SUGGESTED QUESTIONS

What kind of work do you think this boy does?
How old do you think he is?
Where is the strongest light?
What makes it seem even more luminous?
Why do you think the boy is happy?
Can you whistle?
Does one whistle when he isn't happy?

In addition to the teachers' manuals, pupils' textbooks have been prepared to be used in connection with the Cleveland broadcasts in arithmetic, NBC Music Appreciation Hour, certain courses of the American School of the Air, and the WMAQ Summer School of the Air. This forward step should extend and facilitate listeners' use of the broadcast lessons, and thereby materially increase the value of the broadcast service.

In broadcasting to schools the administrator of the school of the air must assume the responsibility of disseminating information designed to assist classroom teachers in making proper use of the broadcasts. The classroom teacher has the responsibility of deciding [*i*] what broadcasts she will have her pupils listen to; [*ii*] how the radio lessons are to be fitted into the regular school work; [*iii*] what mechanical aids she will need and how they are to be used; [*iv*] how to create the proper mental attitudes of the pupils toward the broadcasts; [*v*] what subject-matter preparation the pupils should make; [*vi*] what listening conditions should prevail; [*vii*] what assistance her pupils will need; and [*viii*] how to merge the program with the curriculum of her school. Through press releases, broadcast announcements, aids-to-study, and conferences the wireless teacher can be of assist-

The broadcasting teacher is expected to prepare outlines of the forthcoming lessons, guide questions, review questions, references for collateral reading, suggestions as to materials and equipment needed in connection with each lesson, suggested projects intended to synchronize the radio lessons with the regular instruction, a profusion of illustrations, and a clear-cut statement of the objectives of the lesson.

Without these aids in the school some time in advance of the broadcast, teachers and pupils could hardly be expected to be prepared to cooperate in making the radio instruction effective [*23*, *65*].

The following aid-to-study material to be used by teachers and pupils in connection with the art appreciation lesson of December 2, 1931, has been taken from the American School of the Air Teachers' Manual and Classroom Guide:

THE WHISTLING BOY

Cincinnati Museum of Art : Frank Duveneck

(1848–1919)

The Whistling Boy is painted in Duveneck's simple direct style. This work, although it is a happy, active all-boy portrait, possesses dignity and calm. We see here the artist's immensely vital construction of the head, on which he has concentrated. The entire figure is drawn with direct brush handling, giving a vitality to his technique by expression in large planes. Although this and other of his works seem to have been "dashed off" (so vividly and simply did he paint), this Whistling Boy is full of character and, at the same time, has an astonishing luminous quality.

Frank Duveneck was born in 1848 in Covington, Ky. During his 3 years' work at the Royal Academy, Munich, he was awarded many prizes. In 1878 Duveneck opened a school of his own in Munich and strongly influenced the American students who were studying there. For many years following the loss of his wife he was unknown to the public, quietly teaching in Cincinnati. However, at the San Francisco Panama-Pacific Exposition in 1915 he was given an entire room for the exhibition of his works. This honor was given him because of the inspiring aid he had given American art students.

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Education Through Pictures, by *Royal B. Farnum.*
Famous Paintings—Children, by *Henry Turner Bailey.*

ance to the local teacher in meeting nearly all of her responsibilities in connection with the radio lesson.

Adult Listeners

The vast majority of adult listeners receive the broadcasts in their homes under conditions which frequently are not conducive to serious mental endeavor. This fact must be considered in planning educational broadcasts for adult listeners. It is also well to remember the importance of discussion in a teaching-learning situation. Review is essential in all good teaching. This maxim applies with special force to teaching by radio, where transient auditory impressions are the chief element. It will be necessary to revive and clarify these impressions if the broadcast stimulates thinking and the carrying out of projects. Home listening is suitable for indirect learning where no great amount of preparation or mental effort is involved. But discussion group listening has been recognized as more desirable for purposeful learning involving considerable mental effort and various related activities.

There are a number of difficulties and limitations in teaching by radio which make it highly desirable that the broadcasting teacher and the local group leader work closely together in overcoming the difficulties and supplying the deficiencies in the radio instruction. This involves the necessity for freedom in the exchange of ideas between the broadcasters and local cooperators. Regular reports from listeners, group conferences, visits to discussion groups, visits to studios, and research are important means of overcoming these limitations.

It is the responsibility of the broadcast administrator to encourage and assist local listeners to organize themselves into discussion groups. These groups usually meet in some convenient place, usually at a library or a school. They listen to the broadcast and discuss it afterwards. The discussion must be of sufficient interest to induce the individual to come to group meetings.

The suitability of the group leader is the determining factor in the success or failure of the discussion group.

Realizing the importance of the group leader in educational broadcasts for adults, the British Broadcasting Corporation has been employing field representatives for several years to assist local leaders in organizing and conducting group discussions. During the past two or three summers, summer schools for group leaders have been conducted by the British Broadcasting Corporation. The British plan of organizing discussion groups has spread to several other countries, including the United States.

The League of Women Voters has been eminently successful in organizing listening groups to receive the broadcast on political education by that organization. These groups not only listen in but also offer their criticisms on the program for check-up purposes.

During the winter of 1931–32 Rutgers University broadcast a Mother and Son series over radio station WOR. The New Jersey Congress of Parents and Teachers organized a number of discussion groups in various parts of the State to listen to and discuss the broadcasts and practical questions arising in connection with this series. Reports indicate that this plan worked out very well.

Profs. V. R. Sill and P. B. Zumbro, of the Agricultural Extension Service of the Ohio State University, conducted an interesting experiment in group listening during the spring of 1932. In cooperation with various county agricultural agents listening groups were organized and film strips were supplied to be used to illustrate the subject being broadcast. The broadcast instructor used a film projector in the studio as he broadcast over radio station WEAO to the listening groups, who observed similar pictures as they were projected on the screens in the various group meetings. Reports of this plan of combining visual and auditory impressions at group meetings were very favorable.

Voluntary discussion groups were organized in various parts of the country during the winters of 1931–33 to listen to and discuss the broadcasts of the National Advisory Council on Radio in Education. Public libraries and the various national organizations cooperating with the National Council were very helpful in giving publicity, preparing aids-to-study, and encouraging group listening.

Dr. Levering Tyson, director of the National Advisory Council on Radio in Education, states that the council was aware from the start that merely putting educators "on the air" is not necessarily education. Dr. Tyson continues: "Admitting that special teaching techniques must be used in front of the microphone, the determination and development of which are huge problems, there still remains the very necessary tasks of [*i*] assembling listeners who can enjoy the benefit from the programs; [*ii*] providing them with basic minimum material for making reasonable use of what they hear in the programs; and [*iii*] suggesting ways in which, and material by means of which, the broadcasts can be made of permanent and lasting educational value. Every dignified publicity means is employed to make known the availability of the authentic material which the council produces in its programs, subject only to the limitations of the council's financial resources."

He continues:

> The press is informed through the publicity departments of the broadcasting companies. Magazines and periodicals, particularly popular reviews, the professional educational papers, are notified through the council office direct. In addition, printed announcements in the form of bulletin-board posters and leaflets are sent out by the council to all educational, civic, and professional organizations which are likely to be interested at all in the subject matter of the material to be broadcast. By use of these mechanisms an audience is built up which is limited only by the extent of this preliminary activity.

The council committee prepares a listener's handbook or notebook containing subject-matter outlines, information about speakers, dates, references, and other educational aids. The council enlisted the active cooperation of the American Library Association, which not only assists in compiling book lists and suggesting collateral reading but also keeps its constituent member libraries informed of the progress of programs and suggestions as to how programs can be followed up educationally. "The council," says Dr. Tyson, "has also made an affiliation with the University of Chicago Press whereby programs are put into permanent printed form and supplied to listeners at absolute cost. At the conclusion of the series the programs are printed in volume

form and made available as textbooks. Plans are under way for electrically recording all programs."

Dr. Tyson in discussing other means of enlisting and assisting listeners, says:

> Group listening is encouraged wherever possible, although the council has not as yet been able to undertake any comprehensive campaign to develop it. For example, the series, "American Labor and the Nation", broadcast over approximately 60 stations of the Columbia Broadcasting System, was designed definitely for the use of labor unions, of which there are approximately 30,000 throughout the country. There is evidence to indicate that a large number of these labor organizations listened regularly to the programs in this series. For group listening the libraries have frequently made space available, and in a large number of cases have supplied leaders and individuals who can and do provoke and incite discussion of the subject matter of the program.
>
> In the furtherance of this group work the assistance of educational, civic, and professional organizations has been of particular value. In most cases these associations or societies have means for assembling their memberships. When the subject matter of the broadcast is of public concern it is relatively easy to engage their interest and assistance.

In conclusion, many different means have been used to enlist and assist listeners. Educational broadcasts involve the need of both preparation and follow-up activities on the part of listeners. Although favorable publicity, skillful broadcasting, and timely subject matter will do much to insure the success of educational broadcasts, nevertheless special aids-to-study and local cooperators remain a necessity in systematic instruction by radio. The vast expanse of unknown areas in this new and fascinating field challenges the ingenuity of educators and broadcasters of educational material to determine how the broadcasts can be made of permanent and lasting educational value.

✶ V ✶

PRESENTATION OF THE BROADCAST

The manner of speaking
is as important as the matter.

CHESTERFIELD

ALMOST everything included in this chapter on the actual presentation of the broadcast might very appropriately have been included in the second chapter on the preparation of the broadcast. The matter of delivery should be so well in hand before the broadcast that it can be relegated to the fringe of consciousness as the broadcaster focuses his attention on the thought he is presenting. Ideas, not merely words, must be communicated to the audience. The preparation should be sufficiently thorough that the performer need not be disturbed about diction, position, or anything else but the part he is playing. The program should be rehearsed to such an extent that there is no hesitation or lack of confidence on the part of those participating. This chapter is intended to set up some rules to be observed during the broadcast.

It is difficult to suggest specific directions for broadcasting, since so much depends upon the personality of the speaker and his individual style. Just as some teachers make an educational subject interesting and others do not, some broadcasters are naturally interesting and others are not. Some experienced speakers can keep to the original timing and have more spontaneity by using carefully prepared notes.

Other equally effective broadcasters follow their manuscripts verbatim even though they have rehearsed them until they have practically memorized them.

Even though delivery should not be the focal point of attention of either the broadcaster or the listeners, it is of paramount importance, since the voice, and the voice alone, is expected to give the message effectiveness. Therefore, it is not out of place to analyze delivery, as it is of even greater importance in broadcasting than in classroom lecturing or public speaking. Although not mutually exclusive, delivery may be considered under the headings of [*i*] attitudes, [*ii*] microphone technique, and [*iii*] diction. They will be considered in order.

Attitudes

Back of the delivery itself are certain mental attitudes that the speaker needs in order to interpret the broadcast properly. He must be able to visualize his audience, banish affectation, and think anew the thoughts of the broadcast as he delivers it in an unassuming, intimate, natural, delightful manner [*12, p. 934; 63*]. Let him think of the microphone as a sensitive-eared person, fairly close to the speaker, whose ear the speaker does not want to offend [*12, p. 934; 63*].

Cooperate closely with the station management ★ It will prove to be mutually advantageous for the broadcaster to work in close harmony with the station management during the broadcast as well as during the preparation for the broadcast.

Program directors point out that the broadcaster should be on hand and have everything ready for the broadcast 15 or 20 minutes in advance of actually going on the air. Punctuality is of extreme importance. The announcer in charge of the program should be notified immediately when the broadcaster arrives.

The announcer and operator should do everything they can to make the speaker or artist comfortable and at ease. The studio should be properly heated, ventilated, and available to the broadcaster at least 15 minutes before he is to go on the air. If the broadcaster wants to stand, let him stand.

If he wants to sit, let him sit. If he desires to work in his shirt sleeves, by all means permit him to do so. Sometimes a speaker will want some one to sit in the studio across from him as he broadcasts. Most stations will permit visitors to be in the studios under these circumstances, provided the visitor observes good studio decorum—which requires that the visitor remain quiet and not move around or leave the studio during the program.

The microphone should be placed in such a position that the speaker can see the announcer or the control operator during the broadcast. Periodical confirmation of the quality of the broadcast by the control operator, the announcer, or the production man is desirable. Code signals need to be understood, and only one person should communicate with or direct the artist or speaker during the broadcast.

Assume a friendly, respectful attitude toward the listeners ★ Mental contact leading to confidence on the part of the individual listeners must be established. "Confidence," says B. A. Fenner, "is the secret of broadcasting, whether for sustaining or commercial programs." A friendly, respectful attitude tends to build confidence. Sir Walford Davies says that minds held in common must be mobilized on both sides of the microphone, and that, above all, the broadcaster must hold fast to the faith that the common mind everywhere is ready to take delight in simple beauty in music, or in simple truth in a talk, or in any high exercise of the heavenly faculty of imagination, with which every ordinary man, woman, or child on God's earth seems to be endowed [*25, p. 129*].

A dogmatic, domineering attitude on the part of the broadcaster is not likely to gain confidence. Political broadcasts frequently defeat their own purpose by trying to force conclusions upon the listener. The broadcaster can submit the evidence and appeal to the listener to judge for himself what the conclusions should be. He should make a definite mental appeal to the listeners, but leave the conclusions to the listener's own intelligence.

The broadcaster should remember that each listener is in his own home and will listen closely if he is talked to as an individual rather than as a member of a tremendous audience.

If the radio speaker will imagine himself holding a conference with someone across the office desk—someone whose opinion he respects and wants to impress—this attitude will lend an attractive ease and a spontaneous, intimate, and personal story.

According to Prof. J. C. Jensen, a genuine interest in the unseen audience and a lot of enthusiasm were the characteristics of Nebraska Wesleyan University's most successful radio instructor [*47*].

The consensus of opinion indicates that a normal conversational tone with a sparkle of informality is more conducive to building confidence than a platform or academic style of delivery. Preachment, advice, and generalization should be minimized. The message should be humanized and personal applications made frequently. In actuality broadcasts the listener should be made to feel that he is with the speaker and seeing what the speaker sees.

When the occasion warrants, the broadcaster should speak in a straightforward manner with conviction. Since he wants to persuade rather than command, however, he should not be dogmatic or too positive in his viewpoint.

He should correct immediately any mistake he makes just as he would if the listeners were present. Other pitfalls to be avoided are a superior attitude, overacting, and a patronizing, affected manner.

Think the thoughts and live the part while broadcasting ★ "The most deadly faults in broadcasting are to let listeners get the impression that you are simply reading a manuscript," says Dr. Frank F. Nalder, of the State College of Washington. The subject should be presented in an impressionistic fashion which strikes the imagination of the listener and provokes his creative activity. The broadcaster should be able to communicate his enthusiasm to the listeners by projecting his personality over the air. The audience can detect the subtle difference in phraseology between the written and the spoken word. Besides the actual difference in pronunciation, the written word lacks vitality and authority [*68, p. 178*]. Mechanical reading will not create the impression of naturalness and sincerity which are valuable

attributes on the air [*59*] B. H. Darrow says, "Do not iron out flat. Leave in the pauses, changes of speed and pitch that make conversation more attractive than reading."

Natural ability is the first requirement in broadcasting. No set of rules can produce it. If the broadcaster is blessed with a natural poise and clear-cut speech, he should be natural. Otherwise, he should try to overcome the difficulties that interfere with his broadcasting effectiveness or stay off the air.

Gosden and Correll point out that the broadcast should be natural, human, and simple. They say:

> In radio we as Amos and Andy first of all try to be natural. We never use any phrasing or words the meaning of which we think some few might not clearly understand. Even in the continuity we write for the announcer giving the synopsis of the episode or a brief of what has gone before, we make it as plain as possible, bearing in mind that we are catering to the masses.
>
> There is nothing further we could tell you about radio broadcasting other than when the speaker is before the microphone he should be natural and human. Occasionally when some physician or public speaker gets before the microphone after he is introduced he will clear his throat in the face of the radio audience before starting his talk. His next remark is "Good evening, ladies and gentlemen," and then he tightens up, overemphasizing throughout his speech.
>
> Our personal idea of a good educational program is one with many interesting facts and true incidents of interest injected into the talk, with the speaker giving us the impression that he is leaning back in a big overstuffed chair, with his feet on the ottoman, talking to us in our own library.

Radio must present ideas in a living fashion. A realistic and colorful delivery adds to the attractiveness of the broadcast provided it seems natural. Every speaker has a style of his own. If the speaker's delivery naturally varies in regard to speed, stress, intonation, etc., he should be encouraged to utilize these variations. If not, any attempt to force a varied style is almost certain to create an affected delivery. Affectation, as well as dullness, drives listeners away.

A sense of the dramatic which enables the individual to make the most of his personality as he lives the part he is presenting may be called showmanship. If so, showmanship is essential in broadcasting. The real showman can conform

to the best practices in delivery without permitting the thoughts of microphone technique, diction, etc., to become a complex that will destroy his naturalness. After all, the thought of the radio speaker must be on the ideas he is presenting during the broadcast and not on the method of presenting the ideas.

Microphone Technique

Microphone technique is an expression that has grown up in broadcasting circles to describe the proper use of the microphone as to position, volume, pitch, avoidance of extraneous noises, etc. In a leaflet entitled "Getting Acquainted with the Microphone," the Columbia Broadcasting System points out the microphone which picks up the voice of the speaker as a very sensitive instrument. Its improvement from year to year only tends to make it more sensitive. The slightest sound, even one that is almost inaudible to the speaker himself, is picked up by the microphone and amplified in transmission so that the sounds intended for the listeners may be clearly reproduced in the homes of those who make up the radio audience [*36*].

The limitations which the microphone imposes upon the broadcaster tend to make him "mike conscious". The mastery of the art of broadcasting implies that the speaker has learned to perform in front of the open microphone in such a manner as to produce the desired effects upon the audience. This section will be devoted to a discussion of some of the rules to be observed in mastering the microphone.

Avoid extraneous noises ★ The microphone magnifies some qualities of the voice and amplifies certain extraneous noises [*51, p. 267*]. Many interesting instances might be given of the effects of studio noises on listeners. Lawton relates an instance that occurred during the early days of broadcasting. Radio station KFI at Los Angeles received an appeal by mail from Cuba, "For heaven's sake, turn off that faucet; I hear that dripping of water every time you put on a program and I tune in." An examination of the studio revealed a leaky water tap [*51, p. 267*]. Eliminate all interference possible. Carpenter gives an instance of an

orchestra leader who believed himself unfortunate in that his orchestra was forced to play classical music only in the hotel dining room where they were working. This type of music was not conducive to applause, but he felt that applause was needed to impress his invisible audience. He solved the difficulty by having several members of his orchestra gather closely around the microphone and click their teeth as loudly as possible. This sounded very much like hand clapping to the radio audience [*15, p. 25*].

Sudden loud noises such as coughing or sneezing blast the microphone. Heavy breathing, walking, the rustling of a manuscript, keeping time with the feet, the clearing of the throat, lip noises, tapping on the microphone or a table, even the clicking of the finger nails or the rubbing of a careless finger over a half day's growth of beard may completely confuse the audience. One program director recommends a pinch of salt to loosen the throat just before entering the studio [*47; 51, p. 262–264*].

Often, for a brief period before the speaker begins his address and after he has finished, the microphone is open and alert. During the time the microphone is open, the instrument itself, the standard on which it rests, and the cables running to it should not be touched in any way. Absolute silence should be maintained. A red light or some other signal is used in nearly all studios to indicate when the studio is on the air [*86*].

Master the microphone ★ The statement "master the microphone" is used to denote skill in adjusting one's position in reference to the microphone to facilitate the hearers' getting the correct understanding of the broadcast. For example, J. E. Bryan, general manager of radio station KTAT, gives the following suggestions:

To arouse excitement, stand back 5 or 6 feet from the microphone and raise the pitch of the voice and increase the rate.

To command attention, raise the head slightly and speak with gravity and authority.

To elicit sympathy, stand close and practically murmur—but distinctly.

To develop loyalty, speak in a kindly, quiet voice near the microphone [*86*].

The proper position of the speaker before the microphone depends upon the acoustical characteristics of the studio, type of microphone used, and the character of the voice. The acoustical characteristics of a studio are materially affected by atmospheric conditions. Sometimes it is necessary to arrange the various instruments in the orchestra after the final rehearsal because of atmospheric changes. Station managers are learning to appreciate more and more the importance of suitable atmospheric conditions in the broadcasting studio. Proper temperature, ventilation, humidity, etc., not only contribute to the comfort of the broadcaster but also improve the transmission [*36*].

Engineering improvements are being made constantly in microphones which increase the fidelity of tone reproduction and affect microphone technique. Microphones have been developed recently that will pick up the speaker's voice satisfactorily 6 or 8 feet away. This gives the speaker more freedom and thereby facilitates naturalness. The lapel microphone which proved to be a technical success at the Democratic National Convention brings several innovations, especially for actuality broadcasts and dramatic productions. By means of the small microphone attached to the speaker, or to a page who moves from speaker to speaker, more freedom of movement is insured, eliminating the ever-present "mike consciousness," and raises the possibility of better outdoor broadcasts with natural sounds [*36*]. Recent experiments with the nondirectional microphone indicate that engineering developments may greatly increase the freedom of the broadcaster with reference to the position of the microphone.

Actual experimentation with the cooperation of the radio-station staff is necessary to determine suitable distance and angle of the speaker from the microphone. The type and nature of the speaker's voice is an important factor in determining proper placement of the speaker. The broadcaster should learn to perform with freedom and ease within the prescribed limitations of the microphone as determined in rehearsal. Fortunately the technical operator has considerable control over the transmission. This should relieve the

broadcaster of much concern while on the air. If the performer is comfortably placed, with the microphone at the proper height and distance from him, the transmission can be left very largely to the operator as the broadcaster gives his full attention to the thought of the broadcast.

Sutton points out that a speaker with a good broadcasting voice—clear, reasonant without a nasal or metallic twang—may stand close to the microphone and talk intimately into it; and that a speaker with a voice of less pure quality gets a better effect by standing at right angles to the disk and speaking across it [*87, p. 323*]. The volume of voice that the speaker may use varies with the distance from the microphone. As the volume of the voice is varied, the speaker moves back and forth from the microphone. Unlike stage delivery, where the speaker steps forward and increases the volume to emphasize a point, broadcasting requires that the speaker either step back from the microphone and raise his voice, or speak very close to the microphone in warm, intimate tones when he wants to stress a point. Sudden changes of the direction in which the broadcaster is speaking affect the volume. Crowding or overloading the microphone, as well as getting beyond its range, should be avoided. Weaving about and turning of the head away influence the pick-up.

Precisely how the voice comes over depends also upon the way in which the operator controls transmission. Too much current destroys the overtones; too little gives only the fundamental vibrations. The galvanometer in the control room is calibrated from 1 to 60 points, and the speaker should control his voice so that the needle fluctuates between 10 and 20. The rasp of the metallic voice and the twang of the nasal are always magnified. When the current of transmission is too great, they come over with ear-splitting harshness [*13, p. 350–351; 87, p. 323–324*].

Annette Bushman, who has had extensive experience in directing dramatic productions, gives an interesting account of some of the technical problems to be considered when a radio drama is being properly produced. She says:

> An actor unfamiliar with radio finds it difficult to acclimate himself to this somewhat strange medium. On the stage he must project his voice so that he can be heard in the last row of the second balcony. On

prevent distinct enunciation. Regarding the rate of delivery, Borden considers an average rate of about 165 words per minute as being most effective [*51*]. While a brisk rate of delivery, provided the enunciation is good, is more likely to hold the attention of a radio listener than a more deliberate rate, other writers are of the opinion that 165 words a minute is a little too fast, especially for instructional purposes. Clark recommends 140 to 160 words [*47*], and Lawton says that the only blanket rule that can justifiably be made with regard to the rate of delivery is that the speaker should talk as briskly as is consistent with good enunciation and proper employment of the *variety stimuli*. He thinks it should lie somewhere near 135 or 140 words per minute [*51, p. 270*]. This is considerably slower than Lowell Thomas or Edwin C. Hill speaks.

According to Dr. Hillis Lumley, of the Bureau of Educational Research of the Ohio State University, news broadcasts are broadcast at the rate of almost 200 words per minute; educational talks for adults about 160 words per minute. The rate for a small sampling of school broadcasts was 170 words per minute. Of course, the rate varies with the material and the audience being addressed. The rate should be somewhat slower for children than for adults. The same instructor who would speak at the rate of 140 words per minute, when he was telling some interesting story, might drop to 90 words per minute in giving directions for the listeners to follow. The broadcaster should be deliberate in order to be at ease, but not slow enough to appear lazy. Of course, if slowness is overdone, the delivery will sound stilted. For instructional purposes the thought must be attuned to the powers of perception of the listeners. The tempo and pitch of the voice should be suited to the idea being presented and the personality of the speaker [*6, p. 100*].

The foregoing opinions are in accord with better practice in broadcasting, but the writer believes that Dr. Burt is right when he says that microphone technique must be made the subject of a scientific investigation rather than be left to the empirical maxims of practitioners themselves [*12, p. 933.*]

the radio the last row in the balcony becomes the first row in the orchestra. If he attempts to project farther than the first row, he "blasts"; that is, he uses so much volume that his voice is just a raucous noise. . . The actor must "trick" his voice to register correctly on the galvanometer and still maintain the emotion and feeling of the character which he is playing. He must stand only 8 or 12 inches from the microphone; if he is farther away than this, we still may be able to hear him distinctly, but, in the terms of the theater, he is not center stage. Sometimes this is desirable, but we must keep in mind the effect to be produced. If the action of the play demands that an actor speak from a door or a window, he will back away from the microphone, using a slightly higher pitch in voice, and deliver his line to the person at the "mike." If the listeners are to "see" the actor make the movement, he must move while speaking, and raise his voice in slight crescendo. Entrances are made 6 or 7 feet from the "mike"; the actor starting with his voice pitched higher than usual will gradually walk into the microphone, lowering his voice in a gradual diminuendo until he arrives at the "mike" If the listener is to see the actor move, the actor must always keep talking as he moves, for if he makes a pause in his lines while he walks it may sound like two different voices.

In a mob scene in the theater the actors top the noise in the background by projecting their voices above the noise. Quite the opposite is true on the radio. Two actors, speaking in ordinary tones, 6 inches away from the microphone, will be heard above any noise made by the mob in the background. Unfortunately, the natural instinct of the actor at the microphone is to raise his voice above the mob, but his scene must be rehearsed over and over again until this defect is remedied [*13, p. 350–351*].

If more than one person is in the broadcast, or if musical setting or sound effects are used, particular attention should be paid to the microphone set-up. In radio conversation between two speakers the broadcasters can stand or sit close together on opposite sides of the microphone and then forget it. In case more than one person is using a microphone no one should appropriate it to himself. The balance of voices should be considered when different participants have fixed positions in reference to the microphone. One program director reports an instance when four persons were speaking at a long table. A very bad effect was created by having two gruff, heavy-voiced men in the center near the microphone and two feeble-voiced women at the extreme ends.

Vary the rate of delivery according to your own style and the thought being expressed ★ It should never be so rapid as to

Diction

Diction, as used by the American Academy of Arts and Letters, includes [*i*] pronunciation, [*ii*] articulation, [*iii*] quality of tone, [*iv*] accent, and [*v*] general cultural effect [*47, p. 1*]. The term is used here in the same sense. Good diction includes those qualities of voice and delivery that enable the speaker to project his personality through the microphone in such a way that the listeners will be able to understand and suffer the minimum handicap from the lack of the visual presence of the speaker. They should be stimulated to think and act on the subject under discussion. Good diction—an effective vocal exposition—is of paramount importance to the broadcasting teacher, since it must do such heavy duty in instruction by radio. Lambert remarks that speakers with charm of manner and voice may succeed at broadcasting even though they do not have much to say [*57, p. 800*]. Diction should be pleasing but not overelaborate or stilted. Since it is simply the conveyor of the ideas, it should not detract the attention of the listener from the content of the message.

Too much stress cannot be placed on proper diction. In radio the word and a few supporting sound effects alone must be relied upon. No visual aid or motion is possible. The speaker's diction should be precise without suggesting specific effort. Most good radio speakers talk softly and distinctly.

Pronounce correctly ★ The speaker should pronounce correctly the words he uses in the broadcast and avoid the use of words he is likely to mispronounce. Wrong pronunciation is worse than no pronunciation. Carpenter roughly classifies mistakes in pronunciation under the following types: [*i*] words easily mispronounced through carelessness; [*ii*] tongue twisters; [*iii*] foreign words; [*iv*] foreign names; and [*v*] those words which all of us see repeatedly in print, but which we have never spoken aloud and probably have never heard pronounced [*15, p. 41*]. Cosmopolitan English, using pronunciation which conforms to the standards of best usage, involves knowledge of the phonetics of English, the ability to use the phonetic pronouncing dictionary. Inten-

sive study should precede the presentation involving the extensive use of foreign names [*87, p. 315*].

Perhaps the worst fault in pronunciation and enunciation comes from speaking too rapidly and dropping the voice near the end of sentences. Final consonants, especially *s*, *d*, and *t*, should be watched. The hissing of sibilants executed with a slight whistle is disagreeable over the air. By keeping the tongue as far as possible from the roof of the mouth, the sibilant may be uttered softly. The harshness of the letter *r* may be avoided by giving it a slight roll and almost dropping it at the end of a word [*64*].

If formulas or important figures are to be quoted, give the listener warning if it is especially desired that he get them. Speak slowly and distinctly in giving the information, assuming that some of the listeners are writing it down. Finally, repeat for good measure. Proper names should be emphasized if important and spelled out if there is a likelihood of their being misunderstood.

Articulate distinctly ★ Clear, clean-cut, crisp enunciation and finely articulated sounds are important in the effective use of the voice over the air [*12, p. 933; 47*]. Borden says that the importance of speaking distinctly over the radio cannot be overemphasized, but that the speaker should not enunciate pedantically [*51*]. Fleck states that emphasis should be given to clear, clean-cut enunciation, but not to the extent that the delivery becomes stilted or unnatural [*47*]. Sutton points out that clear enunciation demands the control of the tongue from the front, the shaping of the syllable in speech, without mouthing or jawing or using the back of the tongue [*87, p. 315*].

In speaking clearly it is necessary to open the mouth well. Tone vowels should be held and final consonants cracked off crisply and clearly. Lazy lip motion creates an at-ease attitude, but leads to poor articulation of certain sounds. For example, the letter w becomes dub-u instead of double-you.

Writers point out that the broadcaster should be capable of shading the voice to meet the requirements of the manuscript. Important points should be emphasized and climaxes approached with a rising inflection of the voice. The speaker

should not become so enthusiastic, however, that he slurs his words and runs his sentences together; neither should he let his voice trail off at the end of sentences. Special modes of enunciation, such as dialects and other speech variations, should never be permitted to interfere with the clearness, forcefulness, and the pleasingness of the message.

Use a pleasing and natural tone of voice ★ The National Voice Technique Committee recommends that the speaker strive for an average pitch of low middle range [*51*]. Van Campen considers that Graham McNamee has thousands of admirers because his wonderful voice, full of melody, friendliness, enthusiasm, and sincerity, is a flexible instrument that conveys every light and shade of feeling and thought [*6, p. 19*]. The words: Good, pleasing, clear, are frequently used by local teachers and principals in describing desirable radio voices. Other descriptive terms used include: Strong, buoyant, soft, low-pitched, well-modulated, well-directed, heavy, audible, convincing, attractive, full, expressive, earnest, magnetic, flexible, deep, natural, live, friendly, low-toned, warm, sincere [*64*]. The words: Rough, harsh, raucous, squeaky, shrill, high, sharp, tense, throaty, clacky, flat, explosive, jerky, rasping, are used to describe undesirable radio voices [*64*]. Shouting, shrill intonations, and superior tones are objectionable.

There is considerable variation of opinion regarding the improvement of poor radio voices. Campbell says that if a prospect's voice line is erratic there is little that can be done about it [*6*]. Clark [*47*], Bushman [*13*], and Van Campen believe in voice training for broadcasting. Good health and vitality are of great importance, as fatigue and nervousness show quickly in the voice [*87, p. 316*].

The tone of the ideal radio talk is not the tone of the public address. The radio talk has a friendly, intimate tone. It makes the listener feel he is being visited with rather than lectured at.

Emphasize important points ★ Accent or emphasis is an important factor in instruction by radio. Through meaningful variations in pitch and rate of delivery, changing inflections, volume, etc., the invisible speaker interprets his thoughts to

the listeners. If his emphasis is properly placed, his broadcast will be meaningful and effective. If his emphasis is not properly placed, confusion and dissatisfaction will result. Some pitfalls to be avoided include the affectation of so-called English or Oxford accents, colloquialisms and sectional speech [*47*].

Learn to appreciate the general cultural effect of good diction ★ Good radio diction will eventually teach us how to produce the proper kinds of voice, whether it be for the theater, the concert hall, or the school. With the increased use of the radio in the classroom will come the increased demand for improved speech, and this in turn will improve the speech of the whole Nation, for the radio is in the nature of an acid test. It is to the ear what the microscope is to the eye. It is devoid of all make-up and accentuates the qualities of the voice [*13, p. 353*].

The radio drama may be used to illustrate the importance of good diction. From the voice over the air the listener must receive detailed interpretations of characters and situations. Since the flashing eye, wrathful mien, and the like are hidden, the tonal colors must paint the yellows of jealousy, the vermillions of violence, the somber grays of sadness, and the joyous riot of bright splashes of gaiety. The voice colors must create the atmosphere in order that the listener may create the necessary mental pictures which provide the boundaries of the action of the play [*71, p. 178*]. Besides the importance of good diction as the vehicle for carrying effectively, its tremendous general cultural effects are almost inestimable.

From the foregoing consideration it will be seen that prospective broadcasters may need considerable practice to master the techniques in successful broadcasting. The feeling of closeness in the studio, the strangeness of the medium, and the feeling of the importance of the occasion frequently cause the novice to suffer from "mike fright." In the early days of broadcasting many amusing instances of "mike fright" occurred. This malady affected experienced public speakers just as often as it did others [*15, p. 29*]. Kennedy says that mother wit is the only thing that can

save a speaker if he is struck by "mike fright". Any person who has not practiced until he feels perfectly at ease before the microphone may be struck dumb at any moment [*47*].

To offset the danger of "mike fright" and to improve the broadcasts, more and more time is being given to preparation. Lambert says that there should be a gradual raising of the tests which would-be speakers may be expected to pass [*57, p. 800*]. The National Advisory Committee on Education by Radio states that a whole department may be required for preparing manuscripts and conducting rehearsals to develop proper voice and manner before the microphone [*1, p. 75*]. Neels recommends that broadcasting teachers should be selected with infinite care and should receive most careful training for their important work [*60, p. 233*].

Hints for Greater Effectiveness

Make the introductory announcements concise and appropriate to stimulate interest in the broadcast ★ It is the announcer's responsibility to introduce the speaker or artist and the subject. In his discussion of the mission of the announcer, John L. Clark, program director of radio station WBZ, says:

> You are the prelude, the interlude, and the postlude; you are the scene painter, the vocal framework. You might liken your speech to the mortar that binds together the masonry of entertainment, making of it a solid whole. This simile carried further gives an indication of the proportion of announcing to feature. The strongest masonry is that which is bound together by thin layers of mortar.
>
> No matter how modern, how perfect the equipment and performance of the station, the excellence of its features, a poor announcer can spoil everything [*18*].

Since the introduction is intended to stimulate interest in the program in a very short time, it should be exceedingly well done. The broadcaster should supply information to be included in the introduction and check the announcement before it is made. In this way he can make a good beginning, which contributes in a significant manner to the success of the broadcast.

Use a smooth, yet intimate and animated, style of delivery with a pleasing variety of pitch and intonation appropriate to an accurate portrayal of the ideas being presented ★ Smoothness in delivery should not be interpreted as even-flowing, monotonous presentation with well-rounded sentences. Not at all. It does imply, however, that an abrupt, explosive style with extreme frequencies in pitch and clumsy pauses should be avoided. Stammering and hesitation, except for desired dramatic effect in characterizations, annoy the listener. The listener wants to know every minute what is happening. Therefore, cues should be followed quickly and smoothly.

Various program directors warn against awkward pauses or "dead air" during a broadcast. They point out that a few seconds of silence over the air may seem like minutes to the listener. There are times, however, when silence may be very effective. Pauses and changes of emphasis can be used advantageously to overcome the disturbing effect of abrupt transitions from one idea to another. Dramatic pauses and an atmosphere of mystery are important aids in creating suspense and firing the imagination in certain dramatic situations. As a rule, however, pauses over the air should be shorter than pauses on the stage. A good pause, properly timed, is much more effective in a radio address than any amount of shouting. The mental reactions of the listener must be studied in order to understand the function of the dramatic pause. Sound is a stimulus which stirs the imagination. The imagination makes use of all five of the special senses. Frequently an appeal to the auditory sense alone makes a stronger appeal to the imagination than if a direct appeal is made to several senses at one time. On this point, Vernon Radcliffe, of the National Broadcasting Co., says: "If you hear a footfall in your darkened room after midnight, you receive a much more violent shock and stimulus than if you see a face, for the reason that the imagination is widely and instantly stirred. It is a fact, therefore, that radio audiences react much more violently and quickly—provided they react at all."

Avoid dullness ★ Broadcasters are frequently urged to be natural and at ease when they are on the air. Naturalness that tends to disturb or annoy the listeners should be sacrificed for effectiveness. Natural dullness may be used as an example. Dullness has no place on the air.

A number of writers are of the opinion that the speaker should vary his voice and exercise some freedom as to his position before the microphone. Burt says that in delivering a talk, monotony is the one unpardonable sin. The delivery must be as varied as possible; pitch, speed, stress, and intonation must be continually changing [*12, p. 933*]. Busse says that a monotonic delivery is a perfectly deadly thing and one not calculated to inspire the radio listeners to continue hearing the lecture. Lawton states that animated delivery can be aided by meaningful variations in pitch, volume, and rate; but that extreme care should be taken that these variations should not become manneristic or uninterpretative [*51, p. 268*].

Make use of radio manuscript after it has been broadcast ★ There are a number of ways in which the radio manuscript may be used after it has been broadcast. The uses that may be made of it will be determined by the purpose it is intended to serve. For example, a broadcast by Edwin Markham reading his own poems can be placed on recordings or sound films so that the living voice of the poet will be preserved for future generations. The British Broadcasting Corporation finds it desirable to repeat certain important broadcasts at different hours in order to accommodate the different audiences. The discussion of an important public question in a broadcast may be rewritten and used as a magazine article. Press associations appreciate the news value of certain broadcasts and use them as front-page articles. Copies of broadcasts are sometimes printed or mimeographed and distributed among the listeners. The broadcast series of the National Advisory Council on Radio in Education and those of the Foreign Policy Association may be referred to as examples.

This demand for copies of important broadcasts after they have been put on the air has prompted various individuals and groups to consider the desirability of launching a listeners' magazine to include the best of the past week's broadcast

and announcements of forthcoming programs It is probable that definite steps will be taken in this direction when economic conditions improve

At the present time a great number of unknown factors make it impossible to find satisfactory solutions to many of the problems involved in teaching by radio. It is the anxious task of the present age to initiate a new service, to preface the way for genius to solve the problems involved. This may be done by courageously facing the task, by going ahead and making mistakes and profiting from them [*25, p. 131*]. In broadcasting to schools the classroom teachers will have an important part to play in the ultimate solution of these problems. They are in the strategic positions to direct the reception and evaluate the radio lessons [*24*].

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BROADCAST SERVICE

In addition to the large number of carefully prepared broadcasts that may be listened to, there are some broadcast series especially intended to assist listeners in improving their diction. For example, Miss Vida R. Sutton for some time past has been broadcasting a series of programs entitled "The Magic of Speech" over the National Broadcasting Company network. This series is excellent on voice training and radio diction. Further information regarding these programs and other broadcasts designed to serve similar purposes may be secured by addressing the stations from which broadcasts are available.

★

Bulletin 1933 No. 5

RURAL ELEMENTARY EDUCATION AMONG NEGROES UNDER JEANES SUPERVISING TEACHERS

By

AMBROSE CALIVER

Senior Specialist in the Education of Negroes
U.S. Office of Education

UNITED STATES DEPARTMENT OF THE INTERIOR - - - - *Harold L. Ickes*, Secretary
OFFICE OF EDUCATION - - - - - - - - - - - - - - - *William John Cooper*, Commissioner

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D.C., June 1933.

SIR: The National Survey of Secondary Education shows almost unbelievable results in secondary education for Negroes. This would seem to imply similar results for elementary schools. Our specialist in the education of Negroes, Dr. Ambrose Caliver, here takes the opportunity of investigating those schools which have been under the Jeanes supervisors. The Jeanes Fund has been a most worth while philanthropy extending its benign influence over these underprivileged people in the Southern States.

This study represents 611 schools with a teaching staff of approximately 1,000 teachers and enrolling 44,785 pupils. The schools are located in 76 counties in the 12 Southern States. Some of the schools were almost inaccessible. It was found that more than a third of the children were in the kindergarten and first grade. Only 2.29 percent were in the eighth grade—such is school mortality in these rural schools. Only about 11 percent of the teachers in these schools held college degrees. The teachers and principals had more experience however than white teachers. Meetings attended and reading show great professional interest on their part.

It was found that the Rosenwald Fund had given great impetus to better housing. The report closes with 14 problems listed for further study.

I recommend that this manuscript be published as a bulletin of this office.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

RURAL ELEMENTARY EDUCATION AMONG NEGROES UNDER JEANES SUPERVISING TEACHERS

CHAPTER I : INTRODUCTION

THE NEGRO A RURAL DWELLER

Despite the fact that the past two decades have witnessed the greatest exodus of Negroes from rural sections in the history of the race, the majority still live in the country. According to the 1930 census, more than two thirds of the race reside in farming and nonfarming rural areas. In 15 Southern States it was found [1] that of the 9,420,747 Negro population 67.4 percent were rural dwellers. In 3 of the States the percentages were as high as 79, 81, and 83.

EDUCATION OF RURAL NEGROES

These facts have a real bearing on the education of the Negro, and show that, according to the number of persons involved, the education of colored persons in rural centers is a problem of great importance. That the millions of citizens and potential citizens living in rural sections should receive the fundamentals of education is recognized by practically everyone conversant with the situation. That this ideal is not realized by the majority of Americans so situated, and more particularly for the Negro,[2] is equally well known.

Although the disparities between the education of Negroes and whites in rural communities are still great, reaching enormous proportions in some places,[3] considerable progress has been made in improving conditions during the past 10 or 15 years.

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THE JEANES WORK

Among the agencies most influential in advancing education of Negroes are the Jeanes supervising teachers. Beginning activities nearly 20 years ago with 1 supervisor, the Jeanes work has grown until at present there are 339 supervising teachers. They have promoted many diverse enterprises, but their most important contribution has been in stimulating and encouraging the colored people to become interested in better schools, and in soliciting and maintaining the cooperation of the local white people in a program of educational development for Negroes.

The Negro Rural School Fund, Anna T. Jeanes Foundation,[4] which initiated and has sponsored the work of the Jeanes supervisors, was incorporated on November 20, 1907. The fund is the result of a million-dollar gift by the late Miss Anna T. Jeanes, of Philadelphia. Speaking to a visitor in regard to making a contribution toward the education of colored children in the South, Miss Jeanes remarked, "Others have given to the large schools; if I could, I should like to help the little country schools." Not long after the expression of this desire Miss Jeanes conferred with Dr. Hollis B. Frissell, principal of Hampton Institute, Dr. Booker T. Washington, founder and principal of Tuskegee Institute, and Mr. George F. Peabody, concerning the contemplated donation. The first regular meeting of the full governing board, which was formed as a result of these conferences, was held on February 29, 1908.[5]

In 1931–32 the Jeanes Fund cooperated with the public-school authorities in employing Jeanes supervising teachers in 339 counties of 15 States as shown by table 1. These supervisors are appointed by the county superintendent, work under his direction, and are considered members of his regular corps of teachers.[6]

Their work includes a wide range of activities, comprising teaching and supervising elementary industrial work; supervision of regular academic instruction; promotion of school and community clubs; and improvement of health and sanitary conditions in schools and homes. Perhaps the largest

[4] It is generally known simply as the Jeanes Fund.

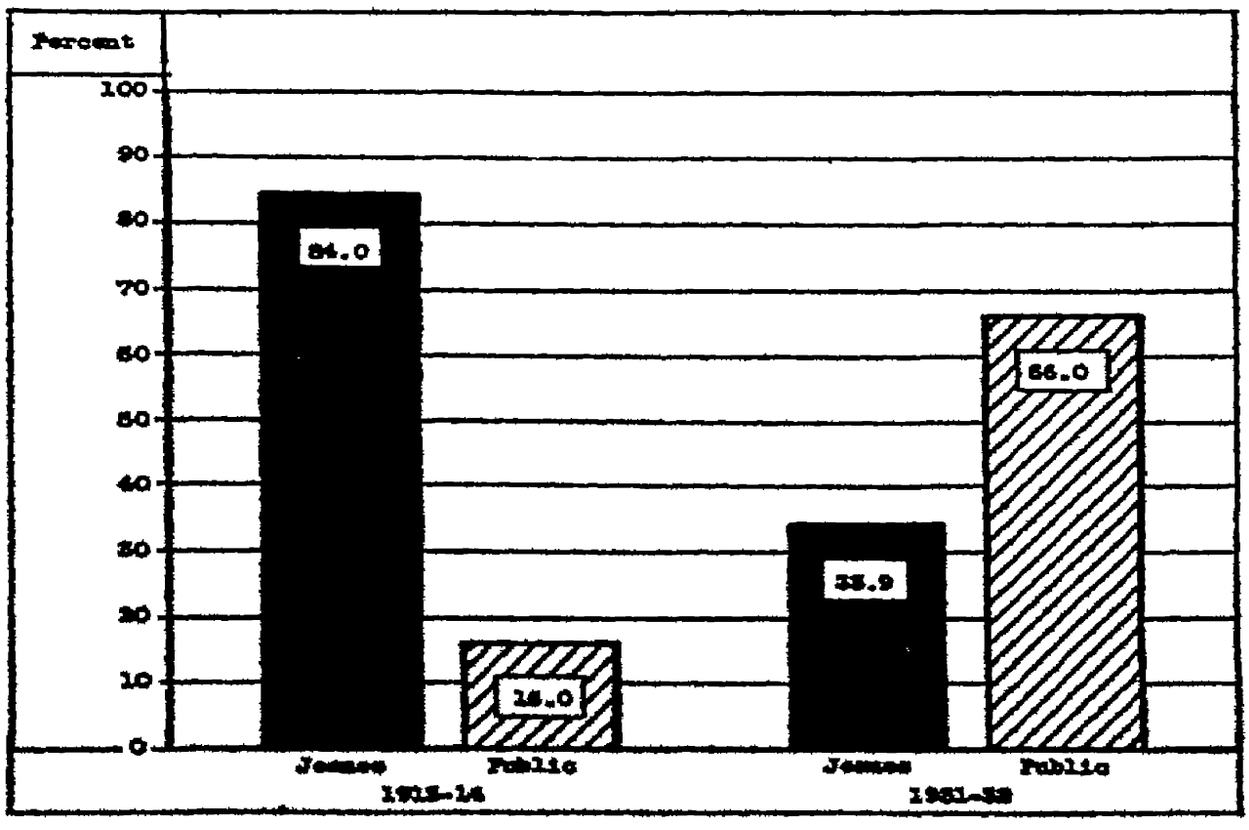
[5] Dillard, James Hardy. Fourteen Years of the Jeanes Fund, 1909–23. Reprint from the South Atlantic Quarterly, vol. XXII, no. 3, July 1923.

[6] Jeanes fund. Report of the president, annual meeting, 1914, Washington, D.C.

proportion of supervisors' time is consumed in raising money for new schoolhouses, school equipment, and extension of the school term. From 1913–14 to 1927–28 these supervisors raised an aggregate sum of approximately $5,000,000.[7]

The purpose of the Jeanes Fund from the beginning has been to stimulate and assist local rural communities to assume their obligation in the education of colored children. One measure of success appears in figure 1 which shows the pro-

FIGURE 1.— PERCENTAGE OF SALARIES OF JEANES TEACHERS PAID BY THE JEANES FUND AND FROM PUBLIC FUNDS IN 1913–14 AND 1931–32



portion of the salaries of Jeanes supervisors paid by the Jeanes Fund and from public funds in 1913–14 and 1931–32. It will be noted that in 1913–14 only 16 percent of the salaries was paid from public funds, while in 1931–32, 66 percent came from this source.

State and county officials and citizens in all walks of life, both colored and white, bear testimony to the fine service

[7] Statement issued from the office of the Jeanes Fund by J. H. Dillard, Charlottesville, Va., and
Liston, Hardy. Work of the Jeanes Supervising Teachers for Negro Rural Schools. Master's thesis. The University of Chicago, Chicago, Ill., 1928. 112 p. ms.

rendered by the Jeanes teachers. Their influence has been effective and far reaching according to persons most familiar with their work.

Contrary to the general opinion, Jeanes teachers are not employed in all the counties of the Southern States where the number of colored schools would warrant their services. This fact is shown by table 1 which lists the number of counties in the various Southern States and the number having Jeanes teachers. It also reveals the number of counties in each State without Jeanes teachers according to the number of Negro teachers employed in the counties. In observing the table it is seen that those counties having 10 Negro teachers or more are suggested as potential fields for the extension of Jeanes work. There is a total of 478 of these counties.

TABLE 1.—*Counties with and without Jeanes teachers. (Data obtained from office of Jeanes Fund)*

State	Total counties	1931-32 counties with Jeanes teachers	1930-31 counties with Jeanes teachers	Counties without Jeanes teachers (1930-31), classified according to number of Negro teachers employed							
				0	1-9	10-19	20-29	30-39	40-49	50	Total
1	2	3	4	5	6	7	8	9	10	11	12
Alabama	67	[1] 35	[1] 36	1	7	4	3	4	1	11	31
Arkansas	75	18	17	23	13	6	2	2	0	5	58
Florida	67	15	15	1	14	22	4	1	3	7	52
Georgia	161	32	29	5	22	35	34	15	9	12	132
Kentucky	120	10	13	12	82	13	0	0	0	0	107
Louisiana	[2] 64	[2] 18	[2] 19	0	5	9	11	5	6	9	45
Maryland [3]	23	[4] 19	[5] 20	1	0	2	0	0	0	0	3
Mississippi	82	27	27	0	2	8	9	6	9	21	55
Missouri	114	4	4	79	28	3	0	0	0	0	110
North Carolina	100	39	42	1	17	9	12	4	4	11	58
Oklahoma	77	5	6	15	34	18	4	1	2	2	71
South Carolina	46	16	18	0	0	0	0	1	1	25	28
Tennessee	95	22	24	8	44	12	2	1	1	3	71
Texas	254	18	19	147	39	15	15	11	3	5	235
Virginia	100	61	59	3	16	12	5	4	1	0	41
Total	1,445	339	348	296	323	163	106	55	40	112	1,097

Potential field for further Jeanes work, 478. (Shown in columns 7-11.)

[1] Includes counties in which workers are wholly paid from public funds.
[2] Parishes instead of counties.
[3] All workers are paid entirely from public funds.
[4] 15 colored and 4 white.
[5] 16 colored and 4 white.

PURPOSE OF THE STUDY

Limited studies have been made of certain factors relating to the education of Negroes in rural communities, but few investigations have been made of sufficient scope to warrant valid conclusions. It is the purpose of this study, therefore, to present rather detailed facts regarding some of the more important phases of elementary education for Negroes in rural communities in a representative number of counties in the Southern States, where Jeanes supervising teachers are employed. Some of the more important phases considered are: (1) Accessibility of schools and transportation of pupils; (2) enrollment; (3) pupil mortality; (4) acceleration and retardation; (5) the staff; (6) administrative and supervisory practices; (7) housing and equipment; and (8) extended services and community relationships.

THE DATA AND THEIR SOURCES

Some of the data for this study were secured from printed reports of the Jeanes Fund; part through personal visits to elementary rural schools under the supervision of Jeanes teachers; some from material obtained in the office of the Jeanes Fund in Washington; and still others by reference to a study of the Jeanes supervising teachers made by Hardy Liston.[8] The major part of the data, however, was gathered by means of a questionnaire distributed to the schools through the Jeanes teachers.

In the initial stages of the study advice and cooperation were secured from Dr. J. H. Dillard, then president of the Anna T. Jeanes Fund. Letters were sent to the State directors of Negro education and to the county superintendents of the Southern States, apprizing them of the study and soliciting their cooperation. Also, a preliminary letter was sent to all Jeanes teachers in the winter of 1931 explaining the nature of the investigation and requesting their assistance in selecting the schools to be included and in distributing the questionnaires. The following directions read in part:

> It will be impracticable to attempt to study all the elementary schools under the supervision of the Jeanes teachers; therefore, we are requesting each supervisor to select 50 percent of the schools under her supervision. You are kindly asked to select approximately one third

[8] Liston, Hardy. Op. cit.

of this number from those schools which are doing very effective work; one third which are not doing effective work; and another third which you consider to be doing average work.

Blanks were forwarded to the Jeanes teachers for distribution to the principals or head teachers of the schools under their supervision. They were requested to distribute the blanks; to instruct the teachers how to fill them in; to collect them and verify the accuracy of the replies; and to return them to the United States Office of Education.

SCOPE OF THE STUDY

A limited number of characteristic features of a representative sampling of elementary schools for Negroes under the supervision of Jeanes teachers will be the extent of the concern of this report. The investigation comprises a study of 611 schools with a teaching staff of approximately 1,000, and enrolling 44,785 pupils. These schools are located in 76 counties of 12 Southern States. Seventy-six Jeanes teachers cooperated with the Office of Education in securing the data. Table 2 presents the detailed facts concerning the data and their sources.

Assuming that the Jeanes teachers selected the schools in the manner suggested to them, it may safely be concluded that the picture here shown is a fair representation of the school situation encountered by Jeanes teachers. In the degree to which they failed to select an approximately equal number of schools according to the three suggested levels, namely, poor, good, and average, to that extent the findings fall short of revealing a representative picture.

TABLE 2.—*Number of supervisors participating and number of schools and pupils included in the study, by States*

State	Number of supervisors returning check list	Number of schools	Number of pupils
1	2	3	4
Alabama	5	63	3,896
Arkansas	7	52	3,918
Florida	5	32	3,064
Georgia	4	33	1,772
Louisiana	6	33	2,341
Mississippi	6	65	5,559
Missouri	3	32	2,434
North Carolina	8	87	7,902
South Carolina	4	48	5,045
Tennessee	6	38	1,906
Texas	5	23	1,390
Virginia	17	105	5,558
Total	76	611	44,785

CHAPTER II : ACCESSIBILITY OF ELEMENTARY SCHOOLS

Among the many factors influencing the accessibility of schools the following may be mentioned as of primary importance: (1) Number of children of school age per school; (2) proximity of schools to the homes of the children; (3) facilities provided for transportation of pupils to and from school; and (4) condition of the roads. Only two of these factors will be discussed in this section, namely, proximity of schools to children of school age and transportation facilities provided by public funds.

DISTANCE CHILDREN LIVE FROM SCHOOL

Because of the variability of the factors involved it has been difficult to establish standards of accessibility of schools. How far children should be expected to walk to school without physical injury to themselves and without deleterious effects on their educational progress is a question that has not been answered conclusively. However, in several studies of accessibility which have been made, a distance of 1½ miles has been suggested as a reasonable maximum.[1] Table 3 shows the distance children live from the school they attend according to the size of the school, and the number of children who are transported in relation to the distance they live. According to the suggested criterion it is clear from this table that the majority of the children comprising the present study are too far removed from the schools they attend.

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[1] Blankenship, Albert S. Accessibility of Rural Schoolhouses in Texas. New York, 1926, 61 pp (Teachers College, Columbia University, Contributions to Education, no. 229.)
Cook, Katherine M., and Gaumnitz, W. H. Availability of Schools in Rural Communities. In The Status of Rural Education. Bloomington, Ill., Public School Publishing Co., 1931. (Thirtieth Yearbook, National Society for the Study of Education, part I.)
Cooper, Richard W , and Cooper, Herman. Negro School Attendance in Delaware. Newark, 1923 (Bureau of Education, Service Citizens of Delaware.)
Drewes, Arnold W Legal Status of Transportation of School Children in 48 States. (Master's thesis on file in the library at Ohio State University)
Foote, J. M , and Lewis, A C. An Administrative and Financial Study of the Tangipahoa Parish School System Baton Rouge, 1928. (Bulletin of the State Department of Education, Louisiana, no. 133.)
Reavis, George H. Factors Controlling Attendance in Rural Schools. New York, 1920, 69 pp (Teachers College, Columbia University, Contributions to Education, no. 108.)

TABLE 3.—*Number and percent of children living varying distances from school and number and percent transported at public expense by size of school*

Size	Less than 1 mile	Transported	1–1.9 miles	Transported	2–2.9 miles	Transported	3–3.9 miles	Transported	4–4.9 miles
1-teacher:									
Number	3,602	----	2,894	----	2,592	13	878	----	267
Percent	34.6	----	27.8	----	24.9	----	8.4	----	2.5
2-teacher:									
Number	4,798	----	3,317	3	3,598	21	1,913	22	562
Percent	32.9	----	22.7	----	24.7	----	13.1	----	3.8
3-teacher									
Number	2,131	----	1,544	----	1,052	----	628	----	253
Percent	37.3	----	27.0	----	18.4	----	11.0	----	4.4
4 or more teachers									
Number	5,135	54	3,480	----	2,375	----	1,216	28	642
Percent	37.9	----	25.7	----	17.5	----	8.9	----	4.7
Total:									
Number	15,666	54	11,235	3	9,617	34	4,635	50	1,724
Percent	35.4	0.3	25.4	0.02	21.7	0.3	10.4	1.07	3.9

Size	Transported	5–5.9 miles	Transported	6–6.9 miles	Transported	7 or more miles	Transported	Total	
								Children	Transported
1-teacher:									
Number	----	71	----	23	----	55	----	10,382	13
Percent	----	0.6	----	0.2	----	0.5	----	----	0.12
2-teacher:									
Number	25	263	4	89	7	25	----	14,565	82
Percent	----	1.8	----	0.6	----	0.1	----	----	0.56
3-teacher:									
Number	----	63	----	17	----	18	16	5,706	16
Percent	----	1.1	----	0.2	----	0.3	----	----	0.28
4 or more teachers:									
Number	23	286	26	154	88	246	141	13,534	360
Percent	----	2.1	----	1.1	----	1.8	----	----	2.65
Total:									
Number	48	683	30	283	95	344	157	44,187	471
Percent	2.78	1.5	4.39	0.6	33.5	0.7	45.6	----	1.06

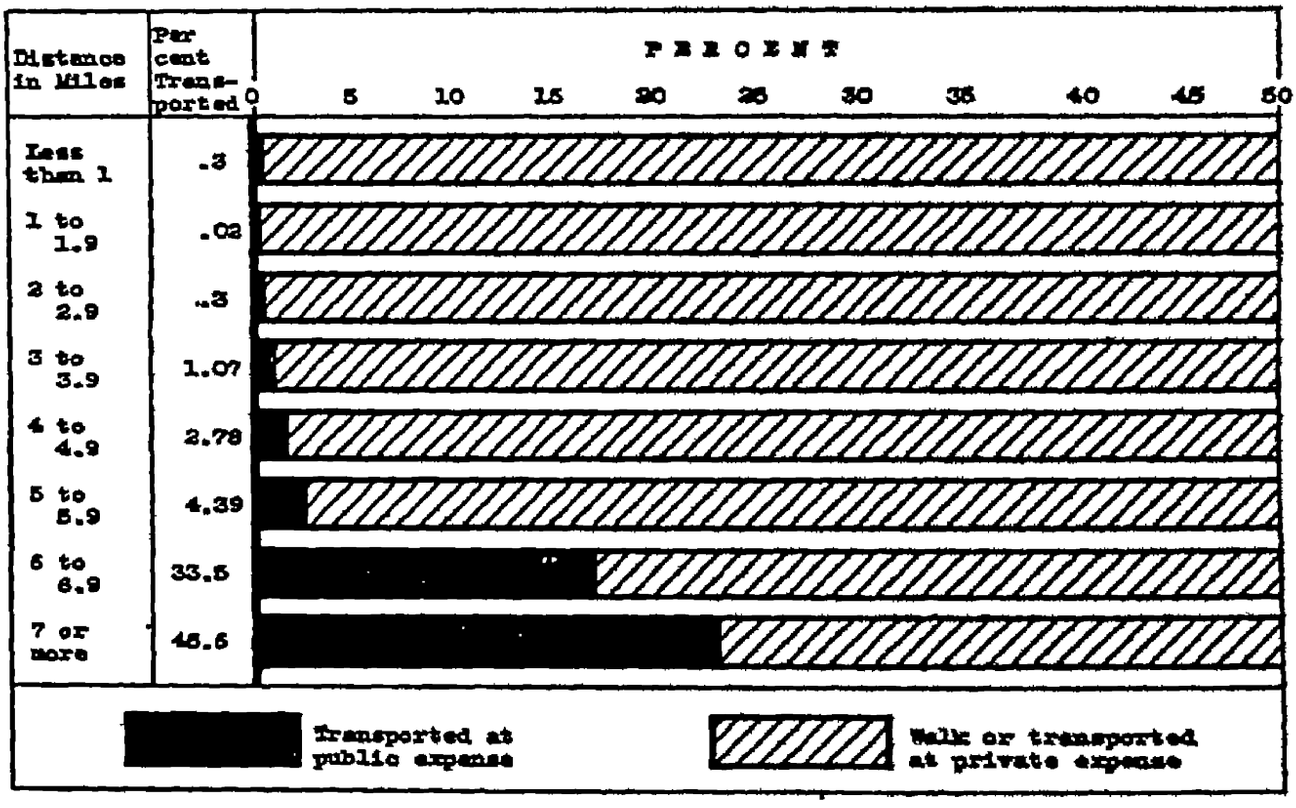
There are several significant features that should be noted about the table. Of the 44,187 pupils concerning whom information was given, 7,669, or 17.1 percent, live 3 miles or more away from the schools they attend. In the 22 counties of the five States studied by Gaumnitz,[2] comprising 41,200 pupils, only 4.3 percent lived 3 miles or more away from the schools they attended. Of the Negro children represented in this study, 39.2 percent live a distance of 2 miles or more from their schools, which means, according to the criterion of 1½ miles, that less than 60 percent are within reasonable walking distance.

[2] Gaumnitz, W. H. Availability of Public-School Education in Rural Communities. Washington, Government Printing Office, 1930. (U.S. Office of Education. Bulletin 1930, no. 34.)

CHILDREN TRANSPORTED AT PUBLIC EXPENSE

The distance children live from schools they attend would not be a matter of such great concern were adequate means provided to transport them to and from school. In many States and communities the transportation facilities are wholly inadequate even for white children, but the disparities which exist between the whites and Negroes in regard to transportation reach enormous proportions. The following figures, taken from one State superintendent's report, illus-

FIGURE 2.— PERCENTAGE OF NEGRO PUPILS LIVING VARYING DISTANCES FROM SCHOOL WHO ARE TRANSPORTED AT PUBLIC EXPENSE



trate the differences that may be found in many places in providing transportation facilities. According to this 1929–30 report, there was spent for the transportation of white pupils the sum of $1,053,649; for the transportation of colored pupils there was spent the sum of $200.

Table 3 shows facts on transportation of pupils in this study. Of the 44,187 pupils, only 471, or 1.06 percent, were transported at public expense. Gaumnitz found 18.8 percent of the pupils in his study to be transported at public expense.

Of the 17,286 pupils in the present study who live 2 miles or more from the schools they attend, only 414, or 2.4 percent, are transported at public expense. Those who live a distance of 5 miles number 1,310, or 2.9 percent of the total. Of this number only 282, or 21.5 percent, are transported at public expense. How the 97.6 percent of those pupils who live a distance of 2 miles or more, who are not transported at public expense, travel to and from school is a matter of conjecture. It may safely be said, however, that the majority of them walk.

Figure 2 shows the percentages of pupils living varying distances from school who are transported at public expense. The seriousness of the problem may be appreciated when it is considered that the lined portion of the bar represents the percentage of pupils who either walk to school or who travel in conveyances provided by themselves or the patrons of the community.

The percentages of the pupils attending the various sizes of schools who are transported at public expense are as follows: 1-teacher, 0.12; 2-teacher, 0.56; 3-teacher, 0.28; 4-or-more teacher, 2.65.

It is probable that inaccessibility of schools is one of the most important factors causing the nonattendance of the more than 1,000,000 Negro children in the United States who are not in school. The Florida Educational Survey Commission claims that one of the reasons that more than 50,000 of the 133,000 Negro children of school age in Florida are not in school is inaccessibility of schools.[3]

In visiting the rural schools of one county the writer was taken to a school which was about as inaccessible as could be imagined. After leaving the highway we drove about a mile over a fairly good gravel road, then about half a mile over an ungraded dirt road which ran alongside a hill and slanted to such an extent that it seemed that the car would turn over any minute. We turned off this road abruptly onto a narrow, steep passageway running between fallen-down fences, which seemed more like a series of gullies and washouts than a road for automobile traffic. At the top of the hill

[3] Educational Survey Commission and Survey Staff Report, State of Florida, April 1929. p. 367.

where the road ended was a clearing in the woods where we left the car, and proceeded on foot several yards down the side of the hill where we found the shack which housed the school.

This school, which was formerly fairly close to the homes of the pupils, was now removed 2 miles from the nearest home, and as far as 3 miles from many, with no transportation facilities. The patrons had moved from the vicinity, but the school had failed to follow them. It was tied to the acre and a half of land which had been donated to the school trustees a generation ago. Although land had been offered for a school site more accessible to the pupils, the trustees argued that it was "cheaper" to maintain this 1-room school on the side of the hill.

CHAPTER III : NEGRO PUPILS IN RURAL ELEMENTARY SCHOOLS

In order to help determine the efficiency of the work done in the schools comprising this investigation, studies of pupil mortality and age-grade distribution were made and are reported in this chapter.

Although certain age-grade studies have heretofore been made of Negro pupils of a local and State-wide nature, few, if any, have appeared which covered the South as a whole or any considerable portion of it. The present study, therefore, was made for the purpose of presenting a picture of the age-grade distribution of Negro pupils in rural elementary schools which are under the supervision of Jeanes teachers. A representative sampling of pupils is taken from 12 Southern States. The total group comprises 39,930 pupils from 501 schools. Table 4 shows the pupil enrollment and the number of schools for each size group represented in this phase of the study.

TABLE 4.—*Number of schools and enrollment, by size of school*

Size of school	Number of schools	Enrollment
1-teacher	290	8,482
2-teacher	164	12,945
3-teacher	30	5,102
4-or-more teacher	47	13,451
Total	501	39,980

PUPIL MORTALITY

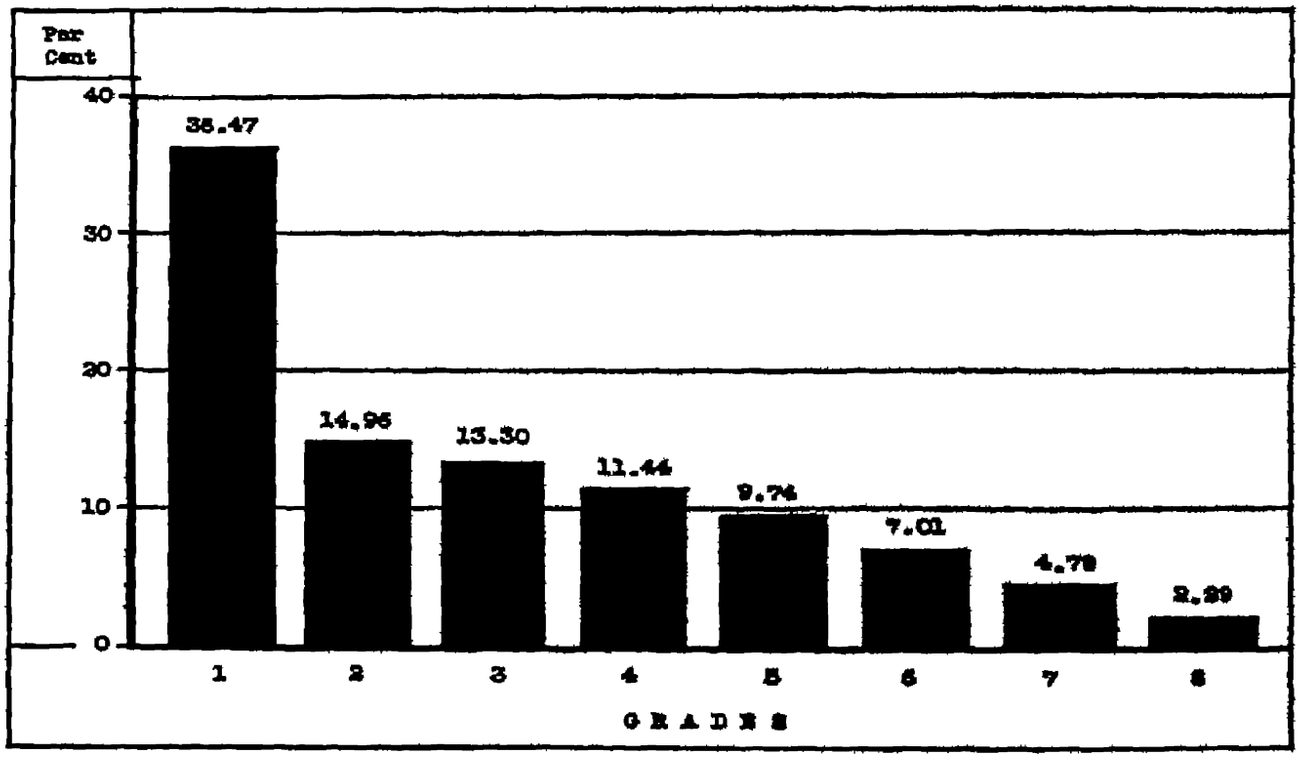
Figure 3 shows the grade distribution of 39,930 Negro pupils in rural elementary schools under Jeanes teachers. Insofar as enrollment for the year under consideration, 1930–31, is representative of a normal situation, to that extent does it show general tendencies.

The accurate way to determine pupil mortality [illegible] ages is to take the number of years covering the [illegible] period under consideration, and, beginning with [illegible] grade of the first year, calculate the [illegible]

ment bears to the next highest grade in the succeeding year; then calculate the percentage the enrollment of the second year bears to that of the third, and so on until the entire span is covered. Losses due to emigration will usually be offset by gains resulting from immigration.

Due to our inability to obtain a sufficient quantity of accurate data over a long enough period, it was not possible to determine pupil mortality as described above. However,

FIGURE 3.— PERCENTAGE OF NEGRO PUPILS ENROLLED IN EACH GRADE OF RURAL ELEMENTARY SCHOOLS UNDER JEANES TEACHERS



from the data at hand student mortality trends may be estimated.

As will be noted from the figure, more than a third of the pupils are enrolled in the first grade. The abrupt drop in enrollment from the first to the second grade may be partially accounted for by the large number of older pupils who enter the first grade, then drop out apparently never to return to school. The decline in the third, fourth, and fifth grades is fairly regular, but becomes sharp again in the sixth grade, and continues through the eighth grade. The percentages of pupils in each grade as shown here are not greatly

different from those shown in Blose's study [1] of 1,398,452 pupils in 1928. A comparison of the two studies with the percentage of grade distribution of 25,179,996 pupils for the country at large is shown in table 5.

TABLE 5.—*Percentage distribution of Negro pupils for the first eight grades, in rural elementary schools under Jeanes teachers, compared with the percentage distribution of Negro pupils in public elementary schools in 12 Southern States, and with all pupils in public elementary schools for the country at large*

Grade	Negro children under Jeanes teachers, 1930	Negro children in 12 Southern States, 1928 [1]	All children, 1928 [2]
1	2	3	4
Kindergarten or first grade	36.47	35.69	22.88
2	14.96	15.78	13.24
3	13.30	13.80	12.51
4	11.44	12.18	12.37
5	9.74	9.56	11.45
6	7.01	6.92	10.54
7	4.79	4.54	9.50
8	2.29	1.49	7.47

[1] Blose, David T. Statistics of the Negro Race, 1927–28. Washington, Government Printing Office, 1930. (U. S. Office of Education Pamphlet No. 14.)
[2] Phillips, Frank M. Statistics of State School Systems, 1927–28. Washington, Government Printing Office, 1930. (U. S. Office of Education Bulletin, 1930, No 5).

There is a tremendous waste of time, energy, and money resulting from pupil mortality. Maladjustments of individuals who leave school prematurely present problems of serious proportions.

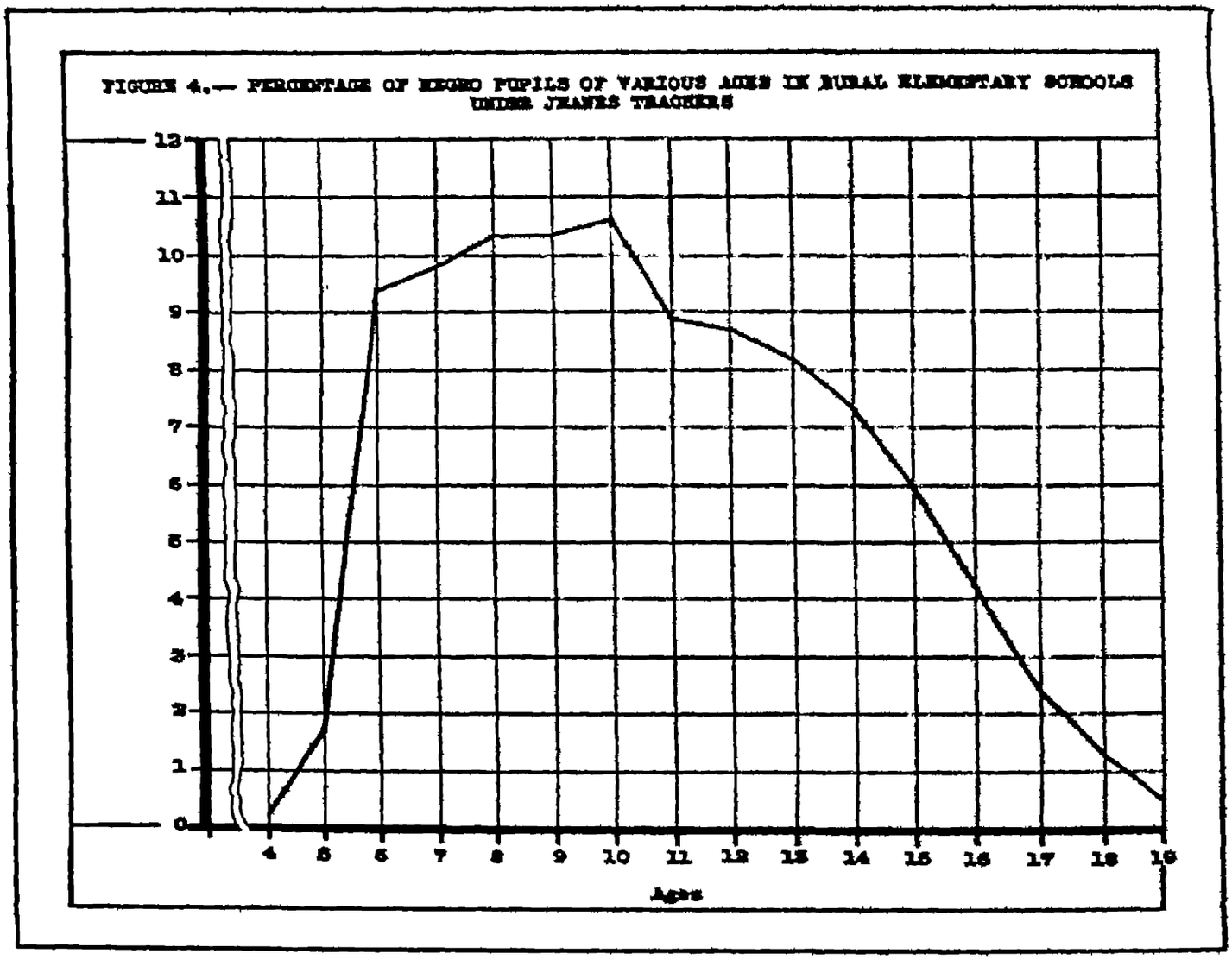
Failure of pupils to remain in school is due to many causes, some of which are inaccessibility of schools, poverty of parents, poor health, unattractiveness of the school, indifference of parents, lack of interest on the part of pupils, and lack of appeal of the program of studies. Whatever the cause may be, pupil mortality is an important consideration in the cost of education and the success of a school in realizing its objectives. Moreover, retention of pupils in school is absolutely essential to the raising of the general educational level of society. This latter point is of vital significance to the Negro. Attention has been called again and again to the enormous Negro pupil mortality and the great disproportion of numbers found in the lower grades.

[1] Blose, David T. Statistics of the Negro Race, 1927–28. Washington, Government Printing Office, 1930. (U. S. Office of Education Pamphlet, No. 14.)

ACCELERATION AND RETARDATION

To what extent do Negro children fall below the normal rate in their progress through school? How do their ages vary? What percent are retarded and accelerated?

These are some of the questions which this section of the study will attempt to answer in terms of the chronological ages of the pupils. Chronological age is recognized to be a



coarse measure of progress, but the scope of the present study did not permit the use of the finer measurements of mental age, educational age, social age, and the special-subject ages.

Data concerning the age-grade distribution of Negro pupils in rural elementary schools under the supervision of Jeanes teachers are presented in table 6 and in figures 4, 5, and 6. Figure 4 shows the percentage of pupils of a given age. The median for the entire group is 9.78 years. One-fifth, or 21.8

percent, of the 39,930 pupils enrolled in the 611 elementary schools are 14 years of age or above. The median age in years of pupils enrolled in each grade is shown below:

Median ages in eight grades

Grades	1	2	3	4	5	6	7	8
Median ages	6. 9	9. 02	10. 39	11. 69	12. 87	13. 83	14. 55	15. 33

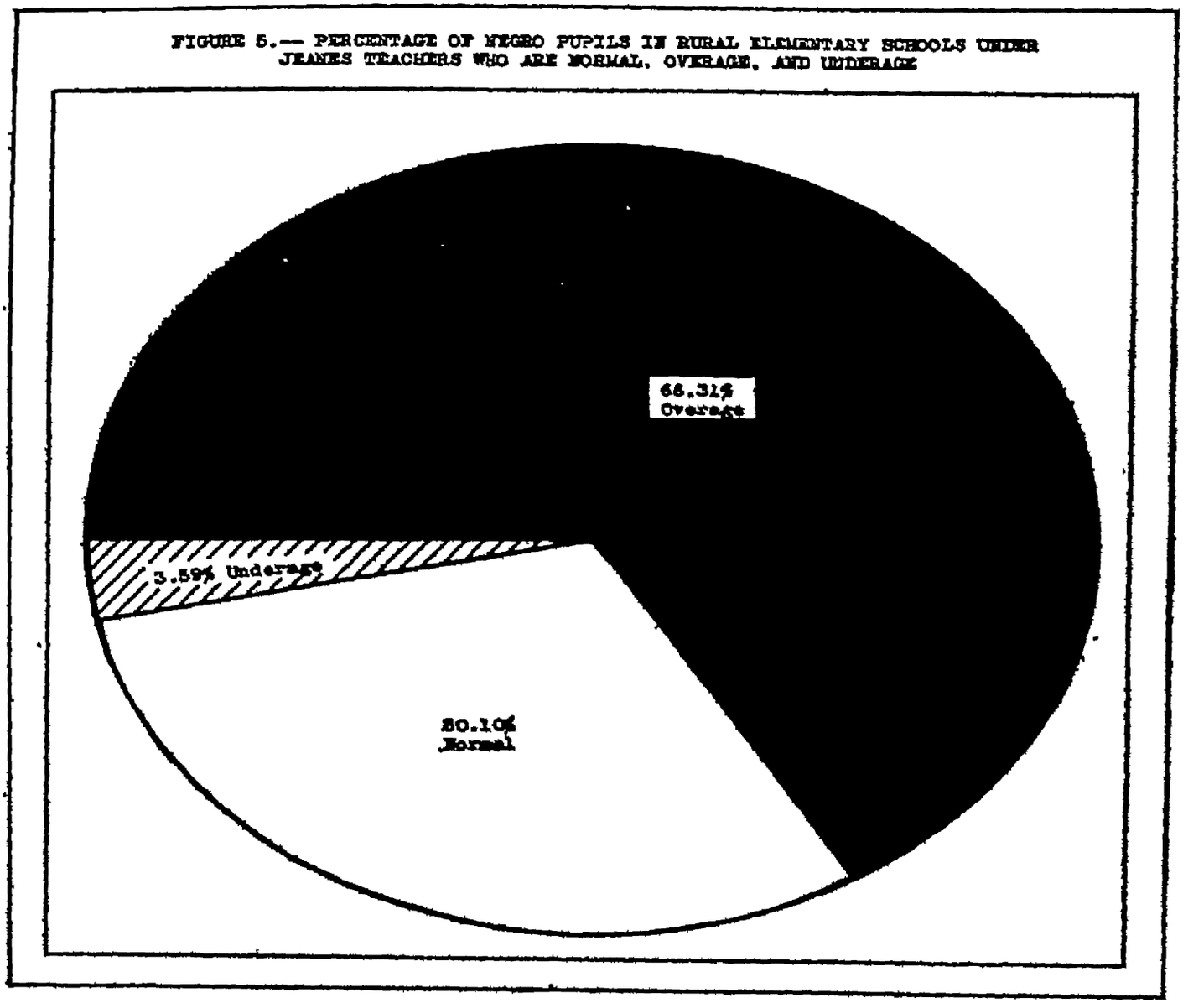
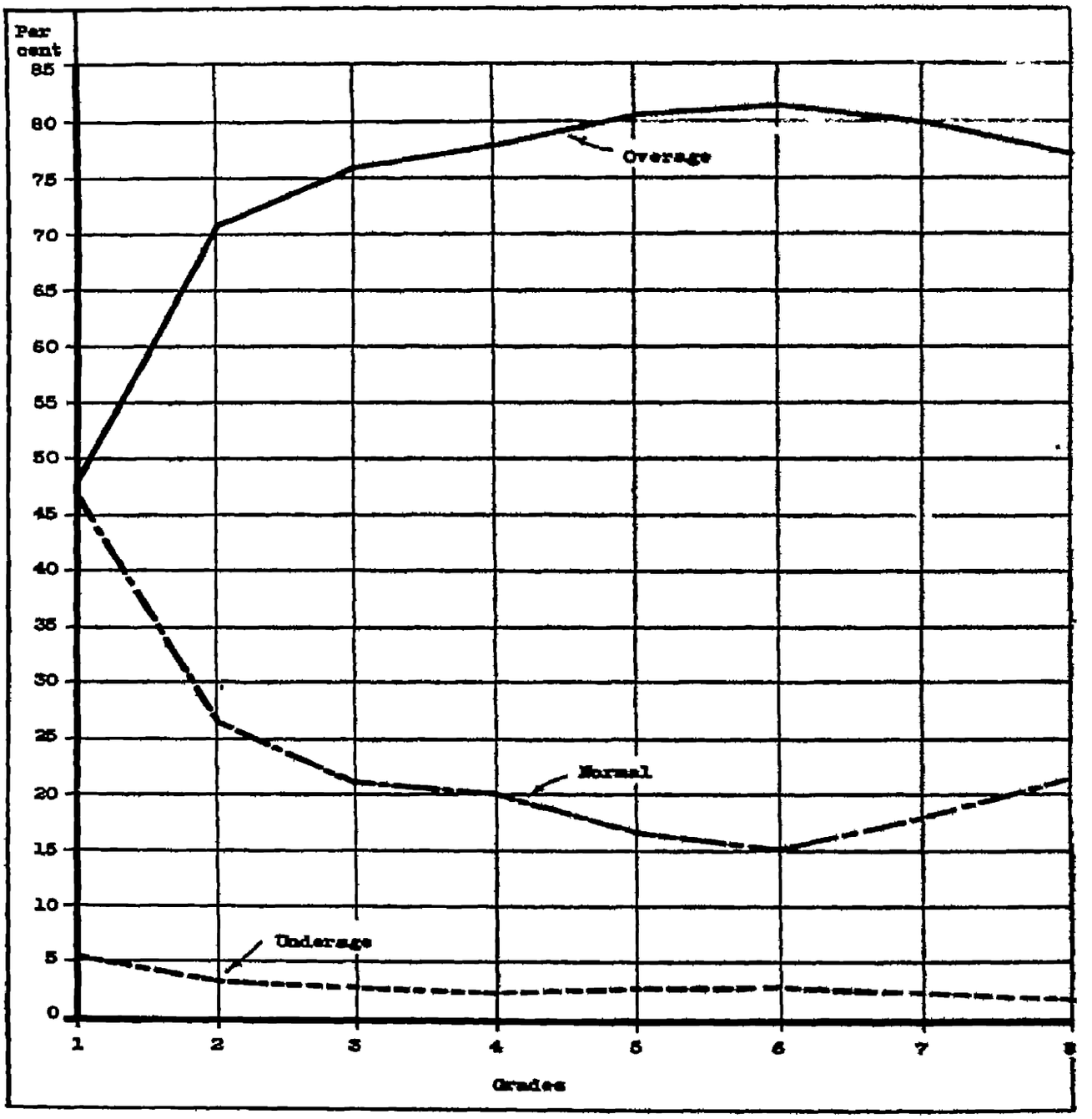


FIGURE 5.— PERCENTAGE OF NEGRO PUPILS IN RURAL ELEMENTARY SCHOOLS UNDER JEANES TEACHERS WHO ARE NORMAL, OVERAGE, AND UNDERAGE

In table 6 are set forth the ages of pupils in each grade of the elementary school. It will be noted that the proportion of pupils who are of normal age, the ages within the heavy lines, is rather small. There is a sudden drop in the percent who are of normal age in the second grade, and it continues to decrease until the seventh grade is reached, when it begins an upward movement.

Figure 5 shows the percentage of the total group who are normal, over age, and under age. That 66.31 percent are over age presents a problem of serious proportions. Only 30.10 percent are of normal age, while 3.59 percent are underage.

FIGURE 6.— PERCENTAGE OF NEGRO PUPILS IN RURAL ELEMENTARY SCHOOLS UNDER JEANES TEACHERS WHO ARE NORMAL, OVERAGE, AND UNDERAGE IN EACH GRADE



As the proportion of pupils of normal age increases, the proportion of pupils who are over age decreases. These trends are shown in figure 6, as are the percents of pupils in each grade who are under age.

TABLE 6.—*Age-grade distribution of pupils (all schools)*

Age	First grade			Second grade			Third grade			Fourth grade			Fifth grade			Sixth grade			Seventh grade			Eighth grade			Grand total			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Percent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
4	42	43	85	1	0	1																						
5	317	364	681	0	5	5																			43	43	86	0.22
6	1,772	1,776	3,548	62	113	175	1	12	13																317	369	686	1.72
7	1,668	1,609	3,277	221	288	509	39	96	135	4	7	11													1,835	1,901	3,736	9.36
8	1,381	1,219	2,600	486	580	1,066	164	204	368	27	56	83	5	5	10	0	1	1							1,932	1,971	3,903	9.77
9	953	790	1,743	567	633	1,200	340	416	756	119	170	289	37	61	98	4	1	5							2,063	2,067	4,130	10.34
10	716	453	1,169	569	509	1,078	585	531	1,116	258	368	626	71	154	225	35	41	76	1	3	4				2,045	2,071	4,116	10.31
11	403	242	645	402	327	729	423	452	875	340	401	741	165	256	421	52	85	137	13	23	36				2,155	2,059	4,214	10.55
12	245	137	382	292	248	540	387	364	751	364	401	765	276	334	610	125	166	291	56	68	124	5	9	14	1,798	1,786	3,584	8.98
13	159	88	247	286	129	329	316	303	619	334	370	704	313	355	668	188	253	441	67	151	218	24	42	66	1,750	1,727	3,477	8.71
14	70	45	115	114	78	192	213	171	384	313	278	591	321	332	653	233	306	539	135	214	349	42	85	127	1,601	1,691	3,292	8.24
15	31	14	45	62	30	92	127	96	223	219	181	400	269	311	580	190	293	483	161	240	401	65	114	179	1,441	1,509	2,950	7.39
16	9	11	20	20	18	38	54	41	95	119	80	199	184	164	348	179	244	423	141	208	349	84	126	210	1,124	1,279	2,403	6.02
17	4	2	6	10	4	14	21	16	37	49	47	96	91	91	182	108	135	243	100	126	226	63	86	149	790	892	1,682	4.21
18	1	1	2	1	0	1	10	5	15	41	12	53	37	29	66	59	54	113	75	67	142	58	63	121	446	507	953	2.39
19	0	1	1	2	1	3	4	0	4	5	5	10	22	8	30	20	27	47	27	35	62	26	22	48	282	231	513	1.28
Total	7,776	6,786	14,562	3,029	2,943	5,972	2,604	2,707	5,311	2,192	2,378	4,570	1,791	2,100	3,891	1,193	1,606	2,799	776	1,135	1,911	367	547	914	19,728	20,202	39,930	.51
Percent	39.42	33.59	36.47	15.35	14.57	14.96	13.20	13.40	13.30	11.11	11.77	11.44	9.08	10.39	9.74	6.05	7.95	7.01	3.93	5.62	4.79	1.86	2.71	2.29	100.00	100.00	100.00	
Normal	3,440	3,376	6,816	707	848	1,555	584	620	1,124	377	538	915	236	410	646	177	251	428	123	219	342	66	127	193	5,630	6,389	12,019	30.10
Percent	44.24	49.75	46.81	23.34	28.81	26.04	19.35	22.90	21.16	17.20	22.63	20.02	13.18	19.53	16.60	14.84	15.63	15.29	15.85	19.30	17.90	17.98	23.22	21.12	28.54	31.62	30.10	
Overage	3,977	3,003	6,980	2,259	1,977	4,236	2,068	1,979	4,039	1,784	1,775	3,559	1,513	1,624	3,137	977	1,312	2,289	639	896	1,529	296	411	707	13,505	12,971	26,476	66.31
Percent	51.14	44.25	47.93	74.58	67.18	70.93	79.11	73.11	76.05	81.39	74.64	77.88	84.46	77.33	80.62	81.89	81.69	81.78	82.34	78.41	80.01	80.66	75.14	77.35	68.46	64.21	66.31	
Underage	359	407	766	63	118	181	40	108	148	31	65	96	42	66	108	39	43	82	14	20	40	5	9	14	593	842	1,435	3.58
Percent	4.62	6.00	5.26	2.09	4.01	3.03	1.54	3.99	2.79	1.41	2.73	2.10	2.34	3.14	2.78	3.27	2.68	2.93	1.81	2.29	2.09	1.36	1.64	1.53	3.00	4.17	3.59	

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In an effort to compare the acceleration and retardation of Negro pupils with that of white pupils, comparisons were made with the white pupils in a wide sampling of schools in Mississippi, Texas, and Tennessee. The results of this study are shown in table 7.

Considering the table as a whole it is seen that the differences in the percentages of Negro pupils under Jeanes teachers and those in the three States who are normal, overage, and underage are very slight. Similarly, the differences between the corresponding percentages for white pupils of the three States are also slight. But marked differences are found between the whites and Negroes in the percentage of pupils who are normal, overage, and underage.

The differences between Negro pupils in the present study and white pupils of the three States under consideration are: For pupils of normal age, from 21.3 to 22.6 percent; for overage pupils, from 25.01 to 44 percent; and for pupils who are accelerated, from 3.51 to 22.01 percent, the whites, of course, having the advantage to the extent shown by the percents mentioned above.

Observation again of table 6 will indicate that the ages of pupils in each grade vary markedly. Columns 4 and 7 show that every age from 4 to 19 years and above is represented in the first two grades. Not a great many teachers have so wide a distribution of ages, but for the few who have even a range of 4 to 12 years in the first and second grades, serious problems are presented; problems which would tax the ingenuity of the best-trained teachers.

TABLE 7.—*Percentage of Negro pupils of normal age, underage, and overage in rural elementary schools under Jeanes teachers compared with Negro and white pupils in Mississippi, Texas, and Tennessee*

Pupils	Negro pupils under Jeanes teachers	Pupils [1] of Mississippi		Pupils of common-school districts of Texas [2]		Pupils of rural schools of Tennessee [3]	
		White	Negro	White	Negro	White	Negro
1	2	3	4	5	6	7	8
Number	39,930	14,475	3,439	410,720	91,484	325,103	64,830
Normal	30.10	52.1	28.4	52.7	41.0	51.4	34 2
Overage	66.31	22.3	62.2	34 0	53.6	41 3	62.3
Underage	3.59	25.6	9.4	13.3	5.4	7.1	3 3

[1] O'Shea, M. V. A State Educational System at Work. The Bernard B. Jones Fund, 1927. p. 63 ff.

[2] Texas Educational Survey Commission Texas educational survey report, vol I, Organization and Administration Austin, Tex., 1925. p 226 ff. (Data include elementary and high-school pupils for common-school districts only)

[3] Tennessee. State Department of Education. Annual report for the scholastic year ending June 30, 1930. Nashville, 1930. pp. 76–77.

Every age from 12 to 19 and above is represented in each grade of some schools. Of the 14,562 pupils enrolled in the first grade, 6,980, or 47 93 percent, are retarded. Two thousand six hundred, or 17.7 percent, are retarded 1 year; 1,748, or 12 percent, are retarded 2 years; 1,162, or 8 percent, are retarded as much as 3 years. Only 766, or 5.26 percent of the pupils in the first grade are accelerated.

Further details for each of the grades and for boys and girls separately may be observed by reference to the table.

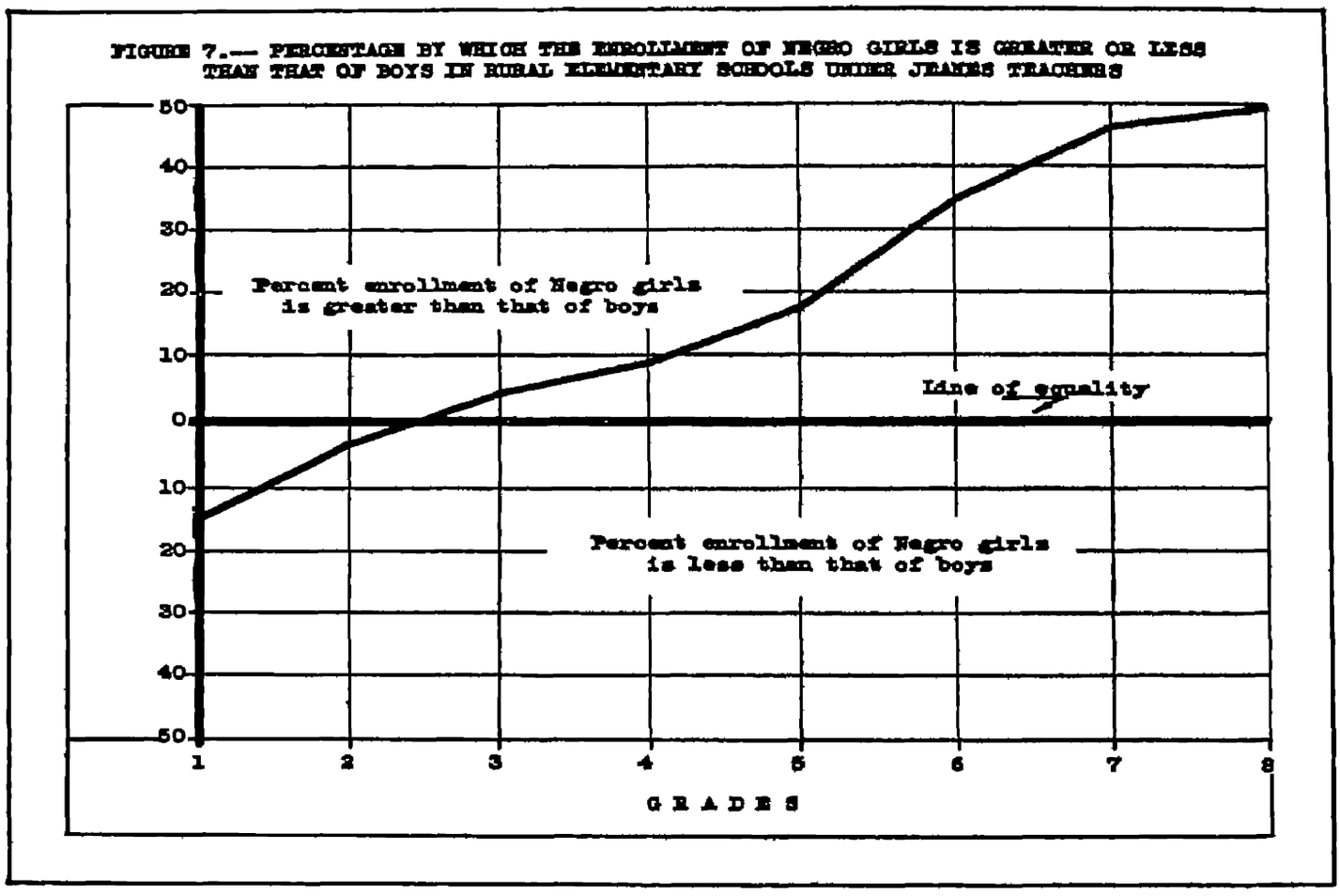
One State school official maintains that much of the retardation of pupils is due to the erroneous idea of some teachers that children should spend 2 years in the first grade. He is urging teachers not to hold pupils back, but rather to pass them on to the next grade. That the official had the support of pupils, at least, was evident in a rural school visited by the writer, who in an address, attempted to develop the idea that subjects, teachers, and materials were merely agencies in the educational process, and that there must be responsiveness and self-activity on the part of pupils. By way of reiteration he asked the question: "What are teachers for?" Quick as a flash, one little, bright-eyed, fourth-grade boy, with a broad grin, replied, "To pass you!"

There are many factors which influence the progress of children through the grades, among the most significant of which are: (1) Intelligence of pupils, (2) length of term, and recitation period, (3) attendance, (4) health, (5) adaptation of the curriculum to pupils' needs and capacities, (6) methods of teaching, (7) preparation of teachers, (8) teaching load of teachers, (9) educational facilities and equipment, and (10) the general scholastic tone of the school. Six of these factors have special pertinence to the education of colored children in the Southern States, namely, length of term and recitations, health of pupils and members of their families, preparation of teachers, teaching load of teachers, equipment and facilities, and attendance. In each of these criteria Negroes fall below the accepted norms.

As in the case of pupil mortality, the problem of retardation of Negro children is one which should be given serious attention and should be considered in light of the various factors involved.

RATIO BETWEEN ENROLLMENT OF BOYS AND GIRLS

Figure 7 shows the percent the enrollment of Negro girls is greater or less than that of boys in rural elementary schools under the Jeanes teachers. Data for the graph were obtained from the age-grade table shown in the previous section, and include 39,930 pupils. It will be noted that the enrollment of boys exceeds that of girls in the first and second grades, but beginning with the third grade the enrollment of girls exceeds



that of boys. This excess continues to grow steadily through the eighth grade.

The problem presented by this disproportion, which does not stop with the elementary school, but continues on into high school [2] and college,[3] is one of the most serious with which persons interested in Negro education must deal.

Since the number of boys and girls of school age is about equally proportioned under normal conditions, one would expect an equal proportion in enrollment. That this is not

[2] Caliver, Ambrose. Secondary education for Negroes Op. cit.

[3] ———. A Personnel Study of Negro College Students. New York, 1931, 146 pp. Teachers College, Columbia University (Contributions to education, no. 484.)

the case, however, may be due to several causes, some of which are lack of appeal of school work to boys, necessity for boys to assist on the farm and in the general support of the family, belief that schooling should lead to an academic career, and the attitude of many Negro parents that girls should be educated in preference to boys. Some of these circumstances are within the power of the individual boy to correct; others must be attacked by the parents; while still others must be remedied by employers and leaders of the community. Certainly the disproportion between enrollments of Negro boys and girls is a deficiency which is vitally affecting the social and economic future of the Negro.

CHAPTER IV : STATUS OF TEACHERS OF RURAL SCHOOLS FOR NEGROES

This chapter presents certain facts regarding the teachers of rural schools under the Jeanes supervisors. In all items except salary the data relate to teachers in 1-teacher schools and head teachers in 2-, 3-, and 4-or-more teacher schools. Although in a few instances the head teachers may not be representative of all the teachers in the schools having more than one teacher, in general their status will be about the same. This is particularly true with reference to two of the most important factors—training and experience. A study [1] of 5,000 Negro elementary teachers in the open country and villages revealed a median in years of teaching experience of 6.70 as compared with a median of 8.78 years for 511 teachers in the present study.

In the matter of training the difference between the head teachers of schools larger than 1-teacher schools and the other teachers is very slight. Liston found 4,046 teachers working under Jeanes supervisors to have a median of 4.56 years of training beyond the elementary school, while 588 teachers in the present study, 322 of whom are head teachers in 2-, 3-, and 4-or-more teacher schools, have a median of 5.14 years of training beyond elementary school. It may safely be said, therefore, that the data presented here are fairly representative of all the teachers working under Jeanes supervisors.

The topics to be discussed in this chapter are age, sex and marital status, training, experience, tenure, professional advancement, and salary.

AGE

Table 8 indicates that the teachers of schools comprising this study are relatively mature. The median age for the entire group is 31.66 years. The lower limit of the ranges increases gradually with the increase in size of school, as will be noted from the table. The median ages also increase,

[1] Calliver, Ambrose. Secondary education for Negroes. Op. cit.

but the differences are not particularly significant. According to the data at hand Negro teachers in 1-teacher rural schools appear to be older than white teachers of the same class. Of the 228 Negro teachers replying only 9, or 3.9 percent, are 20 years of age or less; Gaumnitz [2] found that 23.5 per cent of the white teachers in the 1-teacher schools in his study were less than 20 years of age.

SEX AND MARITAL STATUS

Three fourths of the teachers included in the present study are women. Half the women are married. Of the men who replied more than two thirds are married. Table 9 shows that the percentage of married teachers of both sexes increases with the size of school; similarly the proportion of men in schools under observation increases as the size of school increases.[3]

TABLE 8.—*Age of teachers by size of school*

Size of school	Median	Range	Number replying
1	2	3	4
1-teacher schools	29.61	17–65	228
2-teacher schools	31.83	19–60	153
3-teacher schools	32.11	22–62	46
4- or more teacher schools	35.60	24–69	67
Total	31.66	17–69	494

TABLE 9.—*Sex and marital status of teachers by size of school*

Size of school	Male			Female		
	Single	Married	Total	Single	Married	Total
1	2	3	4	5	6	7
1-teacher.						
Number	12	20	32	118	109	227
Percent	37.5	62.5	12.4	52.0	48.0	87.6
2-teacher:						
Number	10	17	27	58	54	112
Percent	37.0	63.0	19.4	51.8	48.2	80.6
3-teacher:						
Number	11	13	24	13	15	28
Percent	45.8	54.2	46.2	46.4	53.6	53.8
4-or-more teacher						
Number	9	40	49	3	13	16
Percent	18.3	81.7	75.4	18.7	81.3	24.6
Total:						
Number	42	90	132	192	191	383
Percent	31.8	68.2	25.6	50.1	49.9	74.3

[2] Gaumnitz, W. H. Op. cit.

[3] Because many of the teachers reported here are head teachers or principals the ratio between men and women for the 3- and 4-or-more teacher schools will probably not be maintained for the teachers in general.

TRAINING OF TEACHERS

Of the 611 teachers replying to the question on degrees earned, 67, or 10 9 percent, had college degrees, the percent holding such degrees increasing with the size of school. Nineteen and 41 percent, respectively, of the teachers of the 3- and 4-or-more teacher schools hold degrees, as compared with 6 and 3 percent, respectively, of teachers of 1- and 2-teacher schools. One teacher holds a master's degree and two hold degrees other than bachelor's or master's.

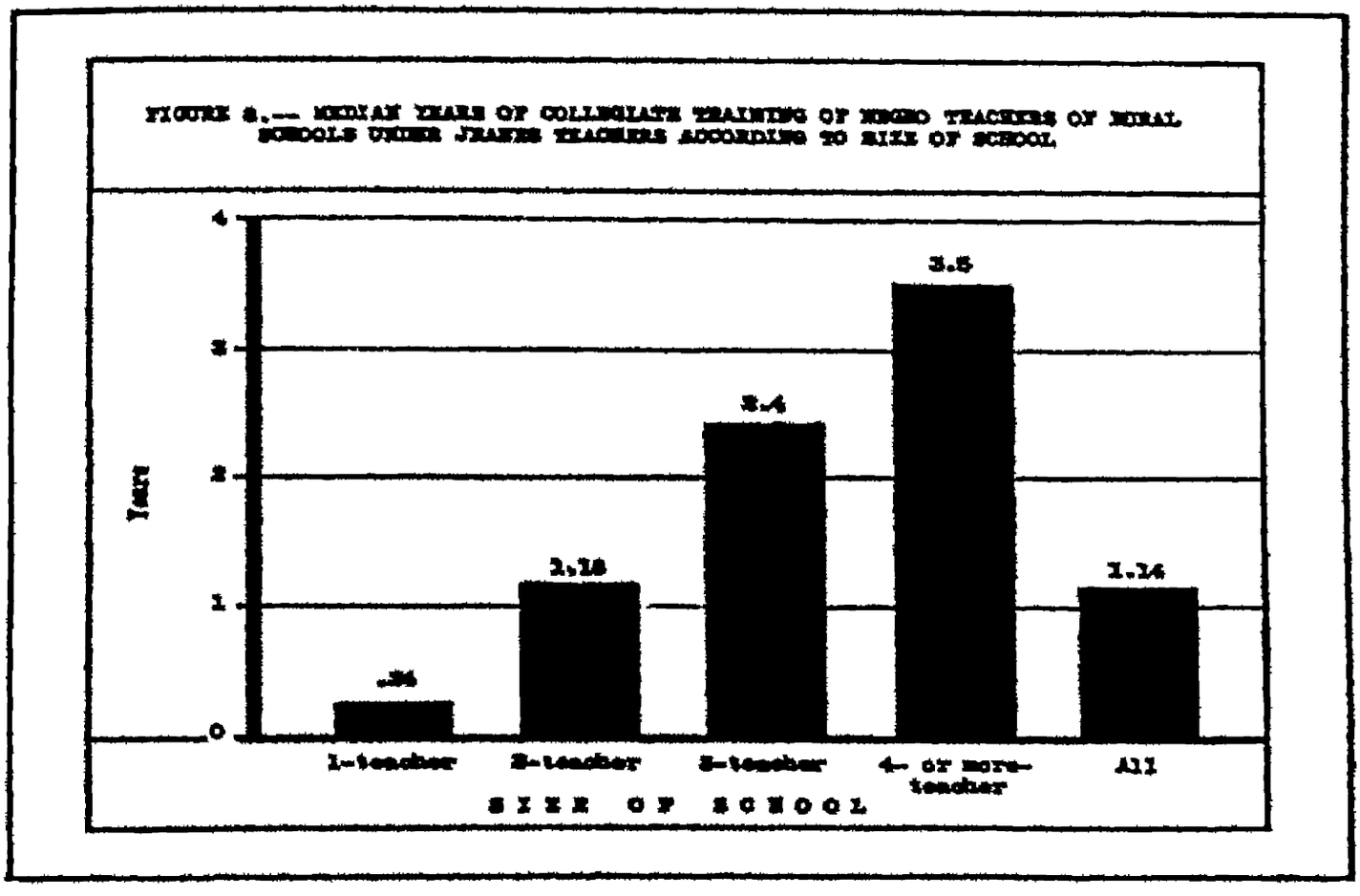
Table 10 shows the percent of teachers in schools under Jeanes supervisors having a given amount of training in terms of years of school attendance. Of the 588 teachers replying 29.41 percent had 4 years or less of high-school training, which means that more than two thirds had some college experience. For the white teachers of the 1-teacher schools Gaumnitz found 44.2 percent having 4 years or less of high-school training. He found a corresponding percent for colored teachers to be 75.3 In the present study the percent of teachers in 1-teacher schools with 4 years or less of high-school training more nearly approximates that of the white teachers of the 1-teacher schools in Gaumnitz's study, their respective percentages being: White, 44.2; Negro, 42.1; and their medians in years of training beyond elementary school being 4 years and 2 months for both white and colored. This close correspondence of the training of white and colored teachers in 1-teacher schools is probably an indication that the colored teachers constitute a selected group; or that the small number of teachers involved in the present study may be a factor tending to make the median unreliable.

TABLE 10.—*Highest level of training of teachers*

Level of training	Number	Percent
Less than 4 years of high school	62	10. 54
4 years of high school only	111	18. 87
6–12 weeks of college	84	14. 28
One half year of college	23	3. 91
1 year of college	97	16. 49
2 years of college	105	17. 85
3 years of college	27	4. 59
4 years of college	62	10. 54
1 year of graduate work	9	1. 53
2 years of graduate work	3	.51
3 years or more of graduate work	5	.85
Total	588	
Median	1 14 years of college	

The median years of college training of Negro teachers who are working under the Jeanes teachers included in this study according to size of school is shown in figure 8.

Detailed analysis of the data shows that in the 1-teacher schools, 2 out of 5 of the teachers have 4 years or less of training of high-school grade. The corresponding ratio for 2-teacher schools is 1 out of 4. Of the teachers in the 3-teacher and 4-or-more teacher schools approximately only 1 out of 10 has 4 years or less of high-school training. Seven-



teen of the 588 teachers responding have some training on the graduate level.

The problem of upgrading and certification of Negro teachers commands attention. Aside from the mere amount of formal training which a teacher has had, there looms the problem of the actual mastery of the subject matter to be taught. The seriousness of this problem is illustrated by a case which came under the observation of the writer: The teacher, a woman about 50 years of age, had an attendance of approximately 60 pupils distributed over grades 1 to 7. Upon the occasion of our visit she was teaching sixth-grade

arithmetic. A boy was explaining a problem in decimals which he had worked on the blackboard. He was about to straighten out an error which he had made when the teacher interfered, took up the explanation, and went farther astray than had the boy, and became inextricably entangled.

Pupils of this teacher and of others like her will eventually become teachers with very little more training than can be obtained in their local schools. This vicious circle is being perpetuated by the poor preparation and often lax certification of Negro teachers in rural communities.

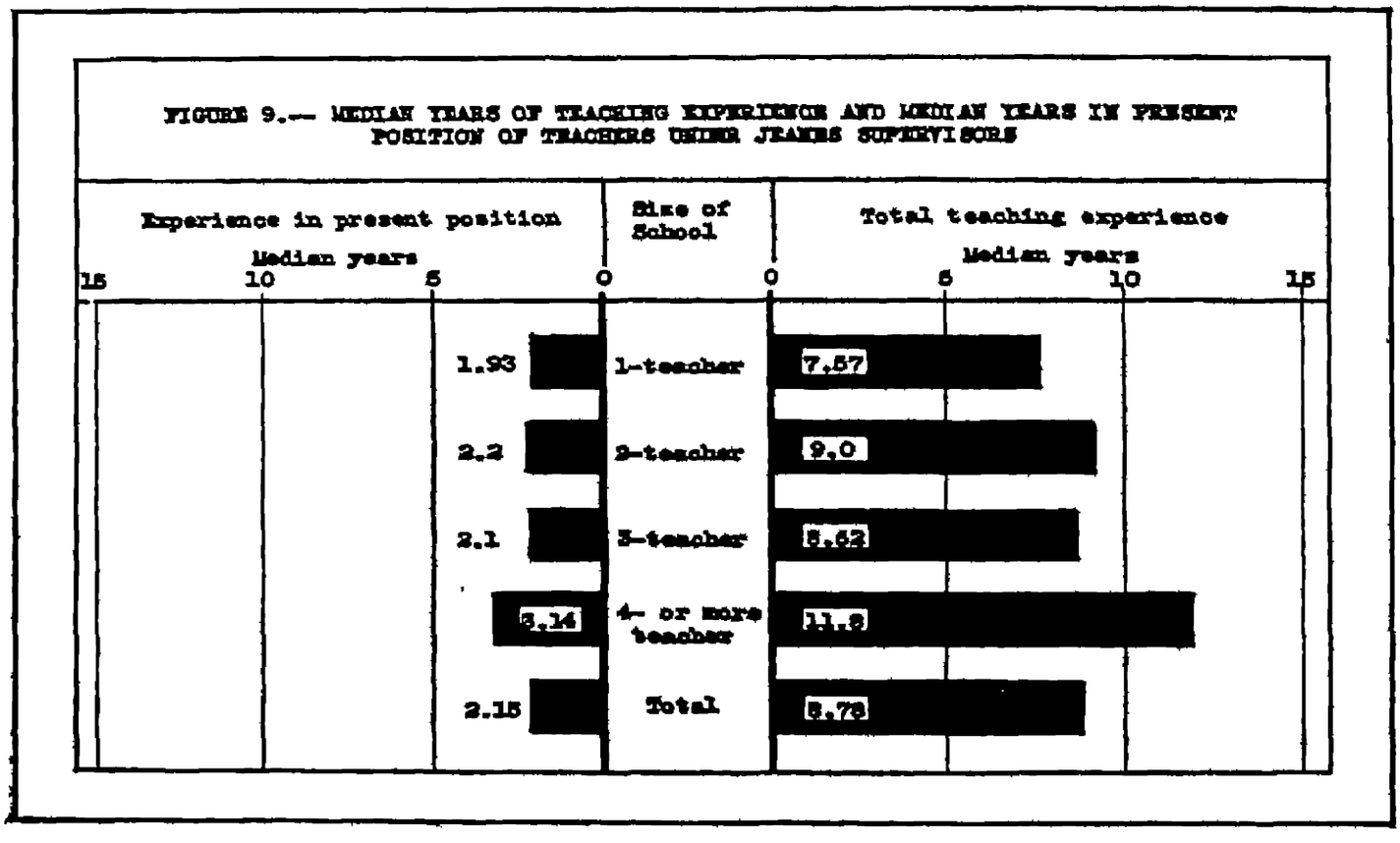


FIGURE 9.— MEDIAN YEARS OF TEACHING EXPERIENCE AND MEDIAN YEARS IN PRESENT POSITION OF TEACHERS UNDER JEANES SUPERVISORS

The principal of a county training school remarked to the writer that one of his greatest difficulties is that of securing teachers with a rural point of view and *a thorough grounding in the fundamentals.*

EXPERIENCE

Facts relating to the median years of experience of teachers according to size of school are shown in figure 9.

Both the present study and the findings of a previous investigation [4] show that Negro teachers and principals have

[4] Caliver, Ambrose. Secondary education for Negroes. Op cit.

a greater amount of educational experience than do white teachers and principals. While experience is an important asset, in considering the apparent favorable position held by Negroes in this regard, it should not be allowed to assume disproportionate weight, for educational growth does not always follow educational experience. One important element which should be considered in this connection is the limited field open to Negroes in the pursuit of a career. This fact tends to keep in the teaching profession many Negroes who, if vocational opportunities were less restricted, might change their occupation.

TENURE

The constant and high turnover of the teaching personnel found in many school systems is a matter which gives the officials much concern. Figure 9 (which also gives data concerning tenure) reveals a situation which may counteract the possible good that accrues from experience. It shows the median number of years teachers have been in their present positions by size of school.

While a few teachers have retained their present positions for a number of years, the majority can claim a tenure not exceeding 3 years. Two head teachers have been in their present positions between 31 and 35 years, while one remained more than 35 years. On the other hand, 258 or 47.7 percent of the 540 replying had been in their present positions 2 years or less. If the facts for the year 1930–31 can be assumed to indicate tendencies it may be said that slightly more than half of the Negro teachers of rural schools under the Jeanes teachers change their positions every 2 years.

PROFESSIONAL INTERESTS

In an effort to secure information concerning the professional interest of teachers they were asked to indicate the number and kind of meetings they had attended during the past three years, and the number and kind of journals they read regularly. Tables 11, 12, and 13 show the results of this inquiry.

TABLE 11.—*Number and percent of meetings attended by teachers*

Number of meetings	Teachers attending	
	Number	Percent
1	154	43.5
2	113	31.9
3	58	16.3
4	8	2.2
5	8	2.2
6 or more	13	3.6
Total	354	[1] 1.9

[1] Average.

TABLE 12.—*Kinds of meetings attended by teachers*

Kinds of meetings attended	Teachers	
	Number	Percent
State	223	68.4
County	178	54.6
National	23	7.0
District	35	10.7
Other	54	16.5
Number replying	326	.....

TABLE 13.—*Kinds of magazines read by teachers*

Kinds of magazines read	Teachers	
	Number	Percent
Plans and methods—Primary and elementary	444	98.0
Magazines having educational value	270	59.60
Journals and organs of educational associations	127	28.03
Miscellaneous	47	10.59
School life	3	0.66
Number replying	453	.....

NUMBER OF MEETINGS ATTENDED

Table 11 shows the number and percent of teachers attending a given number of meetings. Detailed analysis of the facts from which this table is drawn shows that the largest percent (54.4) of teachers who attended only *one* meeting were from 1-teacher schools; the smallest percent (18.7) were from 4-or-more teacher schools. The converse is true with reference to the percent of teachers attending two meetings. For the 1-teacher group it is 20.6; and 40.6 for the 4-or-more

teacher group. According to the analysis here presented it is clear that if the number of meetings attended may be taken as a criterion, the teachers of the 4-or-more teacher schools exhibit a more professional attitude than teachers of the smaller schools.

KINDS OF MEETINGS ATTENDED

Frequently the kinds of meetings of educational organizations which one attends are more valuable than the mere number attended. It would be of interest to analyze the nature and character of the meetings reported on by teachers in this study. Since, however, data were not gathered on these points we shall present here only the kinds of meetings in terms of the geographical boundaries which they represent.

As shown in table 12, five kinds of organizations are listed, namely, national, State, district, county, and other. This inquiry was answered by 326 teachers, the largest number of whom attended meetings of State-wide organizations, the next in order of popularity being meetings of county organizations.

Similar to results found in the section just preceding, the teachers of 4-or-more teacher schools surpass those of the other size groups in the percent who attend meetings of the various kinds. This advantage is particularly pronounced in the matter of national meetings.

NUMBER AND KIND OF MAGAZINES READ

Our data show that for the group as a whole, 1 out of every 4 teachers reads only 1 journal; nearly a third read 2; and 1 out of every 4 reads as many as 3. Only 35 percent of the teachers of 1-teacher schools read 3 or more magazines as compared with 60 per cent of those of the 4-or-more teacher schools.

Again, as in the case of the meetings, it may be said that the kind of magazines read is of infinitely greater importance than the number. Table 13 lists the journals read by teachers into five catagories. First, those having to do with methods and plans in primary and elementary education, including such journals as The Instructor, Grade Teacher, and Primary Education; second, journals and organs of educational associations; third, School Life, the official organ of the United States Office of Education; fourth, magazines of a general

nature having some educational bearing, such as Correct English, Good Housekeeping, The Progressive Farmer, and the Pathfinder; and finally a miscellaneous group.

As is to be expected, the journals bearing directly on the technical work of the school are read by the largest number. Ninety-eight percent of the teachers read some journal belonging to group 1. Further details may be observed by reference to the table.

Among the many factors entering into the professional advancement of school teachers and administrators none is of greater importance than the out-of-school interests as revealed by the number and kinds of educational meetings attended and the number and kinds of journals read. No educator can hope to grow professionally and find a continuing appreciation for his vocation year by year unless he enriches his own thinking through contact with others interested in common problems and informs himself on the newer ideas and trends in his work through the literature of the field.

In general, it may be concluded from the evidence here presented that Negro teachers under Jeanes supervisors, when their circumstances are considered, are endeavoring to advance themselves professionally.

SALARY OF TEACHERS

Table 14 and figure 9 present facts on salaries of 1,157 Negro teachers of rural schools under Jeanes supervisors.

There are several important features about the table worthy of note: The extremely low minimum and maximum salary range; the large percent of teachers who receive salaries in the lower ranges; and the small percent who receive salaries in the higher ranges. One out of every four teachers receives an annual salary of $300 or less. Another fourth, approximately, receives between $300 and $400 a year. More than 70 percent are paid a salary of $500 or less; only 7 percent receive as much as $700.

Differences between salaries of teachers of schools of various sizes are not especially great. However, some increase may be noted by reference to table 14, in proceeding from the smaller to the larger schools.

Of the 304 teachers receiving annual salaries of $300 or less, 31 percent belong to the 1-teacher schools and 34 percent belong to the 2-teacher schools. Of those receiving salaries in the higher ranges of $700 and above, all except 9 (89 percent) belong to the 3- and 4-or-more teacher schools.

The Negro teachers of the 1- and 2-teacher schools in the present study receive higher salaries than the Negro teachers in the 1- and 2-teacher schools of the Gaumnitz [5] study, the medians for his 1- and 2-teacher schools, respectively, are $314 and $352 as compared with $346 and $360 for those in the present study.

FIGURE 10.— PERCENTAGE OF NEGRO TEACHERS UNDER JEANES SUPERVISORS WHO RECEIVE SALARIES WITHIN GIVEN CLASS LIMITS (527 CASES)

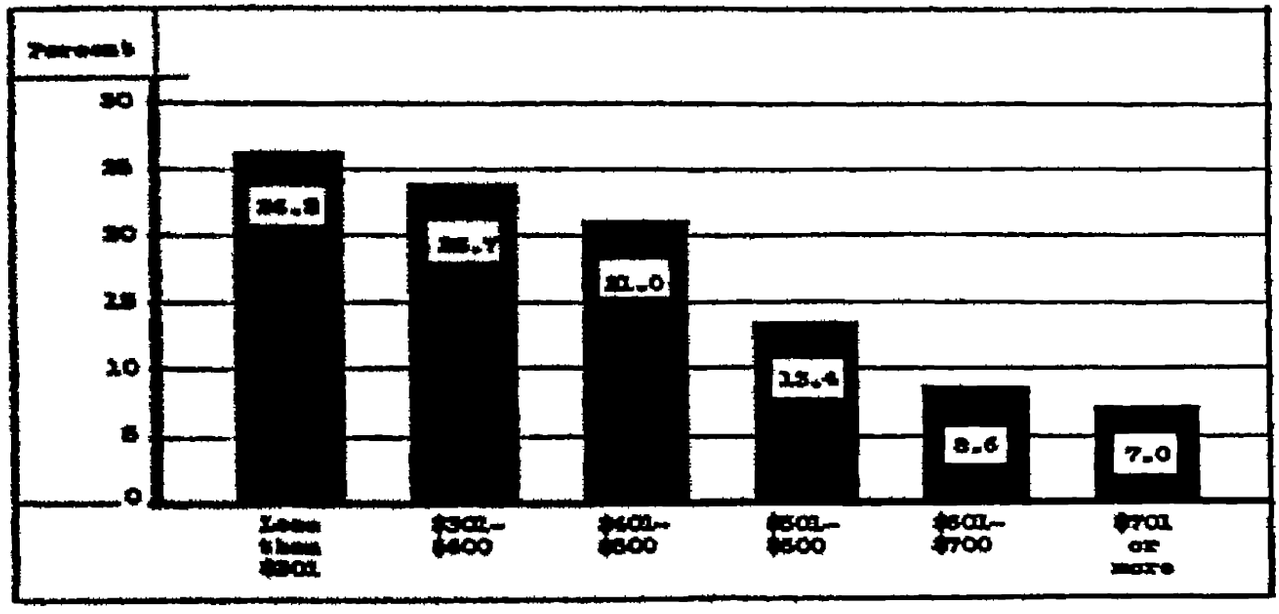


TABLE 14.—*Annual salary of teachers by size of school*

Salary	1-teacher	2-teacher	3-teacher	4- or more teacher	Total	Percent
1	2	3	4	5	6	7
$200 or less	63	53	20	16	152	13.1
$201–$300	32	53	17	51	152	13.1
$301–$400	66	96	30	82	274	23.7
$401–$500	25	79	49	80	243	21.0
$501–$600	30	22	23	80	155	13.4
$601–$700	17	20	14	48	99	8.6
$701 or more	6	3	7	66	82	7.1
Total	249	325	160	423	1,157	100.0
Median	$346	$360	$429	$478	$400	

[5] Gaumnitz, W. H. Op. cit.

Although, according to our evidence, the Negro teacher under Jeanes supervisors are slightly favored in the matte of salaries when compared with Negro rural teachers for th country as a whole, their salaries are still far below those o the white rural teachers. Gaumnitz found a median salary of $883 and $881, respectively, for white teachers of the 1-teacher and 2-teacher schools. This is more than twice the salary received by Negro rural teachers of the same size of schools. The median salaries for white teachers of the 3-or-more teacher schools in the open country and in villages or towns, respectively, are $1,022 and $1,174 (1929–30).

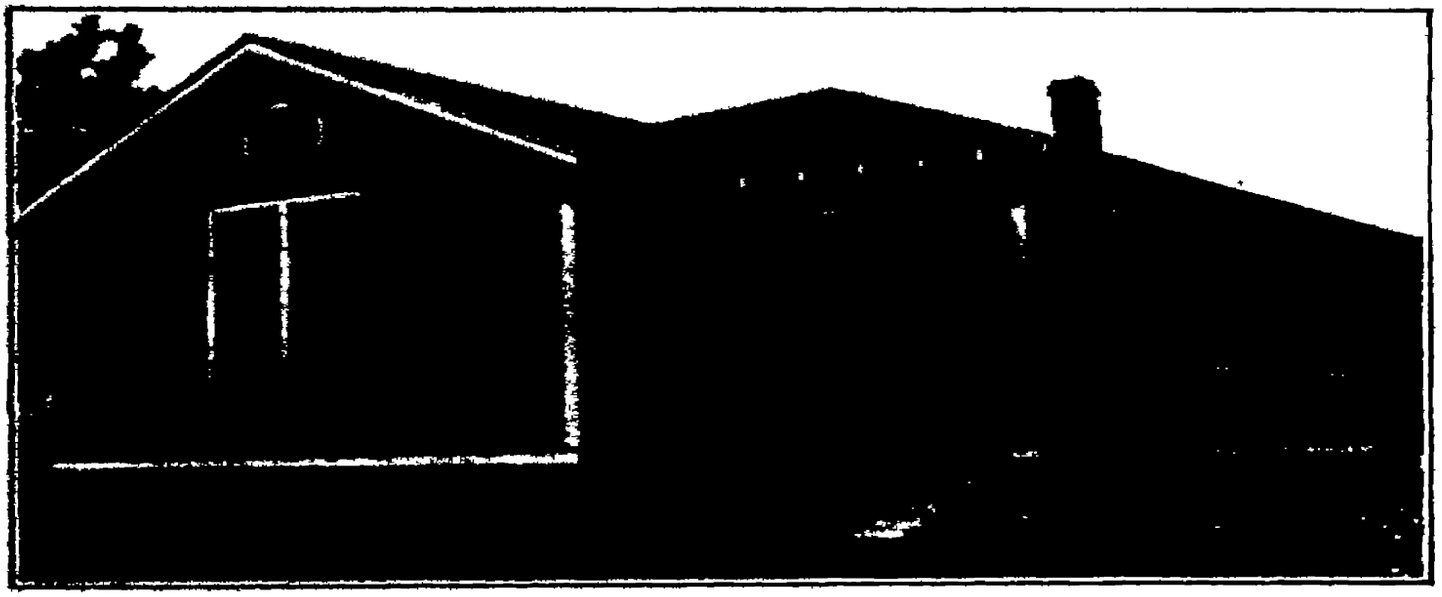
The average Negro rural teacher, after paying her room and board, has a very small balance out of which she must buy her clothes, shoes, books and magazines, and other incidentals, pay her railroad fare, and provide for the 6 or 7 months in which she is not teaching.



TYPICAL 1-TEACHER SCHOOL.



ANNEX FOR THE FOURTH AND FIFTH GRADES



A ROSENWALD SCHOOL.







PICAL OF IMPROVED SCHOOLS RESULTING FROM ACTIVITIES OF JEANE TEACHERS.

CHAPTER V

ADMINISTRATIVE AND SUPERVISORY PRACTICES IN RURAL ELEMENTARY SCHOOLS FOR NEGROES

This section will treat the following topics: Permanent records, promotion, use of psychological and standardized tests, provision for individual differences, supervisory visits, and the library.

PERMANENT RECORDS

Unfortunately data were not available in this study to permit a report on more than the form in which records are kept. The fact that only 287 teachers replied to this inquiry indicates that probably the majority of the remaining 324 teachers kept no permanent records at all. While in no wise condoning this deficiency, in all fairness it should be said that the following factors in the rural educational situation among Negroes make it difficult to improve record keeping: (1) Lack of continuity of tenure of teachers; (2) lack of equipment and facilities for keeping records; and (3) lack of time on the part of teachers due to overcrowded schedules.

TABLE 15.—*Methods used for keeping permanent records*

Method used	Teachers using	
	Number	Percent
Card system	39	13.5
Bound volume	184	64.1
Loose leaf	19	6.8
Other	48	16.7
Total	[1] 287	

[1] 53 percent did not reply.

Table 15 shows the facts regarding this phase of the study. The bound volume seems to be preferred by those keeping permanent records. The differences between schools of the various size groups are not sufficient to mention here in detail.

TABLE 17.—*How pupils make up failures*

Method	Number	Percent
Examination	56	17.2
Summer school	35	10 8
Reviews and tests	6	1.8
Night school	4	1 2
Individual instruction	23	7 0
Repeating subject	95	29 3
Extra work outside of school hours	102	31 4
Special classes	13	4 0
Other	28	8.6
Number replying	324	

The only method in which there is a significant difference between the percentage of schools in the various groups using it is in the case of "individual instruction." This method is used by 15.3 percent of the 4-or-more teacher schools as compared with 11.1 for the 3-teacher, 1.8 for the 2-teacher, and 7.2 for the 1-teacher schools.

Perhaps the greatest single waste in our entire school system is due to pupil failures. It has been estimated that for the country as a whole approximately a fourth of the pupils fail each year. While the money and time lost due to these failures, and to the consequent repetition of work are considerable, amounting to millions of dollars, and an aggregate of many years, these are by no means the most disastrous results. The most serious consequences have to do with the less tangible factors, such as "failure complex" on the part of the pupils and its concomitant general maladjustments which diffuse themselves through the whole life of the pupil and frequently result in repercussions in later life.

It is heartening to note the extent to which new techniques and procedures of student personnel research and administration are gaining recognition among school people. It is in this innovation that educators hope to find a remedy for evils entailed in pupil failures.

OBJECTIVE TESTING

Psychological examinations.—A total of 88 teachers reported some use of psychological examinations. Purposes for which results of these examinations are used are shown in table 18. The greatest number used them for grade

The writer found one school in a small village which he visited that had a personnel record of its pupils from the first grade through the high school. Plans were being made to install the personnel record card devised by the American Council on Education.

PROMOTION

In addition to scholastic grades there are a number of factors which determine whether or not a pupil passes from one grade or subject to the next higher. The number and influence of these factors vary with different teachers and schools. Among those commonly considered, the following were listed by 379 teachers as conditioning the promotion of their pupils: Age; general ability or average in all subjects; time spent in grade; reviews, tests, and monthly examinations; daily recitations; conduct; daily attendance; effort; and a few miscellaneous factors.

The percentage of teachers reporting each of the factors named may be seen by reference to table 16. Only totals are shown here as the differences between the percent of schools of the various sizes making use of the several factors are very slight.

In order to ascertain the measures provided to assist pupils in making up the work in which they had failed teachers were requested to list such means as they use for the purpose. Table 17 shows the answers to this question. The means most frequently mentioned by the 324 teachers replying was "extra work outside of school hours," which was indicated by 102, or 31.4 percent. The means receiving the next highest frequency of mention was "repeating subject" (29.3 percent).

TABLE 16.—*Factors conditioning passing*

Factor	Number	Percent
Age	34	8.9
General average or ability in all subjects	82	21.6
Time spent in grade	27	7.1
Reviews, tests, monthly examinations	64	16.8
Daily recitation	90	23.7
Conduct	59	15.5
Daily attendance	124	32.7
Miscellaneous	55	14.5
Effort	36	9.4
Number replying	379	

assignment, the percent being 34; while 25 percent used them to ascertain the mental ability of pupils. The greatest difference between the schools of the various size groups in the use made of the results of psychological examinations is in the matter of grade assignment; the two larger sized groups of schools surpass the two smaller groups in this regard. Their respective percentages are for the 1- and 2-teacher schools, 25; for the 3-or-more teacher schools, 47.

Standardized tests.—The use of standardized tests was reported by 119 teachers. Uses made of the results of these tests together with the percent of teachers reporting them are shown in table 19. Detailed study of the data from which this table is made shows that only 15 percent of the 1- and 2-teacher schools use the results of standardized tests for remedial work, while this use is employed by 40 percent of the 3-or-more teacher schools.

TABLE 18.—*Use made of results of psychological tests*

Use	Teachers using	
	Number	Percent
Guidance	12	13.6
Assignment of grade	30	34.0
Promotion	5	5.6
To determine general knowledge	3	3.4
Ascertain weak points	6	6.8
To ascertain mental ability	22	25.0
Other	22	25.0
Number replying	88	

TABLE 19.—*Use made of results of standardized tests*

Use	Teachers using	
	Number	Percent
For placement	12	10.0
Subject-matter adaptation	18	15.1
To grade or promote	30	25.2
Comparative purposes	20	16.8
Remedial work	28	23.5
Individual attention	1	.8
Test general ability or knowledge	16	13.4
Other	20	16.8
Number replying	119	

Individual differences.—Objective tests have been most helpful in discovering individual differences among pupils.

One hundred and fifty-five teachers responded to the inquiry concerning individual differences and listed the provisions they made for them. The extent to which the schools included in the present study have made provision for these differences is shown in table 20.

Although the use of quantitative data resulting from objective testing has increased at a very rapid rate during the past decade there is still room for improvement. The lack of knowledge possessed by a few teachers concerning some of the newer educational devices is illustrated by the following reply: In answer to the question on the inquiry form, "Do you have any provisions to take care of individual differences of pupils in your school?" one teacher replied, "Yes; among the trustees, patrons, and pupils we settle all differences." It is encouraging, however, to observe the entrance, even on a small scale, of these modern procedures into the list of administrative practices in use by Negro rural school teachers as shown by our data. It is of particular significance to note the extent to which the larger sized schools surpass the smaller ones in the employment and use of these devices.

TABLE 20.— *Teachers making provisions for individual differences*

Provision	Teachers	
	Number	Percent
Grouping and sectioning	38	24.8
Adapting course and methods	24	15.4
Supervised study	1	.6
Increased load	22	14.1
Extra time	39	25.1
Individual help	27	17.4
Social recognition	3	1.9
Other	15	9.6
Number replying	155	

SUPERVISION

As has frequently been said, the most acute problem in the education of children in rural areas is that of supervision. This problem is accentuated in the case of Negroes. Practically the only supervision received by them comes from the Jeanes supervising teachers. The Florida Educational Survey Commission, in commenting on Negro education, said:

Outstanding among the conclusions at which one must arrive regarding Negro education in Florida is the fact that conditions are what can

be best termed "spotty." In other words, in one county conditions approaching a somewhat satisfactory state may be found, while in the next county the most backward and deplorable condition will exist. Furthermore, even in the same county two neighboring schools may be almost as different as ratings of good and bad would indicate. One is forced to the conclusion that these "spotty" conditions are in a large measure due to lack of effective supervision, State and local.[1]

In table 21 are contained data for 76 Jeanes teachers who cooperated in this study with regard to the number of visits made to the 611 schools. Information is also included on county superintendents. This table reveals that 326 schools during the school year 1929–30 received a total of 524 visits from Jeanes teachers. It can be easily understood how difficult it would be for Jeanes teachers to visit their schools more frequently when it is remembered that each Jeanes teacher has under her supervision an average of 33 schools, 49 teachers, and 1,737 pupils.[2] Some of them have under their supervision as many as 75 to 90 schools, enrolling more than 10,000 pupils.

TABLE 21.—*Number of visits per month made by Jeanes supervisors and county superintendents*

Schools		Jeanes supervisor			County superintendent		
Size	Number	Schools visited	Percent of total	Number of visits	Schools visited	Percent of total	Number of visits
1	2	3	4	5	6	7	8
1-teacher	278	146	56.11	196	32	11.50	38
2-teacher	193	97	50.25	167	21	10.86	23
3-teacher	59	36	61.01	64	11	18.64	11
4- or more teacher	81	47	58.02	95	16	19 75	20
Total	611	326	53.35	524	80	13.09	92

The average number of visits paid to schools by Jeanes teachers rises as the size of school increases. The most significant feature about table 21 is the fact that only 80 teachers reported any visits from the county or district superintendent. One teacher claimed that the county superintendent had not visited her school in 9 years, while some in other counties reported 2 or 3 visits a year from the superintendent.

[1] Florida. Educational Survey Commission. Official Report. Apr. 2, 1929. Tallahassee. p. 372.

[2] Liston, Hardy. Op. cit.

In a recent study of the supervision of high schools for Negroes [3] it was found that schools in rural areas received fewer visits from supervisory officers than did schools in urban centers. Thus, those schools which need the most supervision, because of the inadequate preparation of their teachers and other disadvantages, received the least.

LIBRARY

On account of recent changes in educational theory and practice, schools are becoming increasingly dependent upon libraries. Table 22 shows that the library facilities for Negro children in rural areas are very meager. However, better prepared teachers, more modern teaching methods, and stimulation and aid from State and other agencies are beginning to have an influence in improving the school library situation for colored children.

TABLE 22.—*Library books*

Size of school	Average volumes per school	Schools replying
1-teacher	69	43
2-teacher	48	59
3-teacher	55	22
4-or-more teacher	117	46
Total	74	170

Table 22 shows the average number of books per school for each size group. The advantage held by the 4-or-more teacher schools over the smaller schools in most of the other school factors considered is maintained in the matter of average number of library books per school.

Two observations should be made with reference to this table. First, these schools, being under Jeanes teachers, probably represent better practices than would be found in the general run of Negro rural schools. Consequently, the showing made here, small though it is, is probably not representative of the general situation. Second, the value of a library lies not so much in the number of books as in the kind and accessibility. A detailed study of these factors, which is beyond the scope of the present study, would yield valuable information. One ingenious principal, unable to

[3] Calliver, Ambrose. Secondary education for Negroes. Op. cit.

secure a library room for his school, solved his problem. In order to make the books the school possessed accessible to the pupils, he converted part of the balcony of his auditorium into a library. This temporary arrangement, with its mezzanine effect, presented a very good appearance.

In this connection it is encouraging to note the aid to the library movement which the Rosenwald Fund has furnished. In the Annual Report of the Foundation for 1929,[4] the president outlined the activities of the fund in furnishing library facilities for rural schools and suggested the type of cooperation which would be given.

[4] Embree, Edwin R., Julius Rosenwald Fund. Report for the year 1929. Chicago, Julius Rosenwald Fund.

CHAPTER VI : BUILDINGS AND EQUIPMENT

Few phases of education of Negroes in rural communities have made greater progress than schoolhouse planning and erection. Receiving impetus from the Rosenwald Fund, the movement has grown until the amount of money spent for the erection of school buildings, while relatively small in comparison with the need, has reached large proportions. Much space could be devoted to the subject of lack of schoolrooms and inadequate buildings and equipment for colored children in rural communities. While quantitative data of a national scope bearing on this situation for the present year are not available, it is generally known that schoolhouses for Negro children in most of the rural areas of the South are in a bad state of repair, to say the least. The extent of aid by the Rosenwald Fund in providing more and better school buildings for Negroes in rural communities can be seen from table 23.

TABLE 23.—*School buildings aided by Rosenwald Fund, 1913–1930, together with pupil capacity and cost* [1]

State	Buildings aided by fund	Pupil capacity	Cost
Alabama	398	38,070	$1,177,636
Arkansas	365	43,650	1,809,953
Florida	116	20,835	1,320,833
Georgia	231	31,635	1,112,404
Kentucky	145	14,760	866,790
Louisiana	427	50,355	1,665,172
Maryland	144	13,140	717,220
Mississippi	598	73,305	2,670,103
North Carolina	790	106,000	4,722,742
Oklahoma	190	16,920	961,173
South Carolina	476	70,290	2,740,210
Tennessee	357	42,075	1,838,695
Texas	475	49,590	2,035,456
Virginia	368	39,870	1,708,885
Total	5,075	612,495	25,342,272

[1] Embree, Edwin R. Julius Rosenwald Fund. Review for the year. Chicago, 1930.

BUILDINGS

Jeanes teachers have been especially active in the building of these Rosenwald schools to which attention has been called. Table 24 shows that of the 587 schools concerning which teachers reported, 230, or 39.1 percent, are Rosenwald schools.

Materials of construction.—Practically all of the teachers reporting on the type of construction indicated that their schools are frame buildings. Out of a total of 589 schools reported, 567, or 96 percent, are of frame construction; 15 are brick; 4, stucco; and 3 are constructed of some other material.

State of repair of buildings.—In an attempt to ascertain the general condition of the buildings which house elementary rural schools for colored children, teachers were asked to express their opinions regarding the state of repair of the building. The items about which information was sought were: Outside paint, inside paint, windows, woodwork, steps, and masonry.

It is acknowledged that these data lack objectivity, inasmuch as no score card was used in an attempt to standardize the judgments of teachers. However, it is believed that the teachers answering have a sufficiently clear idea of what is good, fair, and poor in the matter of the state of repair of their buildings to give some validity to their opinions.

TABLE 24.—*Number and percent of Rosenwald schools by size of school*

Size of schools	Number replying	Number of Rosenwald schools	Percent
1	2	3	4
1-teacher	265	53	20.00
2-teacher	187	90	48.12
3-teacher	58	36	62.06
4-or-more teacher	77	51	66.23
Total	587	230	39.1

Table 25 shows the results of this inquiry.

The teachers of the 4-or-more teacher schools are the only ones who report the condition of any portion of their buildings to be in good repair in as many as 50 percent of the cases. Considering all the schools together, there is no part of the

buildings which is indicated to be in good repair by as many as 50 percent of the teachers; in most cases it approximated more nearly a third. About one fourth of the teachers claimed that the various parts of the buildings listed were in fair condition.

EQUIPMENT

Seating facilities.—Table 26 shows facts relating to student desks in the school buildings under consideration. Of the 532 schools concerning which data on these items were obtained, 19, or 3.57 percent, had no desks at all. Single desks were possessed by 186 schools (34.96 percent); 308 (57.8 percent) had double desks.

TABLE 25.—*Number and percent of schools whose buildings are in the State of repair indicated*

Item	State of repair					
	Good		Fair		Poor	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Outside paint	152	24.8	162	26.5	163	26.6
Inside paint	164	26.8	135	22.0	113	18.4
Windows	266	43.5	169	27.6	99	16.2
Woodwork	231	37.8	180	29.4	84	13.7
Steps	217	35.5	164	26.8	121	19 8
Masonry	201	32.8	105	17.1	77	12.6

TABLE 26.—*Types of desks provided by size of school*

Types of desks	1-teacher		2-teacher		3-teacher		4-or-more teacher		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11
No student desks	16	6.80	3	1.73					19	3.57
Single desks	52	22.12	61	35.26	26	47.20	47	68.11	186	34.96
Double desks	116	49.36	110	63.58	34	61.80	48	69.50	308	57.80
Benches with backs but no desks	118	50.21	54	31.21	21	38.10	15	21.70	208	39.09
Seats with no backs	18	7.65	11	6.35	7	12.72	4	5.79	40	7.51
Heights vary	68	28.93	87	50.28	41	74.50	47	68.11	243	45.72
Same height	43	18.29	21	12.13	7	12.72	5	7.24	76	14.28
Number replying	235		173		55		69		532	

In view of the progress which has been made in seating provision for children,[1] it is unfortunate to find schools still using ancient seating facilities in the form of benches, but they may still be found in many rural schools, and to a considerable extent in the rural schools for colored children. Table 26 indicates that 208 schools (39.09 percent) use benches with backs, but no desks in front, similar to church pews, while 7.51 percent had seats with no backs. Seventy-six (14.28 percent) teachers said that all their seats were the same height. This fact is significant considering the wide variation in the ages of the pupils, as shown in chapter IV. The advantage of the larger-sized schools over the smaller ones is again to be noted in their seating facilities.

Blackboards.—Another essential for the successful prosecution of school work is adequate blackboard facilities. How well are rural schools for Negroes under Jeanes teachers thus provided? Table 27 answers this question. It will be observed that 11 (2.42 percent) of the 454 teachers responding said their schools had no blackboards. Black oilcloth was used in 46 schools (10.13 percent). Beaverboard was used by 69.16 percent. Only 83 (18.28 percent) had slate boards.

TABLE 27.—*Blackboard facilities by size of school*

Kind of blackboards provided	1-teacher		2-teacher		3-teacher		4-or more teacher		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11
No blackboards	8	4.21	1	0.68	1	2.04	1	1.49	11	2.42
Black oilcloth	28	14.73	14	9.45	2	4.08	2	2.99	46	10 13
Beaverboard	128	67.36	103	69.59	38	77 55	45	67.16	314	69 16
Boards of slate	26	13.68	30	20.27	8	16.32	19	28.36	83	18.28
Total replying	190	-------	148	-------	49	-------	67	-------	454	------

Other facilities.—The use of a variety of teaching aids in addition to the conventional textbook is rapidly coming into wide use by forward-looking teachers and administrators. They are among the first things for which one looks in attempting to evaluate the ability of a school to do effective work.

[1] In order to provide for the more modern teaching methods many schools are beginning to use chairs and tables of varying heights.

The manner in which the rural schools under consideration here measure up in this regard is shown in table 28. From the picture shown in this table it may be said that there is a paucity of teaching aids and facilities in the rural elementary schools for Negroes under consideration. And insofar as this picture is representative, it reveals a situation having wide educational implications.

TABLE 28.—*Number and percent of schools having additional equipment (teaching aids)*

Type of equipment provided	Number of schools	Percent of schools replying
Maps	256	81 52
Globes	90	28. 66
Charts	57	18. 15
Illustrative pictures	21	6. 69
Sand tray	12	3 82
Stereoscope	1	0. 31
Victrola or piano	6	1. 91
Bulletin board	1	0. 31
Miscellaneous	33	10. 50
Number replying	314	

SERVICE FACILITIES

Table 29 reveals facts which have important relationship to the health of the rural Negro population. Data are given on heating and fire protection facilities; provision for drinking water, and washing and bathing; lighting and toilet facilities.

TABLE 29.—*Number and percent of schools having given type of service facilities*

Type of service facilities	Number	Percent
Heating system:		
Stoves (wood or coal)	581	95 09
Heaters (gas)	1	.16
Grates (wood or coal)	12	1 96
Other	5	.81
Fire protection:		
None	410	67. 10
Standpipe	15	2. 45
Chemical fire extinguisher	51	8. 34
Fireproof building	13	2. 13
Other	18	2 94
Drinking provisions.		
Shallow well	79	12. 92
Deep well	148	24 22
Common cup	47	7. 69
Individual cup	400	65. 46
Outdoor fountain	31	5. 07
Indoor fountain	34	5. 56
Other	116	18. 98
Washing facilities:		
Hand basins	380	62. 19
Common towel	63	10 31
Individual towel	232	37. 97
Lighting system.		
None	131	21. 44
Lamps	333	54. 50
Gaslight	12	1. 96
Electricity	64	10. 47
Other	2	.32
Toilet facilities:		
None	11	1. 80
Outdoor	515	84. 28
Outdoor flush	11	1. 80
Indoor chemical	3	.49
Indoor flush	13	2. 12
Protected	442	72. 30
Not protected	85	13. 91

Heating and fire protection.—Practically all the schools are heated by stoves. In the 611 schools included in the study, 581 (95 percent) stoves were used. This is important when considered in connection with the fact that 67 percent of the schools have no fire protection facilities, as shown in the table.

Drinking water.—The percentage of schools providing drinking water from deep and shallow wells is 37. From data in hand it may be safely assumed that the water from many of these wells does not get regular inspection and chemical analysis.

Washing facilities.—In view of the importance of clean hands to health it is encouraging to find that 62 percent of the schools possessed washbasins and that 38 percent had individual towels. Doubtless this is a reflection of the influence of Jeanes teachers. While no information is available concerning the use of these facilities, from general observation it is probably correct to say that they are fairly well used.

Lighting facilities.—Of the 611 schools in the study, 131 (21.44 percent) had no artificial lighting facilities; 383 (54.5 percent) had lamps; while electricity was used by 10.5 percent.

Attempt was made to gather information concerning the natural lighting of the schools, but usable data were unobtainable.

Toilet facilities.—Five hundred and fifteen (84.28 percent) of the schools had ordinary outdoor toilets; 11 schools had outdoor flush toilets and 13 had indoor flush toilets.

Two features about this table are worthy of note: First, there are 11 schools that had no toilet facilities at all; and second, 85 (13.91 percent) teachers said their toilets were not well protected nor had sufficient privacy.

In many instances there are only slight differences between schools of various sizes in the percent of their number possessing the facilities discussed above, but wherever the differences are significant in practically every case they are in favor of the larger-sized schools.

SCHOOL GARDEN

Only 61 (10 percent) schools have school gardens, according to the data in hand. The 4-or-more teacher schools greatly surpass the others in this regard, the percentage of schools of this group having school gardens being 27.16 as compared with 5.75 percent of the 1-teacher schools, 9.84 percent of the 2-teacher schools, and 6.7 percent of the 3-teacher schools.

If the small number of schools having gardens reflects the tendency of a shift in emphasis from school gardens to home gardens under the supervision of the school, the small number is not to be deplored. But it is not known to what extent this is true. However, it is generally conceded that the school has an obligation in promoting a greater appreciation for the finer values of rural life by every possible means, whether by school gardens, home gardens, or some other agency.

CHAPTER VII : EXTENDED SCHOOL SERVICES

As has been repeatedly observed, the bringing of the school and community into closer relationship is one of the primary aims of the Jeanes teachers. Considerable activity in this regard, therefore, should be found among the schools under their supervision.

One of the most interesting examples of extended school service observed by the writer was the case of a school building project in one of the black-belt counties. For more than 17 years the Jeanes supervisor had labored in the county in an effort to stimulate interest and encourage cooperation in building more and better schools. This most recent project was to be her crowning achievement. Negro citizens of the community donated more than 60,000 feet of lumber from their farms. They also donated their labor and other services to build the schoolhouse. Men in the community who were not skilled mechanics would go out and work on the farms of men who were skilled, thus releasing the skilled persons for work on the school building. One old gentleman who hauled the first logs from which lumber was obtained for the first Rosenwald school in the county and who had helped on many others was particularly proud of the small assistance which he gave on what he considered his last school project. Although the school board did not contribute a dollar to the erection of this improved 4-room school, all the citizens, colored and white, rejoiced at its completion and dedication, and the supervisor was happiest of all, not merely because her son was made principal, but because of what she considered to be the triumph of an idea—school and community cooperation.

Another example of extended school services is the case of a young agricultural teacher who made a simple social and economic survey of the Negroes in his county and used the information obtained in extension classes for the farmers.

In an effort to ascertain objective data concerning this matter, teachers were asked to describe briefly provisions

made by them to promote good relationship between school and community. A variety of replies was received to this inquiry. The activities named were classified into eight categories as shown in table 30. The teachers responding numbered 482.

There are slight differences between the sizes of schools in the average number of activities sponsored. For the 1-teacher schools the average is 1.6; 2-teacher schools, 1.8; 3-teacher schools, 2; and 4-or-more teacher schools, 1.9.

In the percentage of schools promoting the various kinds of activities listed there are only two activities in which the differences are particularly marked, namely, parent-teacher associations and visitation of homes. In both cases a greater percentage of larger schools promoted them. The percentages of schools of various sizes which sponsor parent-teacher associations are: 1-teacher schools, 50.4; 2-teacher schools, 72.7; 3-teacher schools, 70; and 4-or-more teacher schools, 88.6.

In the matter of home visitation the following percentages prevail: 1-teacher schools, 12.01; 2-teacher schools, 12.33; 3-teacher schools, 16; 4-or-more teacher schools, 21.42.

TABLE 30.—*Number and percent of teachers who named various activities sponsored by their schools, by size of school*

Activity	1-teacher		2-teacher		3-teacher		4-or-more teacher		Total	Percent
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
1	2	3	4	5	6	7	8	9	10	11
Parent-teacher association	105	50.40	112	72.72	35	70	62	88.57	314	65.14
Community league	16	7 69	8	5 19	5	10	------	-------	29	6.01
Special programs	65	31 25	29	18.83	12	24	13	18.57	119	24.67
Opportunity school	11	5 28	3	1.94	4	8	5	7 14	23	4.77
Visiting homes	25	12.01	19	12.33	8	16	15	21.42	67	13.90
Cooperation with church	7	3.36	7	4.54	4	8	5	7.14	23	4.77
School visiting days	70	33.65	50	32.46	19	38	21	30 00	160	33 19
Mother's club	7	3.36	4	2.59	2	4	2	2.85	15	3 11
Other	43	20.67	53	34.40	20	40	16	22.85	132	27.39

For the group as a whole the percentages of schools fostering the activities listed are: Parent-teacher associations, 65.14; school visiting days, 33.19; special programs, 24.67; visiting homes, 13.90; community league, 6.01; cooperation

with church, 4.77; opportunity school, 4.77; mothers' clubs, 3.11; and other, 27.39.

These extension activities indicate that the supervisors attempted to attain the goals set for them by Dr. J. H. Dillard when he laid down the following four rules for their guidance (the only specific rules given them): (1) Keep in touch with the county superintendent; (2) keep in touch with the ministers and churches; (3) get some particular work done that will hitch the school to the life of the community; and (4) you are only a helping visitor; it is not your school, so do not be bossy.

The following excerpts from letters and reports from Jeanes teachers illustrate the type and scope of extension work done by them and the nature of the community relationships which are promoted:

1. . . . Through the courtesy of the Home Makers Department, it has been possible to demonstrate lessons in domestic science as well as to acquaint the children with many useful household products. Talks have been made on care of the books, cleanliness, health, and sanitation. All schools are preparing for the Interscholastic League which convenes at Rocky Mound School in this month.

Negro History Week was well conducted and much interest manifested.

Money raised for school purposes, $48.17.

2. . . . Four P.T.A. and one teachers' meeting were held. Quite a few schools observed Negro History Week.

A live-at-home program was discussed and stressed in each adult meeting.

$25.25 reported.

3. . . . A very keen interest is being shown in all school activities—improving and beautifying grounds. Fences are being repaired and new ones built, trees and flowers are planted. Several school gardens deserve special mention. Sugarland has reported $6.50 as the result of the sale of garden plants and vegetables.

The Interscholastic League and County Meet will be held March 25–26, at Sugarland. All hands are busy making preparations for this splendid occasion. Activities of club women and girls will be displayed and its development and possibilities for the future pointed out. The display of the work in sewing, handicraft, home improvement, and canning will demonstrate what has been done.

Rosenwald Day will be observed in —— County generally, but especially in Rosenwald school buildings. What an opportunity to honor the name of one whose liberality has so benefited the Negro.

Visited many homes and in many cases endeavored to relieve the sick.

Money reported raised for school improvement, $122.36.

4. . . . Negro History Week was observed in several of the schools. I feel that the time devoted to the study of the Negro during Negro History Week has done some good toward creating a desire among the students to read what Negro literature they are able to get.

A large number of programs were rendered, also a large number of trees and shrubs were planted, which featured a part of the school programs on February 22.

5. . . . The month of May has surely proved to be all too short a month with so many ideas to be worked out.

The following weeks and special days have been observed by the schools and communities: National Child Health Day, May 1; Mother's Day, May 8; World Good-Will Day, May 18; Music Week, May 1.

The May Queen was crowned in New Town and Central High School. Park School had a pageant representing eight nations of the world in costumes, songs, and dances. Hillside's school closing represented daily activities. There were 361 graduated from the seventh grades and 94 graduated from the high schools in the county.

The work of the clubs and communities is progressing nicely. They have reported 5,000 chickens, 850 turkeys, 500 goslings, 250 pigs; canned 1,000 quarts of berries, 600 pints of jellies and jams, and 975 quarts of vegetables.

The teachers have had an executive committee meeting outlining plans for the summer. I am urging all of them to attend the Bishop-Wiley Summer School to get the information offered by the course in rural school supervision, which is endorsed by our county superintendent. We are proud to have this course taught in our county.

6. . . . The Jeanes work in this county closed May 16, with a very successful year's work. I hope that the work will continue to grow and the literary and industrial work will keep the same keen interest in the future as it has in the past.

During the school year, I have made 169 visits to schools, visited 40 homes, organized 14 clubs, raised $365, and traveled approximately 1,500 miles.

7. . . . At last we are winding up a large brick Rosenwald school built entirely by colored, on colored land, by free colored labor, etc. We purpose dedicating it July 26–28.

We had problems during the depression, but we are through, with only about $2,500 indebtedness on a $20,000 building. This school is 8 miles from three towns and 12 miles from the Training School. Built in a community of 100 square miles of land owned by Negro farmers whose labor has built the brick school 149 by 66 feet.

These letters and reports are typical of the hundreds which have been written by the Jeanes teachers since the beginning of the work, and indicate the importance which has been attached to the matter of extending the services of the schools into the life of the community.

CHAPTER VIII : SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The following are some of the more significant findings and conclusions resulting from the present study:

1. Rural schools for colored children are, in general, far removed from the pupils they serve. Of the 44,187 pupils under investigation, 17 percent live 3 miles or more from the school they attend and 39 percent live a distance of 2 miles or more.
2. Despite the inaccessibility of schools, most Negro pupils in rural areas must either walk to school or provide their own conveyances. Of 44,187 pupils it was reported that only 471, or 1.06 percent, are transported to and from school at public expense.
3. Pupil mortality in Negro rural schools is extremely high. According to data in the present study, out of 100 Negro pupils who start in the first grade only 9 reach the fifth grade, 7 the sixth grade, 4 the seventh grade, and 2 the eighth grade. More than 76 percent of the pupils are enrolled in the first four grades. In other words, more than one third of the Negro pupils never go beyond the first grade and nearly three fourths never advance beyond the fourth grade. This is in close agreement with the situation found among Negroes for the Southern States in general, but is a great deal worse than the situation found among all the children of the country.
4. This study shows that Negro pupils are greatly retarded, the proportion of the pupils who are over age being approximately two thirds. The amount of retardation seems to be related to the size of school. Fewer of the pupils of 4-or-more teacher schools are over age than is true of the smaller schools. It is believed that much of the excessive retardation among Negro pupils is due

to shortness of the school term, poorly prepared and overloaded teachers, lack of equipment, poor health, and inaccessibility of schools.

5. The typical teacher of the 1-, 2-, and 3-teacher Negro elementary rural school under Jeanes teachers is a woman and is approximately 30 years of age; the typical head teacher of the 4- or more-teacher rural school for Negroes is a married man of about 35 years of age. The training of the Negro teachers of rural elementary schools under Jeanes teachers increases markedly with the size of school. The average for the entire group is about one year of college training. The averages for the various sizes of school are: 1-teacher, 0.24; 2-teacher, 1.16; 3-teacher, 2.4; and 4-or-more teacher, 3.5. The typical Negro rural teacher has had nearly 9 years of educational experience, but has been in his present position only 2 years. He attends 2 educational meetings a year, within his State or county, and reads an average of 2 magazines having to do with plans and methods in primary and elementary education. The typical Negro teacher of rural elementary schools receives a salary of $400. One out of every four receives less than $300 a year, while more than 70 percent are paid a salary of $500 or less.
6. Median salaries of teachers by size of schools are: 1-teacher schools, $346; 2-teacher schools, $360; 3-teacher schools, $429; and 4-or-more teacher schools, $478. The corresponding median salaries of white teachers in rural schools are: 1-teacher schools, $883; 2-teacher schools, $881; 3-or-more teacher schools, $1,022; and all classes of schools, $945. Only 1.4 percent of the Negro teachers in the present study receive salaries of $880 or more compared with 72.4 percent for white rural teachers.
7. Aside from the availability of educational facilities, the training and salary of teachers are the two most important problems in the whole rural educational situation of Negroes. They are insep-

arable and form a sort of vicious circle. Nearly a third of the teachers have only four years of high-school training or less, while approximately two thirds are below what is considered to be the accepted standard, two years of college training. It is generally conceded that there must be an improvement of the training of Negro rural teachers, but how a teacher who receives only $500 a year (seven tenths of the Negro rural teachers receive $500 or less) can save enough to advance herself professionally presents a problem of serious proportions.

8. Negro rural teachers are beginning to make use of some of the newer devices in the promotion of the education of their pupils. Psychological examinations and standardized objective tests were used, respectively, by 13 and 19 percent of the schools. Twenty-four percent of the teachers made some provision for individual differences.
9. Although considerable impetus has been given by the Rosenwald Fund to the movement for the improvement of housing conditions of Negro schools, there is still much to be desired. Nearly 40 percent of the schools included in this study are Rosenwald schools. Doubtless the majority of the remaining 60 percent constitute the schools mentioned by teachers as not being in a good state of repair.
10. The equipment of Negro rural schools is, in the main, meager, and inadequate for educational use. Nearly 40 percent of the schools still use benches with no desks. A few schools have no blackboards at all.
11. A large number of the teachers indicated that they had handwashing facilities in the school, the percent being 62.19. Ordinary stoves are used to heat 67.1 percent of the schools, most of which have no fire protection facilities. Only 10.47 percent have electric lights. Most of the schools still use the ordinary outdoor toilets, several of

which were not well protected or sufficiently private. Eleven schools had no toilets at all. Only 10 percent of these rural schools have school gardens.

12. Most of the supervision received by the rural elementary schools under investigation comes from the Jeanes teacher, who, in general, is overloaded and underpaid. Some of them are responsible for as many as 90 schools, enrolling approximately 10,000 pupils, scattered over an entire county. The typical Jeanes teacher has under her supervision 33 schools, 49 teachers, and 1,737 pupils. She has attended school approximately 5 years beyond the elementary grades. She has had 10 years of educational experience, and is employed 8.7 months of the year. In view of the variety of activities in which she engages, including the teaching and supervision of industrial subjects; organization and promotion of school and community clubs and activities; and raising money for teachers' salaries, erection and repair of school buildings, equipment and other sundry purposes, it can hardly be expected that she can devote much time to the actual supervision of regular classroom work.
13. In practically every criterion administered, the 3- and 4-or-more teacher schools have the advantage of the 1- or 2-teacher schools.

RECOMMENDATIONS FOR FURTHER STUDY

During the prosecution of this study several questions continually arose which for their answer would require further investigation. Some of them are:

1. How do the educational results achieved in counties which have Jeanes teachers compare with those that do not have Jeanes teachers?
2. In view of the new conditions and the present development of Jeanes work, what changes, if any, should be made in the objectives, scope, and methods of the work of Jeanes teachers?

3. What steps should be taken to extend supervision of Negro schools into counties which do not have supervisors?
4. What is the relation between availability of schools and the attendance of Negro pupils?
5. What relation is there between the ages of Negro pupils, their school attendance, and pupil mortality?
6. Does the condition of the roads affect the attendance of Negro pupils?
7. Is there any relation between the socio-economic status, the school attendance, and pupil mortality of Negro children?
8. Is pupil mortality, as reported by districts, counties, and States related to the availability of schools to Negroes?
9. What is the relation between the availability and popularization of secondary education among Negroes?
10. Is retardation of Negro pupils influenced by length of school term, preparation of teachers, school equipment, and load which a teacher carries?
11. What is the intelligence of Negro elementary rural pupils as compared with white elementary rural pupils, similarly situated?
12. How do Negro teachers in rural elementary schools supplement the meager salaries which they receive for teaching?
13. To what extent are appointments of Negro rural teachers based on training and certification?
14. What happens to Negro elementary rural pupils who drop out of school?

Because of the importance of many of these questions to the further development of Negro education it is recommended that graduate students, research organizations, and professional associations give them serious consideration in their effort to find problems for investigation and research projects.

○

UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L. ICKES, Secretary
OFFICE OF EDUCATION
WILLIAM JOHN COOPER, Commissioner

BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION 1931–1932

Prepared in
THE LIBRARY DIVISION
by
RUTH A. GRAY



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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D.C., June 1933.

SIR: This is the sixth bibliography of research studies in education. The last study was quite large (more than 450 pages). Consequently we sought ways of reducing this one. The result has been that we have issued several mimeographed studies containing some researches formerly published by title in this volume. That has left for inclusion in this volume only the masters' and doctors' theses and faculty research studies. The studies marked with an asterisk are those which may be had by interlibrary loans from the Office of Education. In August 1931 we began the collection of doctors' dissertations and outstanding masters' theses. We now have more than 700 of these coming from 139 cooperating colleges. Circulation of these studies will help research in education and prevent duplication of effort.

I think that the volume is decidedly worth while and respectfully recommend that it be published as a bulletin of this office.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

INTRODUCTORY NOTE

SCOPE OF BIBLIOGRAPHY

As we present the sixth [1] annual compilation of research studies in education, we inaugurate a new policy for issuing our bibliographies. The Bibliography of Research Studies in Education, starting with this number, will be devoted entirely to masters' and doctors' theses and faculty research studies completed during the period covered. This compilation is for the school year September 1, 1931, through August 31, 1932. In addition to the printed bibliography, we expect to issue, annually, mimeographed lists of research studies completed by State departments of education and State educational associations; city school systems; and educational associations, independent agencies and individuals. These three mimeographed bibliographies will cover the same types of material that were formerly included in the printed bibliography.

In answer to a letter sent out on October 1, 1932, a total of 3,121 theses and faculty research studies were reported by 124 colleges and universities, including a number of institutions that had never reported to us before. We hope eventually that all institutions granting graduate degrees in education, or whose faculty members carry on research in education, will report to us, so that their studies may be included in the bibliography for the use of students and institutions interested.

A number of faculty research studies were reported as having been accepted by various educational periodicals. As the articles have not yet been published, we are unable to give their volume and page references. A few articles were published in magazines later than August 1932, but were included as the studies were completed during the period covered by the bibliography.

The table shows the number of research studies in various fields of education which were completed in 1931–32. The most popular fields were those of (1) special subjects of the curriculum; (2) vocational training including such related subjects as agricultural education and home economics; (3) school administration; (4) teacher training; (5) school management; (6) school health and physical education; (7) secondary education and junior colleges; (8) higher education; (9) testing and research.

[1] Earlier bulletins in the series are: 1926–27, Bulletin, 1928, No. 22; 1927–28, Bulletin, 1929, No. 36; 1928–29, Bulletin 1930, No. 23; 1929–30, Bulletin, 1931, No. 13; and 1930–31, Bulletin, 1932, No. 16.

Number of research studies in various fields of education, 1931–32

Subject	Doctors'	Masters'	Faculty research	Total	Percent
1	2	3	4	5	6
1 Educational history and biography	20	59	8	87	2.78
2 Current educational conditions—United States	4	39	10	53	1 68
3. Current educational conditions—Foreign and international	16	32	2	50	1. 60
4 Educational theory, special methods	10	51	10	71	2. 27
5 Educational psychology, child study	8	31	14	53	1. 68
6 Testing and research	17	70	56	143	4 57
7 Special subjects of curriculum	59	673	68	800	25 53
8. Elementary education, including preschool	9	45	7	61	2. 26
9 Secondary education and junior colleges	17	123	17	157	5. 03
10 Teacher training and status	45	113	25	183	5. 85
11. Higher education	23	71	55	149	4. 75
12 School administration	25	183	22	230	7. 36
13 School management	8	153	23	184	5 89
14 School buildings	5	27	7	39	1 21
15 School health and physical education	20	131	15	166	5. 31
16 Play, social aspects, and child welfare	17	50	4	80	2. 56
17 Moral and religious education	6	65	11	82	2. 62
18 Vocational training, including agricultural education, home economics, etc	13	241	14	268	8 57
19. Guidance	2	38	5	45	1. 44
20. Education of racial groups	9	40	1	50	1. 60
21 Exceptional children	14	55	5	74	2. 36
22. Education extension	4	14	----------	18	57
23 Education of women	4	8	2	14	.45
24. Libraries	2	54	8	64	2. 05
Total	357	2,375	380	3,121	100

Of the special subjects of the curriculum, those receiving the most attention were English grammar and composition, with a total of 82 entries; music, 77; psychology, 47; art, 46; modern languages, 44; social studies, 44; history, 41; and English literature, 38.

As a large number of the theses bear upon more than one subject, all theses in a field cannot be listed together, but may be found through the cross references at the end of the subject, or through the subject index.

The entries were classified and indexed by Ruth A. Gray, assisted by Julia L. Power and Delia V. Cafferty. In order to save as much space as possible, the annotations, most of which were furnished by the persons reporting, have been made as brief as possible.

Many of the studies listed are available for consultation in various public and institutional libraries. Printed material here mentioned may ordinarily be obtained from the publishers. The Office of Education cannot supply the publications listed, other than those expressly designated as its own. Unpublished theses are indicated by the abbreviation ms. after the number of pages, signifying that the study is in typewritten or mimeographed form. An asterisk (*) indicates those theses which are on file in the library of the Office of Education. They may be borrowed through the interlibrary loan system for a limited time. Theses not on file in this office may possibly be secured through an interlibrary loan from the institution under whose supervision the study was made.

In August 1931, the library of the Office of Education started collecting doctors' dissertations and outstanding masters' theses in the field of education. Since that time the Office has received 768 theses from 139 colleges and universities. These studies are available for interlibrary loan. The Office of Education appreciates the cooperation of the graduate schools of education in sending us as many of their doctors' and masters' theses as possible, in order that the studies may be available to students and institutions interested in particular fields of educational research. The use of the loan collection is growing rapidly.

ABBREVIATIONS

We are continuing the use of abbreviations which was started in the 1930–31 bibliography. The list of abbreviations, with the name and address of the institution to which each refers, is given below.

ABBREVIATIONS	INSTITUTIONS
Ala. Poly. Inst.	Alabama polytechnic institute, Auburn, Ala.
American Univ.	American university, Washington, D.C.
Arkansas	University of Arkansas, Fayetteville, Ark.
Ark. St. T. C.	Arkansas State teachers college, Conway, Ark.
Birmingham-Southern	Birmingham-Southern college, Birmingham, Ala.
Boston Coll.	Boston college, Boston, Mass.
Boston Univ.	Boston university, Boston, Mass.
Brigham Young	Brigham Young university, Provo, Utah.
Brown	Brown university, Providence, R.I.
Buffalo	University of Buffalo, Buffalo, N.Y.
Butler	Butler university, Indianapolis, Ind.
California	University of California, Berkeley, Calif.
Catholic Univ.	Catholic university of America, Washington, D.C.
Chicago	University of Chicago, Chicago, Ill.
Cincinnati	University of Cincinnati, Cincinnati, Ohio.
Claremont	Claremont colleges, Claremont, Calif.
Coll. of the City of N.Y.	College of the City of New York, New York, N.Y.
Coll. of the Pacific	College of the Pacific, Stockton, Calif.
Colorado	University of Colorado, Boulder, Colo
Colo. Agr. Coll.	Colorado agricultural college, Fort Collins, Colo.
Colo. St. T. C.	Colorado State teachers college, Greeley, Colo.
Columbia	Columbia university, New York, N.Y.
Cornell	Cornell university, Ithaca, N.Y.
Denver	University of Denver, Denver, Colo.
DePauw	DePauw university, Greencastle, Ind.
Duke	Duke university, Durham, N.C.
East Cent. St. T. C.	East Central State teachers college, Ada, Okla.

ABBREVIATIONS	INSTITUTIONS
East. St. Nor. Sch	Eastern State normal school, Madison, S.Dak
Emory	Emory university, Emory, Ga.
Florida	University of Florida, Gainesville, Fla.
Fla. St Coll. for Women	Florida State college for women, Tallahassee, Fla.
Fordham	Fordham university, New York, N.Y.
George Washington	George Washington university, Washington, D.C.
Georgia	University of Georgia, Athens, Ga.
Goshen	Goshen college, Goshen, Ind.
Hampton	Hampton institute, Hampton, Va.
Harvard	Harvard university, Cambridge, Mass
Illinois	University of Illinois, Urbana, Ill.
Indiana	Indiana university, Bloomington, Ind.
Ind. St. T. C	Indiana State Teachers college, Terre Haute, Ind.
Int. Y.M.C.A. Coll	International young men's Christian association college, Springfield, Mass.
Iowa	University of Iowa, Iowa City, Iowa.
Iowa St. Coll	Iowa State college, Ames, Iowa.
John Carroll	John Carroll university, Cleveland, Ohio.
Johns Hopkins	Johns Hopkins university, Baltimore, Md.
Kansas	University of Kansas, Lawrence, Kans.
Kans. St. Coll	Kansas State college of agriculture and applied science, Manhattan, Kans.
Kans St. T. C., Emporia	Kansas State teachers college, Emporia, Kans.
Kans. St. T. C., Hays	Kansas State teachers college, Hays, Kans.
Kans St. T. C., Pittsburg	Kansas State teachers college, Pittsburg, Kans.
Kentucky	University of Kentucky, Louisville, Ky.
Louisiana	Louisiana State university, Baton Rouge, La.
Loyola	Loyola university, Chicago, Ill.
Maine	University of Maine, Orono, Me.
Marquette	Marquette university, Milwaukee, Wis.
Maryland	University of Maryland, College Park, Md.
Mercer	Mercer university, Macon, Ga.
Miami	Miami university, Oxford, Ohio.
Michigan	University of Michigan, Ann Arbor, Mich.
Mich. St. Coll	Michigan State college, East Lansing, Mich.
Mills	Mills college, Mills College, Calif.
Minnesota	University of Minnesota, Minneapolis, Minn.
Miss. St. C. for W	Mississippi State college for women, Columbus, Miss.
Missouri	University of Missouri, Columbia, Mo.
Nebraska	University of Nebraska, Lincoln, Nebr.
Nebr. St. T. C	Nebraska State teachers college, Peru, Nebr.

ABBREVIATIONS	INSTITUTIONS
New Hampshire	University of New Hampshire, Durham, N H.
N.J. St T C	New Jersey State teachers college, Trenton, N.J.
New Mexico	University of New Mexico, Albuquerque, N Mex
N.Mex. St. Nor. Univ	New Mexico State normal university, Las Vegas, N Mex.
N Mex St. T. C	New Mexico State teachers college, Silver City, N Mex.
New York	New York university, New York, N Y
North Carolina	University of North Carolina, Chapel Hill, N C.
North Dakota	University of North Dakota, University, N Dak
N.Dak. Agr. Coll	North Dakota agricultural college, State College, N.Dak.
Northeastern St. T. C	Northeastern State teachers college, Tallequah, Okla
Northwestern	Northwestern university, Evanston, Ill.
Notre Dame	University of Notre Dame, Notre Dame, Ind.
Ohio	Ohio State university, Columbus, Ohio.
Oklahoma	University of Oklahoma, Norman, Okla.
Okla. A. and M. Coll	Oklahoma agricultural and mechanical college, Stillwater, Okla
Oreg. Agr. Coll	Oregon agricultural college, Corvallis, Oreg.
Peabody	George Peabody college for teachers, Nashville, Tenn.
Pennsylvania	University of Pennsylvania, Philadelphia, Pa.
Penn. State	Pennsylvania State college, State College, Pa.
Philippines	University of the Philippines, Manila, P.I.
Pittsburgh	University of Pittsburgh, Pittsburgh, Pa.
Platteville St. T. C	State teachers college, Platteville, Wis.
Princeton	Princeton university, Princeton, N.J.
Providence	Providence college, Providence, R.I.
Puerto Rico	University of Puerto Rico, Rio Piedras, P.R.
Puget Sound	College of Puget Sound, Tacoma, Wash.
Purdue	Purdue university, La Fayette, Ind.
Rutgers	Rutgers university, New Brunswick, N.J.
St. Louis	St. Louis university, St. Louis, Mo.
Smith	Smith college, Northampton, Mass.
South Dakota	University of South Dakota, Vermilion, S.Dak.
Southern California	University of Southern California, Los Angeles, Calif.
South. Methodist	Southern Methodist university, Dallas, Tex.

ABBREVIATIONS	INSTITUTIONS
Southwestern	Southwestern university, Georgetown, Tex
Stanford	Stanford university, Stanford University, Calif
St. Coll. for T	State college for teachers, Albany, N.Y.
Stetson	Stetson university, De Land, Fla.
Syracuse	University of Syracuse, Syracuse, N Y
T C, Col Univ	Teachers college, Columbia university, New York, N Y
Temple	Temple university, Philadelphia, Pa.
Tennessee	University of Tennessee, Knoxville, Tenn.
Texas	University of Texas, Austin, Tex.
Texas Tech. Coll	Texas technological college, Lubbock, Tex
Utah	University of Utah, Salt Lake City, Utah.
Vermont	University of Vermont, Burlington, Vt.
Virginia	University of Virginia, Charlottesville, Va.
Va. Poly. Inst	Virginia polytechnic institute, Blacksburg, Va.
Va. St. Coll	Virginia State college, Ettrick, Va
Washington	University of Washington, Seattle, Wash.
Wash St. Nor. Sch	Washington State normal school, Bellingham, Wash
Washington Univ	Washington university, St. Louis, Mo.
Wesleyan	Wesleyan university, Middletown, Conn.
West Virginia	West Virginia university, Morgantown, W.Va.
West Carolina T. C.	Western Carolina teachers college, Cullowhee, N.C.
Western Reserve	Western Reserve university, Cleveland, Ohio.
West. St. Coll	Western State college, Gunnison, Colo.
West. St. T. C	Western State teachers college, Kalamazoo, Mich
Whittier	Whittier college, Whittier, Calif
Wichita	University of Wichita, Wichita, Kans.
William and Mary	College of William and Mary, Williamsburg, Va.
Wisconsin	University of Wisconsin, Madison, Wis.
Wyoming	University of Wyoming, Laramie, Wyo.
Yale	Yale university, New Haven, Conn.

BIBLIOGRAPHY OF RESEARCH STUDIES IN EDUCATION, 1931–1932

(Entries for masters' and doctors' theses are abbreviated "Master's, 1932, T. C., Col. Univ.," signifies a master's thesis completed in 1932 at Teachers College, Columbia University, New York, N.Y. A complete list of abbreviations used for institutions may be found on pp xi–xiv.)

* Indicates theses on file in the United States Office of Education library.

EDUCATIONAL HISTORY

1. **Alzona, Encarnacion.** History of education in the Philippines 1565–1930. Manila, University of the Philippines press, 1932. 390 p.

The study discusses the civilization of the Filipinos in the sixteenth century; education during the Spanish period, 1565–1898; and education during the American period, 1899–1930.

2. **Anderson, George Capers.** History of development of education in McCurtain county, Okla. Master's, 1932. Oklahoma A and M. Coll..

3. **Anderson, William Ray, *jr.*** The history of state and federal aid to education in South Carolina. Master's, 1932. Emory.

Particular attention is paid to the early period in the history of the state during which the educational policies and aims were being formulated

4. **Bailey, Edgar W.** History of education in Magoffin county. Master's, 1932. Kentucky.

5. **Baldree, William Hickman.** History of education in Ballard county. Master's, 1932. Kentucky.

6. **Bennett, Clemmon Ardell.** History of education in Garden county, Ga. Master's, 1932. Kentucky.

7. **Berkowitz, Nathan.** The history of secondary education for boys in New York City from 1784 to the Civil War. Master's, 1932. Coll. of the City of N.Y. 122 p. ms.

The New York free academy paved the way for the development of the public high school system of New York City; most of the schools were run by private individuals with little state or municipal supervision, to prepare boys for college and business; the teachers were as well prepared in subject matter as those in the modern schools

8. **Biggs, Byron Coleman.** The aims and functions of private secondary schools in the United States since 1870. Master's, 1932. Ohio. 166 p. ms.

Modern private secondary schools are different in character from the old academies. Their main aims are college preparation and formation of ethical character. Such schools are effective in promoting democratic spirit among their students.

9. **Blunt, Forrest P.** The development of the public (white) high school in the counties of Maryland from 1865 to 1930. Master's, 1932. Maryland. 107 p. ms.

Attempts were made by the legislature to define, standardize, and adequately support the high schools of the state with little permanent effect. The year 1916 marks the beginning of a strongly centralized State system which can easily be expanded to provide for the present and future needs of the children of the state.

10. **Bordenkircher, Mary Alice.** A historical study of the mission schools in early territory now comprising Kansas. Master's 1931. Kans. St. T. C, Emporia. 62 p. ms.

Describes early attempts to educate Indian children, and covers the period from the earliest settlement of Kansas until Kansas was admitted as a state

11. **Bruner, Claude A.** Origin and development of high-school standards in Massachusetts, 1821–1910. Master's, 1932. Ohio. 170 p. ms.

* 12. **Campbell, Anna Montgomery.** The black death and men of learning. Doctor's, 1931. T. C., Col Univ. New York City, Teachers college, Columbia university, 1932 210 p. (History of science society, New series 1.)

This study describes the effects of the Plague on medicine, surgery, and hygiene, and includes all other cultural activities

13. **Collins, Varnym Lansing.** Princeton, past and present. Princeton, N. J., Princeton university press, 1931. 200 p.

* 14. **Comstock, Lula Mae.** A comparison of educational systems of New England and of the lower South, 1840–1860. Master's, 1932. American Univ. 164 p. ms.

Surveys public schools, academies, and colleges and universities in five states in New England and in five states in the South. The South had three-fourths as many public schools as the North, enrolled more than one-half as many pupils, and raised $1.33 more per pupil enrolled; the South had 18 students enrolled in academies to 17 enrolled in the North and raised $9.11 more per student than the North for these schools. In 1860 in the South there were five times the number of universities, three times the number of professors and instructors, and more than three times the number of students enrolled in the North. Requirements for admission were almost identical in both sections, and the teaching force of both consisted of equally efficient and learned men

15 **Cusack, Hannah.** The historical consideration of the concept of cultural education. Master's, 1932. Southern California.

16 **Dasgupta, Debendra Chandra.** The place of vocational education in modern educational theory from the sixteenth to the twentieth century. Doctor's, 1932. California. 224 p ms.

Studies the writings of Rabelais, Vives, Montaigne, Mulcaster, Comenius, Milton, Locke, Rousseau, Pestalozzi, Fichte, Herbart, Froebel, Spencer, and Dewey, and shows that each of the authors considered vocational education to be an essential part of the general education of both the aristocratic and laboring classes.

17. **Diener, Harry C.** Decline of academy system in New York State, and disposition of the property. Doctor's, 1932. Cornell. 180 p. ms.

The decline was caused by the desire of the people for complete free secondary schools The academies did not oppose the mergers, and were more freely supported by public funds than was generally supposed.

18 **Dobbins, Eben Lloyd.** The development of education in Caddo county from the earliest date to 1931. Master's, 1932. Oklahoma A. and M. Coll.

19. **Dodgen, Mary Soleta.** The slave plantation as an educational institution. Master's, 1932. Texas.

20 **Doebler, Rotha G.** Historical study of learned societies in America founded between 1700 and 1865. Master's, 1931. Stanford.

21. **Douglas, Helen Holly.** A survey of some steps in the historical development of the Vancouver, Wash., schools. Master's, 1932. Washington. 74 p. ms.

22. **Doyle, *Sister* Margaret Marie.** The education of Catholic women in the United States. Doctor's, 1932 Notre Dame. 200 p ms.

Studies the Catholic philosophy of education in relation to the education of Catholic women; scope of women education in the United States; a curriculum of Catholic education for women.

23. **Garner, Charles Johnston.** Trends in the curriculum, content and methods of teaching second year algebra in high school during the period 1899–1929. Master's 1932. Southern California.

24. **Gooch, Richard Este.** The evolution of public education in the State of Kentucky as revealed through legislative enactments and Supreme Court decisions. Master's, 1932. Duke. 313 p. ms.

*25. **Greenhill, Noble Franklin.** Development of state school administration in Alabama. Doctor's, 1932. New York. 209 p. ms.

Traces briefly the beginning of educational effort in 1702 to the organization of the state system in 1854; stresses the constitutional and legal provisions for the administration of schools from 1854 to 1932; examines the appropriations provided by the Legislature in 1927 in the act known as the Unified educational program; considers unification versus centralization in the development of state school administration; and suggests a plan for the future development of state school administration

26. **Hollingsworth, Robertson Riley.** Influence of reconstruction on education in Georgia. Doctor's, 1931. North Carolina.

27. **Hyatt, Oscar W.** The development of secondary education in Alabama prior to 1920. Doctor's, 1932. Peabody.

28. **Jackson, Ward B.** The history of education of Boyd county. Master's, 1932. Kentucky.

29. **Kimbrough, Edith.** The legal development of public education in Georgia as revealed through the statutes and the Supreme Court decisions, with a comparative study of similar development in South Carolina and Alabama. Master's, 1931. Duke. 190 p. ms.

30. **Loeb, Julius.** The history of the New York City elementary vacation school (1898-1930). Master's, 1932. Coll. of the City of N. Y. 83 p. ms.

Special emphasis was placed on the objectives, curriculum, pupil body, teaching staff, and administration of the vacation schools. The schools no longer exist mainly to keep the children off the streets.

31. **Lokensgard, Hjalmar.** The aristocratic element in Jefferson's educational plan. Master's, 1932. Iowa.

32. **Long, Evan Edgar.** Development of the State department of education in Mississippi. Master's, 1932. Peabody. 126 p. ms.

Discusses the history of the state from 1817–1868 when the office of state superintendent of education was provided for in the constitution, the development of the department in various periods until 1931.

33. **Longstreet, Rupert James.** The development of State control and support of public schools in Florida. Master's, 1932. Duke. 131 p. ms.

*34. **Loomis, Burt Weed.** The educational influence of Richard Edwards. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for education, 1932. 213 p. (Contribution to education, no. 106.)

Discusses the contribution of Richard Edwards to the early development of normal schools in the United States.

35. **McGibbon, Leona M.** The development of academies in a group of Wisconsin counties. Master's, 1932. Iowa 280 p. ms.

36. **McNutt, Franklin Holbrook.** The social and psychological background of the progressive school movement. Doctor's, 1932. Ohio. 143 p. ms.

Evidences are presented to show that the American frontier (1607–1893) developed in the people an inter-related group of traits essentially indigenous and peculiar to this country, also that a democratic social aspiration evolved from the trait-group The traits valued and the ends sought by the progressive school movement are examined and it is concluded, that these can be identified with the indigenous American trait-group and its attendant democratic social aspiration

37. **Mann, Laurence.** Evolution of ideas and practices with respect to corporal punishment. Master's, 1932. Ohio. 70 p ms.

The study traces development of changes with respect to corporal punishment from ancient Greece to 1930. Findings Punishment has become less severe due to changing conceptions of psychology, to the rise of educational reformers such as Pestalozzi, Rousseau, Charles Dickens, and to the laws and rules passed by states and school districts, and to judgments handed down

38. **Marsh, Daniel L.** The founders of Boston university, being the Boston university founders' day address, March 14, 1932 1932. 30 p (Reprinted from Bostonia, the Boston university alumni magazine, March 1932.)

This is a brief study of the lives of Lee Claflin, Isaac Rich, and Jacob Sleeper, and their work in founding Boston university.

*39. **Miller, Charles S.** Development of state school administration in Pennsylvania. Doctor's, 1931. New York. 224 p. ms.

Discusses only those phases of the historical development of education in Pennsylvania which are significant from the standpoint of school administration.

40 **Mobley, James W.** Academy movement in Louisiana. Master's, 1931. Louisiana.

41. **Morgan, Julia Gertrude.** A study of the extension of the functions of the public schools of Long Beach into the field of social welfare since 1900. Master's, 1932. Southern California.

42 **Napier, John Hawkins, *jr.*** Origin and development of the public high school in California. Doctor's, 1932. Stanford.

A history of the public high school in California showing the influence of the University of California upon its development; its expansion in the 'seventies; its set-back in 1879 when state aid was limited to primary and grammar schools, its restoration to the state school system in 1891, and the extension of state aid in 1903.

43. **Nixon, O. Floyd.** A critical study of curriculum legislation with special reference to Ohio from 1803 to 1931. Doctor's, 1932. Ohio. 375 p. ms.

Intensive study of curriculum legislation in Ohio, augmented by a comparative study throughout the nation. A critical study of curriculum legislation makes the issue clear—if we are to have a sound educational program which meets adequately and fully the needs of the youth of the state and nation—either legislators must stop interfering with teaching and curriculum making or they must have constructive educational guidance from the best thought within the profession

44. **Nolen, Emmalu.** History of the Atlanta public schools to 1907. Master's, 1932. Emory.

Special attention is given to the early period in the development of the schools of the city.

45 **Norton, Egbert Fish.** History of education in Rockcastle county, Ky. Master's, 1932. Kentucky.

46. **Orr, Dorothy.** Rise of the common schools in Georgia. Master's, 1932. Emory.

* 47. **Panchaud, Frances Lee.** Hugo Gaudig, his contribution to modern German education. Master's, 1932. New York. 48 p. ms.

Gaudig believed in developing personality through self-activity for the greater glory of Germany.

48. **Patterson, Helline M.** An historical survey of the changing educational aims and attitudes in relation to cultural changes following the Renaissance. Master's, 1932. Southern California.

49. **Pittard, Mary.** The education of women in Tudor pedagogical literature. Master's, 1932. Texas.

50. **Price, Carl F.** Wesleyan's first century, with an account of the centennial celebration. Middletown, Conn., Wesleyan university, 1932. 384 p.

The history of Wesleyan university shows its development under each of its 10 presidents.

51. **Ralston, Lewis Alvin Curtis.** History of the Orange county schools. Master's, 1932. Indiana. 142 p. ms.

52. **Ramsey, Katherine Holbrook.** Comparative study of the educational theories of Rousseau and John Dewey. Master's, 1931. Texas Tech. Coll.

53. **Reamey, George Spottswood.** A history of religious education in the Methodist Episcopal Church South, 1870–1908. Doctor's, 1932. Yale.

54. **Richmond, Elbert Wallace.** A history of education in Pendleton county, Ky. Master's, 1932. Kentucky.

55. **Scott, Andrew L.** The genesis of the Massachusetts school law of 1647 and its practical operation. Master's, 1932. Columbia.

56. **Scott, Wallace.** History of the public-school system of Tacoma, Wash Master's, 1932. Puget Sound.

Deals with the development of organization, administration, and expansion of the system.

57. **Scrivner, Perry Dewey.** The origin and development of public secondary education in Alabama to 1915. Master's, 1932. Yale.

58. **Sherrill, Lewis Joseph.** Presbyterian parochial schools, 1846–1870. New Haven, Yale university press, 1932. 261 p. (Yale studies in religious education, no. 4.)

The Presbyterian parochial school movement reached its height in the years 1848 and 1849. The schools, which were scattered from New York to Wisconsin, were held in all types of buildings until the Civil War and the growth of the public schools ended their practicability.

59. **Smith, *Mrs.* Jessie Guy.** History of Burleson college, Greenville, Tex. Master's 1931. South. Methodist.

60. **Spenst, David F.** The high-school movement during territorial and statehood days in Washington. Master's, 1932. Washington. 139 p. ms.

61. **Standiford, James Claude.** A history of Borden institute. Master's, 1932. Butler. 119 p. ms.

62. **Stanton, Gladys Esther.** The educational ideas of Matthew Arnold. Master's, 1932. Yale.

63 **Stone, Charles L.** The common schools of Indiana. Master's, 1931. George Washington. 120 p. ms.

Studies the history of education in Indiana, 1784–1930. Indiana's school system was based on private schools, both elementary and secondary, until 1851, when the State constitution provided for a system of public schools

64. **Swafford, Curtis Aileen.** Tendencies in materials and methods of teaching English grammar in the United States, 1850 to 1917 Master's, 1932. Texas

65 **Taylor, John Milburn.** History of education in Laurel county, Ky. Master's, 1932 Kentucky

66. **Teed, Gladys F.** A history of education in Florida. Master's, 1932. Cornell. 105 p. ms

67. **Tobin, Marie Agnes.** The educational philosophy of John Ruskin. Master's, 1931. Loyola 79 p. ms.

68 **Tozier, Roy B.** The American Chautauqua: A study of a social institution Doctor's, 1932. Iowa. (Abstract in. University of Iowa studies Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Gives the history of the Chautaqua movement from the religious Sunday school assemblies beginning in 1874 to its development at the present time into a social institution.

69. **Umbreit, Allen George.** Education in the southern colonies. Doctor's, 1932. Iowa (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38 New series, no. 248. 1 p.)

Shows the difficulties involved in the establishment of public schools in the south in colonial times. The tutorial system was inaugurated because of the scattered population and a scarcity of schools; those living on large plantations and who desired higher education for their children sent them abroad to college, particularly was this true in law and medicine. Parochial schools were to be found in the back country where schools and churches were associated together and the pastor was often the teacher.

70. **Walker, Edward Everett.** The educational theories of Lester F. Ward. Doctor's, 1932. Stanford.

This study is concerned with the social trends of the second half of the nineteenth century; gives an account of the writings of Lester F. Ward, analyzing his educational and sociological theories which emphasized the importance of universal public education as a remedy for all social ills; and which would extend to all children the kind of training for which they are best fitted.

71. **Walty, Stella K.** Cleveland high school at the time of the Civil War Master's, 1931. Western Reserve.

Describes the development of secondary education in the East; the beginning of secondary education in Ohio; the early history of the Cleveland high school; and high-school education in Cleveland as compared with other cities in the East and in Europe.

72 **Witt, Marcus Emmett.** The history of education in Lubbock county. Master's, 1931. Texas Tech. Coll.

73 **Zimmerman, Carl Arthur.** A history of the city schools of New Albany, Ind. Master's, 1932. Indiana. 184 p. ms.

See also 300, 463, 476, 641, 714, 722, 734, 750, 786, 810, 823, 837, 867–868, 908, 926, 943, 976, 1153, 1169, 1174, 1188, 1210, 1257, 1301, 1340, 1404, 1414, 1422, 1460, 1482, 1495, 1505–1506, 1514–1515, 1530, 1550, 1580, 1610, 1613, 1635, 1672, 1692, 1708, 1737, 1751, 1769, 1822, 1875, 1877, 1886, 1938, 1977, 1982, 1990, 1995, 2176, 2195, 2285, 2437, 2455, 2507, 2514, 2565, 2586, 2590, 2641, 2722, 2787, 2854, 2906, 2909, 2920–2927, 2929, 2978, 3091, 3093, 3099, 3120

EDUCATIONAL BIOGRAPHY

74. **Arrowood, C. F.** John Locke on education. Austin, University of Texas, 1932.

A study of the views of Locke in education and some principal items of his influence.

75. ——— Sir John Fortescue on the education of rulers. Austin, University of Texas, 1932.

Article of about 4,000 words on the place of education in the political scheme of Sir John Fortescue, greatest of mediaeval writers on English constitutional law.

76. **Ballantine, Margaret Winthrop.** Dickens as an educational reformer. Master's, 1932. Yale.

77. **Chang, Yin Lin.** Comparative study of the ethical theories of G. E. Moore and John Dewey. Master's, 1932. Stanford.

*78. **Flockhart, Lolita L. W.** Dickens and education. Master's, 1931. New York. 102 p. ms.

79. **Frasier, George W.** Cubberley as his friends know him. School executives magazine, 51 : 339–42, April 1932.

80. **Gerdine, Corinne.** The history of method since Rousseau. Master's, 1932. Emory.

An attempt to trace the common elements in the educational philosophy of Rousseau, Pestalozzi, Herbart, and Dewey.

81. **Guyer, Clyde Royal.** The educational philosophy of Sir Thomas More in relation to contemporary educational theory. Master's, 1932. Southern California.

*82. **Harveson, Mae Elizabeth.** Catharine Esther Beecher, pioneer educator. Doctor's, 1932. Pennsylvania. Philadelphia, University of Pennsylvania, 1932. 295 p.

The study covers the entire range of Catharine E Beecher's life and educational work and establishes her title to rank of a great pioneer in women's education.

83. **Haynes, Beulah Grace.** Melvil Dewey. Master's, 1932. Peabody. 93 p. ms.

The most outstanding acts of Melvil Dewey's life were the establishment of the decimal classification; organization of the American library association, Spelling reform association, Metric bureau; the founding of the library journal, the library bureau, the first library school, and the Lake Placid club.

*84. **Hone, Sarah Noyes.** Cassius J. Keyser as an educational philosopher. Master's, 1931. New York. 60 p. ms.

Describes the life, the scientific and philosophical theories of Cassius J. Keyser and applies them to education, emphasizing especially the place of science and mathematics in a liberal education.

85. **Matthews, James Carl.** The contribution of Joseph Baldwin to public education. Doctor's, 1932. Peabody.

86. **Ryan, John Joseph.** John Scotus Erigena: philosopher and educator. Doctor's, 1931. New York.

Discusses the status of Scotus Erigena as a philosopher; his contributions to education; his philosophy of education; his commentary on Capella; and his Division of nature as the educator sees it.

*87. Sheppard, Albert. Erasmus as an educator. Doctor's, 1931. New York. 146 p. ms.

Discusses his life and times; his educational influence as a humanist and reformer; his main general educational writings, his formal educational writings, his educational views as presented in the Colloquies, the scope and effectiveness of his influence; and includes an evaluation of him as an educator.

CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES

88. Bertram, Carl G. Itinerant instruction in Wisconsin. Master's, 1932. Minnesota.

89. Blaich, Theodore Paul. A study of Thomas A. Edison school of Cleveland, Ohio. Master's, 1932. Western Reserve. 104 p. ms.

90. Chang, Francis Yung. Study of more recent developments in the relations of organized labor and education in the United States. Master's, 1931. Stanford.

91 Cylkoski, Angela Margaret. Personality as a factor of success in the educative process. Master's, 1931. Loyola. 84 p. ms.

92 Cobb, Berry Benson. Promotion of education by masonic lodges in Dallas, Denton and Tarrant counties. Master's, 1931. South. Methodist.

93 Crawford, Albert Byron. A critical analysis of the present status and significant trends of state education associations of the United States. Master's, 1932. Kentucky.

94. Crise, Donald Leach. The development of the worthy use of leisure time objective of education in the Pulaski county, Ind., public schools. Master's, 1932. Indiana. 100 p. ms.

95. Dahlquist, John W. A comparison of the salient features of the public-school systems of Utah and North Dakota. Master's, 1932. N.Dak. Agr. Coll. 132 p. ms.

96. Elliott, Evelyn. Some trends in twentieth century American education as reflected by a survey of primary readers. Master's, 1932. Kans. St. T. C., Emporia. 85 p. ms.

97. Epstein, Isadore. A statistical study of the developments in education in Washington. Master's, 1932. Washington. 78 p. ms.

98. Gravestock, Warren E. Federal guidance in the promotion of naturalization classes in the public schools of the United States. Master's, 1931. Stanford.

99 Haskell, Katherine Wride. Institutional development in Tennessee. Master's, 1932. Columbia.

100. Meece, Leonard Ephraim. The influence of the school districting system on the educational progress of Kentucky. Master's, 1932. Kentucky.

101. Null, Void Bodkin. A study of nationalism and education. Master's, 1932. Southern California.

102. Peiffer, Herbert C. Educational index number for California counties. Master's, 1931. Stanford.

103. Price, Samuel Willard, *jr.* The control and support of education in Idaho. Doctor's, 1932. Yale.

*104. **Raby, *Sister* Joseph Mary.** A critical study of the new education. Doctor's, 1931. Catholic Univ. Washington, D.C., Catholic education press, 1932. 123 p. (Catholic university of America. Educational research monographs, vol. 7, no. 1, March 1, 1932.)

The study deals with progressive education as it is today; the development of the new education; the excesses and defects of the new education; the valid in the new education; and a consequent and proper integration.

105. **Reynolds, Evelyn Dolores.** A study of migratory factors affecting education in North Kern county. Master's, 1932. Southern California.

106. **Somers, Florence Enid.** Administrative implications of creative education. Master's, 1931. Ohio. (Abstract in: Ohio State university, Abstracts of master's theses, no. 6, p. 192-93.)

Observations were made in the Experimental school at the Ohio State university, and in the Fairmont elementary school, Columbus, Ohio. Indicates the changes which would have to be made in the administrative policy, teacher training, the place of the librarian on the staff, the duties of the janitor, changes in the curriculum, the use of the research department, the relationship between the school and the parents, and the type of school buildings and equipment which would be needed if creative education were introduced into the public-school system of the United States.

107. **Thorndike, Edward L.** The distribution of education. School review, 40: 335–45, May 1932.

108. **Wadia, Bomanji K.** Communication as education. Doctor's, 1932. T. C., Col. Univ.

This study is concerned with the field of communication in America today; its failure to function effectively, and the criteria which are indispensable. Data were supplied by material on journalism, newspapers, and discussions with faculty members of the Pulitzer school of journalism at Columbia university. Conclusion: The newspaper has been seriously deficient as an educative agency because there is lack of understanding of its true relationship towards the public and society.

*109. **Waller, J. Flint.** Outside demands and pressures on the public schools. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 151 p. (Contributions to education, no. 542.)

Data were secured through interviews with some 150 school officials in 32 states. Demands on the schools show a wide range of intensity, insistence, and importance. The causes of demands were the desire of promoters of demands to continue their own regime; self interest of the proponent of the demand; desire for different service for the children; interest in persons versus interest in public welfare; spite, enmity, prejudice, and intolerance; clash of opinion and desire among outside groups; school official's manner, action, or attitude; and lack of information on the part of the proponent.

110. **West, Andrew Fleming.** American general education. A short study of its present condition and needs. Princeton, N.J., Princeton university press 1932. 76 p.

This is a brief discussion of education in general, the plan of studies, and teaching with suggestions for improving American education.

See also 1202, 1958, 2077.

EDUCATIONAL SURVEYS

111. **Arrants, John H.** An educational and accomplishment survey of the schools of Meigs county, Tenn. Master's, 1932. Tennessee. 101 p. ms.

112. **Bachman, Frank P.** Public schools of Nashville, Tenn. A survey report. Nashville, Tenn., George Peabody college for teachers, 1931. 373 p.

This survey covers elementary schools, secondary schools, teaching personnel, school buildings, organization, administration, and finance. It covers conditions as of the school year 1929–30.

113 Bathurst, J. E. County school survey. Birmingham, Ala., Birmingham-Southern college, 1932. 280 p. ms.

Surveys conditions including buildings, teacher personnel and pupil personnel Special emphasis is given to the building program, causes of pupil retardation and pupil acceleration, and to a uniform method of grading for use throughout the country

114. Beaughan, Walter I. A survey of the unaccredited high schools of the State of Washington. Master's. 1932. Washington. 77 p. ms.

Studies enrollment, teachers, their preparation and teaching load; condition and location of schools

115 Bliss, A. Atwood. A survey of the school system of Carroll county, Ind. Master's, 1932 Indiana. 101 p. ms.

116 Fowler, Walter. An educational, economic and community survey of White county, Tenn. Master's, 1932. Tennessee. 79 p ms.

117. Galbraith, Christopher L. Statistical survey of education in Nevada. Master's, 1931. Stanford.

118 Gullette, Clifford E. A study of state educational surveys. Master's, 1932. Peabody. 95 p. ms.

119. Guthrie, Paul Newman. Education and social reconstruction. Master's, 1932. Columbia.

120. Hamilton, Otto T., *and* Murray, Clarence L. A school survey of LaGrange county, Ind. Bloomington, Indiana university, 1931. 64 p. (Bulletin of the extension division, vol. 17, no. 4, December 1931.)

The report takes up: attendance, records and reports, age-grade progress; ability and achievement of pupils; school housing program; financing education; academic curricula and extracurricular activities; and personnel

121. Harris, Luther Calvin. An educational survey of Coal Creek community, Anderson county, Tenn. Master's, 1932. Tennessee. 59 p. ms.

122. Hayward, Dorothy G. Study of the schools of Modoc county. Master's, 1931. Stanford.

123. Henry, William T. A comparative study of the achievement of the schools of Scott county, Ky. Master's, 1932. Kentucky.

124. Holy, Thomas C. *and* Arnold, W. E. Survey of the schools of Aurora, Ohio. Columbus, Ohio State university, 1932. 46 p. ms.

The study gives a history of the character and growth of the community, school organization and enrollment, status, and utilization of the present school plant, administration of the schools, teaching staff, achievement of the pupils, financial condition of the school district, and the curriculum.

125. Luce, Paul Harold. A survey of the Struthers, Ohio, public-school system. Master's, 1931. Ohio.

*126. Morning, Gregory H. The status of the curriculum in the public-school survey. Master's, 1932. Penn. State. 77 p. ms.

Five state, 3 county, and 40 city school surveys were studied. Data indicate that surveys on an average allot about 29 percent of the space to a study of the curriculum; they tend to neglect the social factors underlying the curriculum; there seems to be no tendency on the part of the surveys to examine more deeply the ultimate bases of the curriculum; there is a tendency to decrease the percentage of space devoted to the curriculum inventory.

127. Nanninga, S. P. Report of the survey of the Estancia public schools with suggestions mutually pertinent to other small school systems in New Mexico. Albuquerque, N.Mex., University of New Mexico, 1931. 61 p. (Bulletin, no. 202.)

128. **Norton, Henry Allen.** Administrative survey of the Calcasieu parish school system. Master's, 1932. Louisiana.

129. **Overcash, Whitson M.** A comparison of two county schools systems in Tennessee. Master's, 1932. Peabody 109 p. ms.

A study of the white secondary schools of Montgomery and Robertson counties, Tenn., for the six years 1925–26 to 1930–31 Findings. Montgomery county offers the better educational opportunities to the secondary school pupil in terms of organization, physical equipment, teaching personnel, instructional costs, enrollment and retention of pupils and curriculum.

130. **Reiterman, Carl.** A survey of the Superior, Ariz., public schools Master's, 1932. Stanford.

131. **Smith, Henry Lester,** *and* **O'Dell, Edgar Alvin.** Bibliography of school surveys and of references on school surveys Bloomington, Indiana university, 1931. 212 p. (Bulletin of the school of education, vol. 8, nos. 1 and 2, September and November 1931.)

132. **Strayer, George D.,** *director.* Report of the survey of the schools of Chicago, Ill. New York City, Teachers college, Columbia university, 1932. 5 vols. Vol. 1, 350 p.; 2, 323 p ; 3, 227 p.; 4, 315 p.; 5, 137 p.

Vol. 1, deals with administration, business administration, finance, personnel, and social services; vol. 2, Fitting school to pupil, secondary education, and higher education; vol. 3, Elementary schools, health and physical education, and vocational education; vol. 4, Housing the schools, and operation of the school plant; vol. 5, contains the summary of findings and recommendations.

133. **Switzer, Alexander I.** Preliminary survey of the Spokane county school system. Master's, 1931. Stanford.

134. **Thrasher, James Arvin.** An educational survey of Unicoi county, Tenn. Master's, 1932. Tennessee. 99 p. ms.

135. **Wallace, Simon Charles.** Inequalities in educational opportunity in Jones county, Miss. Master's, 1932. Peabody. 156 p.

A study of the different types of schools in the county to determine just what inequalities in educational opportunity existed; this covered a period of three years. Findings: Inequalities were found to exist in the type of school; length of school term; average daily attendance; holding power of school; amount of wealth back of each census pupil in the different school districts; amount of money spent per educable pupil in the school districts; transportation.

136. **Wilbur, Milton J.,** *and* **Vance, Arthur M.** Critique of the Washington county survey. Boulder, University of Colorado, 1932. 28 p. ms.

Survey of attainment of pupils of the schools of Washington county, Colo., based upon Stanford achievement test results. Findings: General level of attainment slightly below normal.

137. **Williams, Charles M.** Care and maintenance practices in certain accredited Florida schools. Master's, 1932. Florida. 84 p. ms.

138. **Winters, James E.** A comparative study of the divided and undivided termed schools of Cleveland county, Okla. Master's, 1932. Oklahoma. 99 p. ms.

139. **Woodard, Hubert Lee.** A study of achievement of 8- and 9-months' rural and town schools of Indiana. Master's, 1932. Indiana. 94 p. ms.

140. **Young, Fred Wilson.** Comparative study of the white schools of Bolivar county, Miss. Master's, 1932. Peabody. 116 p. ms.

The white schools of Bolivar county were compared, measuring efficiency and determining status of these schools. It was found that they have a record of achievement which may be considered average in spite of many deficiencies. They rank much higher

on financial items than on purely educational items. A more unified, more strongly centralized school system would promote progress in education in the county.

See also 1133, 1435, 1741, 1979; and in Index under Educational surveys.

FOREIGN COUNTRIES

*141 **Bardin, Shlomo.** Pioneer youth in Palestine. Doctor's, 1932. Columbia. New York City, Bloch publishing co., 1932. 182 p.

Records the evolution of the Zionist pioneer youth movement during the last 25 years, until it now has more than 40,000 members in Palestine, and about 100,000 abroad. Original source material was translated, in order that the pioneers and leaders of the movement might speak for themselves.

142. **Bock, Dorothy A.** The selection of students at the American university of Beirut. Master's, 1932. Chicago. 52 p. ms.

The Terman intelligence tests were revised and translated into Arabic. The translated tests were found to be reliable when the test scores were correlated with English grades, and with the average final grades. There is a significant correlation between test scores and university grades.

*143. **Bowie, Arthur.** The curricula of the new schools, here and abroad: a comparative study. Master's, 1931. New York. 52 p. ms.

Discusses modern tendencies in education; progressive types of schools in the United States, Germany, Belgium, and Russia.

144. **Brauer, Richard H.** Trends in secondary education in the Madras Presidency (India). Master's, 1932. Oklahoma. 107 p. ms.

Describes a century of development in secondary education, and gives a detailed study since 1885, based on government reports.

145. **Bunce, Thirza Eleanor.** A study of moral and religious education in British Malaya. Master's, 1932. Ind. St. T. C. 101 p. ms. (Abstract in Indiana State Teachers College, Teachers college journal, 3: 289–90, July 1932.)

146. **Dawson, William R.** Education in the Irish Free State, 1922–1930. Master's, 1931. Stanford.

147. **Engelhardt, Rose.** Landerziehungsheime—Historical development and critical discussion of the country home schools in Germany, Switzerland, and France. Master's, 1932. Coll. of the City of N.Y. 78 p. ms.

Gives the historical development of the general movement, and views the schools of each country in the light of the historical development, organization, curriculum, methods of construction, methods of character training, contributions to educational theory, critical evaluation, and the possibility of adapting the idea to American conditions.

148. **Ericson, Eston Everett,** *and* **Ericson, Ervid Eric.** Modern Russia. Chapel Hill, University of North Carolina press, 1932. 58 p. (University of North Carolina extension bulletin vol. 12, no. 1, July 1932.)

Discusses the present conditions in Russia of religion, the schools, literature and art, marriage, and the family.

149. **Eringis, Stephen A.** Education as the cultural agency of Lithuania. Master's, 1932. Washington. 67 p. ms.

Studies the geographical, political, and historical backgrounds of Lithuanian education; the history of Lithuania's development; and the outline of administration and scope of the present educational system.

150. **Feng, Pang-Yen.** A comparative study of German and American public-school education after the World War. Master's, 1932. Wichita. 83 p. ms.

151. **Freedman, Alice E.** Der Wandervogel: Its history and influence. Master's, 1932. Southern California.

152. **Friedrich, Ruth.** The educational policy of the French national convention. Master's, 1932. Iowa.

153. **Huber** *Sister* **Mary Cecilia.** Post-war changes in education in Switzerland. Master's, 1931. Loyola. 125 p. ms.

154. **Jamali, Mohammed F.** The problem of Bedouin education in Iraq. Doctor's, 1932. T. C., Col. Univ.

*155. **Kasuya, Yoshi.** A comparative study of the secondary education of girls in England, Germany, and the United States; with a consideration of the secondary education of girls in Japan. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 211 p.

The American high school is designed for all adolescents; English and German secondary schools are selective; problems in secondary education receive different emphases in different countries.

156. **Kearney,** *Sister* **Mary Winifred.** The growth of democracy in education in France and Germany since the World War. Master's, 1931. Loyola. 82 p. ms.

*157. **Kim, Helen Kiteuk.** Rural education for the regeneration of Korea. Doctor's, 1931. Columbia. New York City, 1931. 124 p.

Deals with the life situations of rural Korea and the way the present educational system meets the needs of the people; discusses what other agencies are contributing towards the education of rural people, what other countries are doing under similar circumstances, and gives some objectives and means of rural education in Korea.

158. **Kim, Hyun Chul.** History of education in Korea. Doctor's, 1931. American Univ. 291 p. ms.

159. **Kini, Kulal N.** Proposals for a program of vocational education for Mysore (India) based upon experiences in Mysore and the United States of America. Doctor's, 1932. T. C., Col. Univ.

Suggests that artisan type schools should be increased in number; short unit courses of definite subjects of importance to the adult artisans should be arranged in all day industrial schools; home industries classes should be established throughout the state; government weaving school should be converted into a full-fledged textile school to train efficient workers, foremen, and supervisors for the industry; industrial engineering should be introduced in the school of engineering at Bangalore and the latter be converted into a technological school; the project method and the cooperative method should be introduced into vocational schools if possible; and industrial arts instruction should be introduced in all primary, middle, and high schools for liberal education purposes.

*160. **Klineberg, Otto.** A study of psychological differences between racial and national groups in Europe. Doctor's, 1931. Columbia. New York City, Columbia university, 1931. 58 p. (Archives of psychology, no. 132)

Two Nordic, three Alpine, and two Mediterranean groups were studied. In each of the seven racial groups, 100 boys were tested. Pintner-Paterson tests were given to 100 boys each in Paris, Hamburg, and Rome. Clear and consistent differences were found between city and country children. The differences between the racial groups were small and unreliable.

161. **Knott, Wallace W. D.** Junior college in British Columbia. Master's, 1932. Stanford.

*162. **Kraemer, Delphine.** Guidance in European countries. Master's, 1932. Rutgers. 66 p. ms.

163. **Kwoh, Yu-Yu.** The monitorial system in relation to popular education in China. Master's, 1932. Kentucky.

164 **Lal, Prem Chand.** Rural reconstruction and rural elementary education in Bengal in the light of the program carried on at Sriniketan, the Institute of rural reconstruction founded by Rabindranath Tagore Doctor's, 1932. T. C, Col. Univ London, Eng, George Allen and Unwin, 1932. 262 p

The origin and history of Viswa-Bharati and of the educational institutions of Santiniketan and Sriniketan were described to show how the Institute of rural reconstruction was founded, and formed an important part of Tagore's educational program The aims and objectives of Sriniketan were described with a brief and general survey of the social, economic, health, and sanitary conditions of the locality The activities of the Institute were analyzed, and the need for their inclusion in the program was shown.

165. **Lister, Fraser.** First steps in curriculum revision in British Columbia. Master's, 1932. Washington. 98 p. ms.

166 **Liu, Chi Hung.** A study of modern education in Kiangsu Province, China. Master's, 1932. Washington. 130 p. ms.

The development and present status of modern education in Kiangsu Province. Findings: Based on the present status of modern education in the Province, some suggestions for improvement are given

167 **McLellan, Frederick Andrew.** The organization of a visual instruction department in the Kitsilana high school, Vancouver, B.C. Master's, 1932. Washington. 135 p. ms.

The actual organization of a visual instruction department in a large secondary school of 2,000 pupils in the province of British Columbia, Canada, is described.

168. **Marks, Theresa.** English men of letters in their relation to the Workingmen's college. Master's, 1932. Columbia.

* 169. **Mathew, Mariam.** The problem of women's education in India. Master's, 1932. New York. 214 p. ms.

* 170. **Obama, Shigeshi.** The fundamental characteristics of moral education in Japan. Master's, 1932. New York. 89 p. ms.

Discusses the unique characteristics of Japanese nationality, the philosophy underlying the national system of education, the present system of national education, and moral training and teaching in the schools.

171. **Otani, Yoshio.** Sociological analyses of elementary curricula in Japan. Master's, 1932. T. C., Col. Univ. 97 p. ms.

Studies the effectiveness of present practices with reference to the historical and social background. Finds. Waste in the articulation of elementary education and secondary education; lack of flexibility in the present practices, lack of adjustment to the changed social conditions, new tendency in the organization of the educational system as a whole.

172. **Petersen, Axel G.** The training of elementary and secondary teachers in Sweden. Doctor's, 1932. T. C., Col. Univ.

Most of the regular teachers of the Swedish folkschools are trained in the 2- or 4-year normal schools, practical arts teachers, music teachers, and gymnasts are trained in special higher technical schools, women teachers are trained in colleges for women and in the universities. Secondary teachers must be graduates of a gymnasium before entering one of the four universities.

* 173. **Pockrose, Fannie M.** New development in methods of teaching modern foreign languages in the schools of Soviet Russia. Master's, 1932. New York. 53 p. ms.

174. **Punke, H. H.** The folk high school and other recently developed institutions in German adult education. School review, 39: 696–706, November 1931.

175. **Ramras, Joseph.** A descriptive study of the Berlin Abendygymnasium. Master's, 1932. Coll. of the City of N.Y. 116 p. ms.

The organization and curriculum of the Berlin Abendygymnasium are analyzed in detail. This school is efficient, economical, and popular.

*176 **Redmond, *Sister* M. Justine.** Laicism in the schools of France Doctor's, 1933. Catholic univ. Washington, D C, Catholic university of America, 1932. 79 p

The study describes the origin and growth of laicism in France, and presents an exposé of *le laicisme scolaire* with special emphasis on *la morale laïque.*

177. **Shih, Chao-Kuei.** Proposed plan of supervision for the improvement of common education in China. Master's, 1931. Stanford.

*178. **Siegmeister, Walter.** Theory and practice of Dr. Rudolf Steiner's pedagogy. Doctor's, 1932. New York. 285 p. ms.

Discusses the philosophical background and basic principles of Doctor Steiner's pedagogy; the psychology and predagogy of the first seven years of childhood; the psychology and pedagogy of the period between the change of teeth and puberty; Doctor Steiner's experimental school the Free Waldorf school at Stuttgart; Waldorf school didactics, and curative pedagogy.

*179. **Smith, Samuel.** Educational experimentation in Soviet Russia. Master's, 1932. New York. 227 p. ms.

Surveys the principles and methods of Soviet education. Finds an admixture of merits and defects; successes and failures.

180. **Stuart, Warren Horton.** The use of material from China's spiritual inheritance in the Christian education of Chinese youth. Doctor's, 1932. Yale.

181. **Tsang, Chiu-Sam.** Nationalism in school education in China. Doctor's, 1932. T. C., Col. Univ.

Discusses the effect of nationalism on education in China from 1862 to 1930, and the influence of education on the development of nationalism.

*182. **Webster, F. Champlin, *jr.*** Secondary education in France since the World War. Master's, 1932. Boston Univ. 156 p. ms.

Describes the effect of the World War on French education; the history of education in France; French secondary education; education in the French colonies; the place of the League of Nations in French secondary education; and the present philosophy of French education.

183. **Wooten, Flaud Conaroe.** The transfer of the local control of education in Scotland from the education authorities to the county and town councils. Doctor's, 1932. Stanford.

A résumé of educational policies in Scotland before the nationalization of the school system by the Act of 1872, when education had been conducted by religious organizations, parishes, and the towns; and the work of the school boards prior to their abolition in 1918, to the transfer of the control of education to the county and town councils, by the Local Government Act in May 1930.

184. **Yieh, Tsung-Kao.** Adaptation of the American character education methods to Chinese schools. Master's, 1932. Northwestern.

185. **Ying, Kai-Shih.** Administration and supervision of the Christian middle school in China. Master's 1932. Yale.

186. **Yoon, Stanley Sung-Soon.** The influences of Confucianism and Christianity upon Korean education. Doctor's, 1932. American Univ. 240 p. ms.

187. **Young, Ralph E.** Techniques of experimentation in the United States and Great Britain. Master's, 1932. Colorado.

See also 47, 1875, 2380.

INTERNATIONAL ASPECTS OF EDUCATION

188. **Britt, Esther Lee.** French influences on educational practices in the United States. Master's, 1932. Emory.

189 **Kolstad, Arthur.** A study of opinions on some international problems as related to certain experience and background factors. Doctor's, 1932. T. C., Col. Univ.

A study was made of 500 cases, selected at random, who had filled out Harper's questionnaire "A study of opinions concerning some international problems." These cases were compared with the opinion scores of a second group of 500 Teachers college students Students with high general examination scores tended to indicate a more favorable viewpoint than those with low scores, sex differences were small; students majoring in history and administration were more internationally minded, and those majoring in household arts and nursing were less internationally minded than the rest of the students; favorableness towards internationalism parallels the amount of college training as represented by having a Master's degree, a Bachelor's degree, and not having a degree.

190. **Lyon, Sarah S.** The connection of the foreign division of the Young women's Christian association with governments. Master's, 1932. Columbia.

EDUCATIONAL THEORY AND PRACTICE

191. **Castle, Anna R.** The development of techniques of study. Master's, 1932. Colorado.

192. **Drescher, William S.** Educational theories of the phrenologists. Master's, 1932. T. C. Col. univ. 21 p. ms.

A close relationship exists between modern educational theory, psychology, and phrenology.

193. **Driskill, Ruth.** Progressive educational ideals; lecture and demonstration by Marcus Fabius Quintilianus. Master's, 1932. Peabody. 58 p ms.

This study refers to Quintilian's principles and practices of education as revealed in his Institutio Oratoria. It is found that he discussed the purpose of education, varying abilities, preschool influences, environment, and public versus private education. He shows how an elementary school, a grammar school and a school of rhetoric should be conducted He stresses the need for perfect harmony between teacher and pupil.

194. **Frasier, George W.** Education in a time of crisis. Nebraska educational journal, 12: 106–108, March 1932.

195. **Gillman, Vernald.** The educational ideas and ideals of Condorcet. Master's, 1932. Coll. of the City of N.Y. 107 p. ms.

196 **Heath, Clara L.** Contributions of theosophy to American education. Master's, 1932. Iowa. 86 p. ms.

197. **Jensen, Hanna Marie.** The development of public opinion in regard to arbitration with special emphasis on the function of the school. Master's, 1932. Southern California.

198. **Kilpatrick, William Heard.** Education and the social crisis. A proposed program. New York City, Liveright, inc., 1932. 90 p. (Kappa delta pi lecture series no. 4.)

Discusses the current social problems and proposes an educational program which would be helpful in solving them.

199. **Lambert, John Ford.** A study of the relative effectiveness of different types of instructions in two learning problems. Master's, 1931. Vermont.

200 **Mayo, Jessie Norris.** The aims of education and modes of instruction in the modern elementary school which are due to the influence of Pestalozzi. Master's, 1932. Washington. 162 p. ms.

201. **Merriman, Forrest D.** Curtailment of educational service and changes in administrative practices during an economic depression. Master's, 1932. Northwestern.

202. **O'Brien, Mercedes Ellen.** Education viewed in the light of scholastic philosophy Doctor's, 1932. Boston Coll.

203. **Randell, *Mrs.* Anne Ragland.** The pedagogy of Jesus. Master's, 1932. Denver. 68 p. ms.

A comparison is made between the achievements and qualities of Jesus in teaching and those of the great schoolmen listed in history, which shows that Jesus anticipated the same principles of education that the great historical teachers later advocated.

204. **Rowland, William Thomas, *jr.*** Aims of public education in the United States. Doctor's, 1932. Peabody.

205. **Snedden, David.** Towards better educations. Some critical sociological examinations of a variety of current problems of coordinating purposes and methods in education New York City, Teachers college, Columbia university, 1931. 427 p.

The book deals with: American explorations towards better educations; towards more serviceable interpretations of the meanings of growths, learnings, teachings, and educations; the needs of the child; schools as preparation for life—and as life itself, the desire-interests of learners; purposes versus methods in education, their distinctive evaluations; analysis and isolation versus synthesis and integration, methods versus objectives; creativeness in learnings—for purposes or methods, subjects, courses, curricula, plans and specifications for teachers, towards functional interpretations of particular educations; educations to socialize and educations to individualize; purposes versus methods in educations of the gifted; purposes versus methods in educations for the handicapped; adapting purposes and methods of educations to the ideals of democracy; our changing civilization, possible effects on education; orientating, guidance, and exploratory educations—are objectives or methods; cultures and vocations, their interrelations.

206. **Waldron, Edward Ferdinand.** Procedures in reshaping an educational program in the light of current educational theory. Master's, 1932 Yale.

See also 64, 110, 188; *and under* Special methods of instruction; Special subjects of curriculum; Teacher training; Higher education.

SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

ABILITY GROUPING

207. **Dale, George Allan.** Differences in language and literature achievement under the traditional program and when using differentiated curricula and homogeneous grouping. Master's, 1932. Iowa.

208. **Godwin, Wendell R.** Efficacy of homogeneous grouping in Central junior high school. Master's, 1932. Chicago. 96 p. ms.

A study was made of the achievement of 135 children at 6A level in three courses during one semester. Findings: Grouping in itself seems to be neither an advantage nor a disadvantage.

209 **Gray, William S., Woody, Clifford, *and others.*** Special methods in the elementary school. Review of educational research, 1: p 245–323, October 1931.

This issue of the periodical deals primarily with studies in method

Contents: Reading, by W. S. Gray, p. 247–260; Arithmetic, language, fine arts, physical and health education, and industrial arts, by Clifford Woody, p. 261–275, Spelling, handwriting, social studies, character education, geography, and natural science, by F. S Breed, p. 276–293; Music, nursery-school and kindergarten methods, and integration of subject matter, p. 294–303; Bibliography, p. 304–323.

*210. **Marsden, Carl A.** A critical and experimental empirical study of homogeneous grouping in a public junior high school Doctor's, 1932 New York. 261 p. ms.

Describes an experiment in homogeneous grouping carried out in the A1–Mar, N J, junior high school.

211 **Rothman, Harriet Lillian.** A study of the homogeneity of ability groups in the Grover Cleveland high school. Master's, 1932. St. Louis. 78 p. ms.

212. **Sanderson, Chester Ballard.** An experimental study of the value of homogeneous grouping in the B7 grade. Master's, 1932. Southern California.

213. **Storm, Howard Charles.** Ability grouping with differentiated courses of study. Doctor's, 1932. California. 227 p. ms.

Attempts to determine which of two procedures produces the greater accomplishment in reading and arithmetic. (1) to have children grouped into three ability groups in each grade and to have them follow differentiated courses of study, or (2) to have them in the traditional grade classification following single courses of study. Findings: If carefully differentiated courses of study in reading and arithmetic are developed to fit the capacities of pupils of different ability levels, pupils accomplish more in these studies when grouped into ability groups.

214. **Tinsley, Gladney Jack.** A study of bases of ability grouping. Doctor's, 1932. Stanford.

An investigation was made of importance of various factors in the prediction of high-school success to secure a sound basis for ability grouping. The bases of grouping and grading studied were intelligence, achievement, previous scholarship, and chronological age; the three criteria used were first-year high-school success, four years' high-school success, and the score on the Thurston psychological test at high-school graduation. Data were supplied for 639 cases for the first criteria, and were available for 154 of this group for the second and third criteria. Statistical evidence is given of the relative importance of certain factors for the establishment of a true basis for grouping.

See also 1431, 1440; *and under* Special subjects of the curriculum.

ACTIVITY PROGRAMS

215. **Brooks, Benjamin F.** A study of the present status of the activity period of the junior and senior high schools. Master's, 1932. Washington. 118 p. ms.

A study was made of 229 high schools in the United States. Approximately 85 per cent of the junior high schools and 75 per cent of the senior high schools studied had adopted the activity period.

216. **Hall, Susan Jane.** The activity program as a means of Americanization in the primary grades. Master's, 1931. T. C., Col. Univ. 40 p. ms.

The English vocabulary acquired by non-English-speaking children in San Antonio, Tex., carried over into life outside the schoolroom.

217. **Karstens, Viola Bertha.** Problems involved in the activity program in the Pasadena elementary schools. Master's, 1932. Southern California.

218. **McAlexander, Besse Frances.** An activity program as carried on in the Wichita elementary schools during 1930–32. Master's, 1932. Wichita. 61 p. ms.

219. **Magee, *Mrs.* Bun Bates.** A study of an activity program. Master's, 1932. Texas.

220. **Morris, Margaret M.** Problems of the beginning teacher in an activity program. Master's, 1932. Ohio. 208 p. ms.

Describes a year's study of a beginning teacher placed in an experimental school and shows the growth made during her first year, under sympathetic, intelligent guidance.

221. **Morrison, Nellie C.** Criteria for selecting and judging activities. Master's, 1931. T. C., Col. Univ. 25 p. ms.

Analyzes the philosophies of some outstanding educators and of outstanding progressive schools, and sets up criteria for evaluating activities.

See also 497, 576, 951, 1304, 1314.

CONTRACT AND UNIT PLANS

222 **Baumgardner, Mary Evelyn.** An evaluation of the project method of instruction in secondary school English studies. Master's, 1932. Ohio. 97 p ms.

223. **Carey, Alice E., Hanna, Paul R., *and* Meriam, J. L.** Catalog of units of work, activities, projects, etc. New York City, Teachers college, Columbia university, 1932. 290 p.

More than 7,000 activities, units of work, projects, and themes were listed, grouped and arranged, for use in organizing elementary school curricula around such activities, units of work, etc

224. **Hoberecht, Delphine Pratt.** Integration of subject matter in a unit study activity. Master's, 1932. Peabody. 73 p. ms

Study of fifth grade, Peabody demonstration school, three libraries: Fifth grade, school library, and college library at Peabody. Findings · Integration in subject matter of unit observed and bibliography for a teacher in teaching this unit.

225. **Israel, Moise J.** Experimental study of two types of assignments. Master's, 1932. Louisiana.

226. **McInerney, Leonora C.** Comparison of the recitation methods with the contract plan of teaching. Master's, 1931. Stanford.

227. **Rogers, Charles Marvin.** An experimental study of the contract method versus the daily recitation method. Master's, 1931. Texas Tech. Coll.

228. **Virginia. University.** The unit method as a means of individualizing learning activities. University, University of Virginia, 1931. 54 p. (University of Virginia record extension series, vol. 16, no. 5, November 1931. Secondary education in Virginia, no. 13.)

Contents: (1) The problem of adjusting subject matter to individual differences, by William R. Smithey, p. 5–6; (2) Principles governing subject-matter adjustment to pupil differences in ability to learn, by E. E. Windes, p. 7–15; (3) Adjusting subject matter to individual differences in the teaching of high school; (4) English, by Edward Alvey, jr., p. 16–23; (5) Mathematics, by R. C. Wingfield, p. 24–28; (6) Social science, by R. E. Swindler, p. 29–32; (7) Limitations of the unit method, by E. B. Broadwater, p. 33–35; by R. Claude Graham, p. 36–39; by C. W Miller, p. 40–43; (8) Next steps in the development of the unit method of teaching, by E E. Windes, p. 44–48; (9) Role of guidance in individualizing instruction, by C. J. Hyslup, p. 49–54.

See also 254, 527, 587, 593, 634–635, 799, 841, 846–847, 850, 956, 966, 1044, 1338, 2684.

HOME-ROOMS

229. **Armstrong, Wesley Earl.** Relationship of scholastic success to certain results secured from an individual rating plant administered through the home room. Master's, 1931. Okla. A. and M. Coll.

230. **Shulkey, Bruce Clarence.** Home room programs in the senior high school. Master's, 1931. Texas Tech. Coll.

See also 1345 1438, 1444, 2350, 2001.

INDIVIDUAL INSTRUCTION

* 231. **Allen, Chauncey Newell.** Individual differences in delayed reaction of infants. A study of sex differences in early retentiveness. Doctor's [1931], Columbia. New York City, Columbia university, 1931. 40 p. (Archives of psychology, no. 127.)

In an attempt to test the traditional finding that the female sex is generally superior to the male in forms of behavior grouped under the title "memory" or "retentiveness", 100 one-year-old infants, about equally divided as to sex, were chosen at random from

an average group comparable as to age, educational opportunities, and lack of development of the language organizations Data show that individual differences are great, even in the same individual at different times; that sex differences exist, but are small and inconsistent.

232. **Chang, Suk Yung.** Principle and technique of effective treatment of individual problems. Master's, 1932. Columbia.

233. **Embry, H. W.** An experimental study of individual and traditional classroom procedure. Master's, 1931. South. Methodist.

234. **Kester, Eura M.** Experimental data on individual differences for beginning students of education. Master's, 1931. California.

235. **Steese, *Sister* Catherine.** An experiment with the group study and the individual technique plans in the sixth grade. Master's, 1932. Colo. St. T. C.

236. **Zeller, Glenn W.** A study of individual instruction. Master's, 1932. Ohio. 180 p. ms.

Compares individual instruction with the regular classroom procedure in two schools of Erie county Findings: No significant difference so far as arithmetic knowledge acquired is concerned Individual instruction has other preferred advantages.

See also 228, 291, 294, 505, 580, 608, 752, 754, 784, 811, 912, 934, 1074, 1224, 1263, 1311–1312, 1328, 1333, 1377, 1389, 1517, 2675.

METHODS OF STUDY

237. **Eagleson, John Oliver.** The administration of an experiment in supervised study. Master's, 1931. Ohio.

238. **Guinn, Myrtle Francis.** A plan of supervised study used in a class in high-school history Master's, 1931. South. Methodist.

* 239. **Robinson, Frances P.** The role of eye movements in reading with an evaluation of techniques for their improvement. Doctor's 1932. Iowa. Iowa City, University of Iowa, 1933. 52 p. (University of Iowa studies, New series no. 252. Series on aims and progress of research, no. 39, June 1, 1933.)

Gives the results of an experimental study of reading disabilities and the eye movements, and specifies certain training by which reading efficiency was increased. Of five stutterers, after 6 to 21 months of training to improve their speech, those who showed improvement in speech were those who made most progress in reading ability

See also 506, 1753, 1784.

PLATOON SCHOOLS

240. **Kirby, Byron C.** The platoon school. Doctor's, 1932. Notre Dame.

Discusses cardinal principles of education in relation to platoon organization; efficiency in attaining these objectives as evidenced by collected data; answering of objections to criticisms against platoon organizations.

241. **Muzzey, George A.** The platoon system as administered at the Lawrence junior-senior high school, Fairfield, Maine. Master's 1932. New Hampshire. 77 p. ms.

See also 976.

RADIO IN EDUCATION

242. **Benson, Arnold.** Design and construction of a radio receiving set for laboratory instruction purposes. Master's, 1932. Oklahoma A. and M. Coll.

243. **Eibling, Harold H.** The administration of the classroom use of the radio in a centralized school system. Master's 1932. Ohio 175 p. ms.

See also 1146.

VISUAL INSTRUCTION

244. **Atwood, Alice G.** Comparison of responses to printed word and to picture stimuli. Master's, 1932. Stanford.

245. **Beck, M. L.** The use of visual aids in teaching. Auburn, Alabama polytechnic institute, 1932.

246. **Bell, Carl S.** A summary and critical analysis of the experiments concerned with the use of visual aids in instruction. Doctor's, 1932. Washington. 331 p. ms.

The motion picture has proven to be an effective instructional aid in some subjects, while the slide and stereograph have proven more satisfactory in others

247. **Brown, H. Emmett,** *and* **Bird, Joy.** Motion pictures and lantern slides for elementary visual education. New York City, Teachers college, Columbia university, 1931. 105 p.

An annotated list of teaching aids together with suggestions for their use and tentative criteria for judging the worth of visual materials.

248. **Carnegie, John Lloyd.** Visual instruction in commercial subjects. Master's, 1932. Boston Coll.

* 249. **Clark, Clarence C.** Sound motion pictures as an aid in classroom teaching: A comparative study of their effectiveness at the junior college level of instruction. Doctor's, 1932. New York. 135 p. ms.

Investigates the value of educational sound motion pictures in classroom teaching as a medium for conveying accurate, concrete knowledge; for the development of ability to think more accurately and to reason more soundly; and for stimulating and sustaining interest in the topics studied with special reference to science. The experiment was carried out in the Outlines of science course at New York University A total of 13 films was used in the investigation. Three of the films had sound and silent editions, 5 were sound films, and the other 5 were silent. Data indicate a marked similarity in the effectiveness of the sound motion pictures, the silent motion pictures, and the lecture demonstrations as teaching aids.

250. **Hinckley, Leon Carl.** Visual aids for demonstrating subject matter in high-school biology. Master's, 1932. Colo. St. T. C.

251. **Iowa. University.** Visual aids for classroom use. Iowa City, University of Iowa, 1932. 90 p. (University of Iowa Extension bulletin, bulletin no. 294. June 15, 1932.)

This is a descriptive list of lantern slides and motion picture films available for classroom or assembly use in the schools.

* 252. **Koelle, Sylvester P.** A study of adjectives and pictures found in motion-picture advertising and of criticisms of motion pictures. Master's, 1932. Penn. State. 56 p. ms.

A study was made of the adjectives used in motion-picture advertisements, and of the pictures found in the advertisements, as they apply to the social value of motion pictures. Criticisms published in the newspapers and current magazines were also studied. Daily and Sunday newspapers, motion picture magazines, and producer's and director's annuals were analyzed, and the adjectives used to describe the pictures were tabulated and treated statistically. It was found that there are motion pictures for all types of persons, and that the criticisms seem to favor the motion-picture industry.

253. **Mehlman, Solomon.** A study of visual aids in elementary school history textbooks with standards for the evaluation of the aids. Master's, 1932. Coll. of the City of N.Y. 64 p. ms.

The visual aids studied were pictures (drawings, photographs, and reproduced paintings), cartoons, graphs, diagrams, maps, charts, tables, and the guides for the use of these aids. A set of criteria and standards was constructed.

254. **Morgan, Grace Myrtle.** The efficacy of the use of the lantern slides in teaching English composition as compared with the laboratory method. Master's, 1932. Denver. 52 p. ms.

An experiment conducted in two sections of the 9B English classes in Cole junior high school of Denver suggests that the use of lantern slides opens up a new approach to the problem of evaluating and grading original compositions, and enlists the interest of the group cooperatively.

255 **Mount, James Nathaniel.** The learning value of motion pictures in high-school physics as compared to the use of supplemental textbooks. Master's, 1931. Washington. 74 p. ms.

Studies two classes of high-school physics (24 in each class). Findings: 69 chances in 100 that motion pictures are superior as a teaching device to the use of supplemental texts

256 **Rogers, Ralph Winfred.** Visual aids as a means of making the subject of woodwork, in the secondary schools, more intelligent. Master's, 1932. Oklahoma A. and M. Coll.

257. **Rulon, Phillip J.** An experimental study of the value of talking films as an instrument of instruction Harvard university, Cambridge, Mass. [1932.]

258. **Sarvay, Laura Ann.** The available materials for picture study in the elementary grades. Master's, 1932. Peabody. 188 p. ms.

The pictures listed were chosen from the 18 sets of drawing books, manuals on picture study, and picture study courses now in use in the United States.

259. **Semsch, *Sister* M. A.** Analysis of visual aids found in modern history textbooks. Master's, 1932. Iowa. 147 p. ms.

* 260. **Terry, Laura Grace.** Types of children's responses to the Yale chronicles of America photoplays Master's, 1932. New York. 147 p. ms.

Junior high school children of the seventh and eighth grades are more interested in people as they are featured upon the screen than in any other type of response.

261. **Young, William H.** An analysis of the visual aids found in sixth grade European background texts. Master's, 1932. Iowa. 66 p. ms.

See also 167, 694, 857, 860, 899, 982, 984, 1208.

EDUCATIONAL PSYCHOLOGY

262. **Bayroff, Abram Gustavus.** Effect of varying and stable environments on behavior in the direction test box. Doctor's, 1931. North Carolina.

263. **Bedell, Ralph C.** The relationship between ability to recall and the ability to infer in specific learning situations. Doctor's, 1932. Missouri.

264. **Bell Anita I.** Experimental study of the relation between variability and learning. Master's, 1932. Columbia.

265. **Carpenter, Edwin Kenneth,** An experimental study of interrupted response in animal learning. Master's, 1931. Brown.

266. **Cattell Psyche.** Do the Stanford-Binet IQ's of superior boys and girls tend to decrease or increase with age? Harvard university, Cambridge, Mass. [1932.]

267. **Dunlap, Knight.** Habits, their making and unmaking. New York City, Liveright, inc., 1932. 326 p.

The study of the interrelation of the processes of learning and unlearning, of habit making and habit breaking is based on individual cases treated at Johns Hopkins uni-

versity It discusses the problems of habit and learning, fundamental principles of learning; voluntary and involuntary action, physiological theories of learning; the process of learning, conditions of efficient learning; retaining, recalling, and relearning; remembering and forgetting; personal and social adjustment; the breaking of specific bad habits; habits of emotional response; and learning ability and intelligence.

268 **Eurich, Alvin C.** A comprehensive examination in educational psychology. Minneapolis, University of Minnesota, 1932. 77 p. ms.

The report describes the manner in which two forms were prepared, the evaluation of the individual items, and the process of constructing shorter forms that are highly reliable. The need now is to standardize the shorter forms on larger groups of graduate students.

* 269. **Kemp, Edward L.** The content of educational psychology as evaluated and determined by city superintendents and supervisors in the United States on the basis of the observed professional needs of their teachers. Doctor's, 1932. New York. 110 p. ms.

Content check lists were sent to the 610 cities with a population of 15,000 or more in the United States The study is based on the 120 usable returns of the check list, and on 120 check lists filled out by teachers who were taking courses at New York University. The evaluations of the supervisors were generally more reliable than those of the teachers; the supervisors and teachers were more in agreement as to the relative importance of the content items than in disagreement; the items rated as of major importance are those which bear a relationship to the skill and insight of the teacher in his work and in his grasp of the subject; results dispute the importance of a number of items conventionally dealt with at length, and attach high value to a number of items commonly referred to in passing.

270. **Kuhn, Earl R.** Relationship between family size and achievement in learning. Master's, 1932. Stanford.

271. **Lehman, Adin Floyd.** A study of the effect of length, practice, and degree of learning upon the reliability of nonsense syllable scores. Master's, 1932. Kans. St. T. C., Emporia. 37 p. ms.

272. **Maul, Ruth Berg.** An investigation of the relation between age and the ability to memorize and retain meaningful and nonsense material. Master's, 1932. Kans. St. T. C., Emporia. 45 p. ms.

* 273. **Roberts, Earl F.** Survey of practices in the administration of the first course in educational psychology in teacher-training institutions in the United States. Doctor's, 1931. New York. 114 p. ms.

Data were secured from replies to a questionnaire received from 226 normal schools, teachers colleges, and schools or departments of education in colleges and universities. The first course is taught in the department of education more often than in all of the other departments combined in teachers colleges and schools of education; it tends to be offered later in the longer curricula than in the shorter curricula; introduction to education is the favored prerequisite in normal schools, and general psychology is the most commonly required prerequisite in teachers colleges and schools of education; the first course is handled mainly by class discussion, lecture, and question and answer methods.

274. **Schwarzbek, William C.** The effect of four types of progressive changes in inter-cylic rest periods on pursuitmeter learning. Master's, 1931. Ohio 56 p. ms.

Attempts to clarify the effect of distribution of practice on the acquisition of a skill (motor skill). In this study the length of the rest periods is either lengthened or shortened progressively. Findings: The best conditions for pursuitmeter learning are those in which the intercyclic rest periods are progressively decreased in length from 9 minutes at the beginning to 1 minute at the end, i.e., after about 35 practice periods each of 4 minutes duration. Those conditions were poorest in which the inter-cyclic rest was progressively increased from no rest to 9 minutes rest.

See also 291, 294, 302, 508, 758, 761, 802, 1316, 1459.

CHILD STUDY

275. **Allan, Nan Mitchell.** An analysis of behavior problems encountered in a traveling child guidance clinic. Master's, 1932. Southern California.

276 **Berry, Maggie.** A nutrition study of children of preschool age in Shelby county, Tenn. Master's, 1932. Peabody. 44 p. ms.

A study was made of the food and health habits, nutrition needs, and general well-being of rural white children from 1 to 6 years of age in Shelby county, Tenn.

277. **Chase, Lucile.** Motivation of young children. An experimental study of the influence of certain types of external incentives upon the performance of a task. Iowa City, University of Iowa, 1932. 119 p. (University of Iowa studies. First series no. 223 Studies in child welfare, vol. 5, no. 3, March 15, 1932.)

This study is an inquiry into the nature of certain incentives or types of motivation with reference to young children. Experimental work in this problem is handicapped by the number of variables to be brought under control and by a lack of suitable apparatus for securing quantitative data This study presents a sampling of 259 children ranging in age from 2 to 8 years.

278. **Fisher, Mary S.** Language patterns of preschool children. Doctor's, 1932. T. C., Col. Univ.

Aims to develop an objective technique for analysis of language records of preschool children showing social implications and personality differences which will reveal developmental patterns for gaining linguistic control. Data were secured from stenographic records of 9 hours of spontaneous speech of 72 preschool children, 37 girls and 35 boys, from 22 to 62 months, in the nursery school of the Child development institute of Columbia university, from September 1928 to June 1930. Patterns of speech reveal psychological data of significance; the use of structurally complete sentences increases with age up to the fourth year; there is a positive relation between the complexity of the sentence and the intelligence of the child; girls show a superiority over boys in all items.

279. **Fitz-Simons. Marian J.** Parent-child relationships as shown in clinical case studies. Doctor's, 1932. T. C. Col. Univ.

Describes the development of a technique by which about 100 cases of the emotional attitudes of the parent toward his child were classified.

280 **Gipple, Pearl.** Iowa legislation pertaining to children Master's, 1932. Iowa.

281. **Goodenough, F. L., *and* Anderson, J. E.** Experimental child study. New York City, Century company, 1931. 546 p.

Section 1 gives a comprehensive historical account of the origins of the movement of the study of child development. Section 2 discusses the preparation for and the conduct of investigations and explains the methods of handling children in experimental situations, and describes 41 experiments covering a wide field, adapted for the study of both individual children and groups of children.

282 **Hadley, Laura B.** A study of the opinions of mothers regarding the aspects of child development that should be the common knowledge of potential homemakers. Master's, 1931. Minnesota.

283. **Hangliter, Ethel L.** A comparison of expressive behavior responses to stories and verse in children 2 to 6 years old. Pasadena, Calif., Whittier college, 1932. 47 p.

Studies nursery school and kindergarten children at Broadoaks. Findings: Both prose and poetry are happily received by children of nursery school age.

284. **Haven, Mary Estelle.** The personality traits of children, one of whose parents has been diagnosed as general paretic. Master's, 1932. Catholic Univ.

285. **Hayes, Marion Perrin.** The personality traits of children, one of whose parents has been diagnosed as maniac depressive. Master's, 1932. Catholic Univ.

286. **Henderson, Louise.** Effects of competition on the acquisition of a motor skill by young children. Master's, 1931. American Univ. 58 p. ms.

287. **Hicks, R. W.** A study of the behavior of children in learning to open a problem box. Master's, 1932. Illinois. 125 p. ms.

288. **Hildreth, Gertrude.** The success of young children in number and letter construction. Child development, 3: 1–14, March 1932. (Reprinted.)

A learning study of young children over a 3-year period indicating progress in ability to make numbers and letters.

289. **Hoke, Hazel.** A study of child life and out-of-school education in Kansas. Master's, 1932. Kans St. Coll.

290. **Jenkins, Felisa.** A critical study of the diets of preschool children in their homes; Group I—meals at family table. Group II—meals alone or at separate table. Master's, 1932. Mills. 62 p. ms.

291. **Jersild, A. T.,** *and* **Bienstock, S. F.** The influence of training on the vocal ability of 3-year-old children. Child development, 2: 272–91, December 1931.

Tests were administered to 53 3-year-old children to find their ability to sing tones and intervals. Intensive training over a period of 7 months was given to 18 children. Records were kept of the content and quantity of the children's spontaneous singing The results deal with the influence of training, individual differences, correlation between the vocal ranges of parents and children, tones and intervals most readily sung by children, and the educational implications of the findings.

292. ——— *and* **Markey, F. M.** Children's wishes, fears, dreams, daydreams, ambitions, pleasant and unpleasant memories, likes and dislikes: a study by the interview method of 400 children aged 5 to 12. New York City, Teachers college, Columbia university, 1932. 185 p.

293. ——— *and others.* A study of the constancy of certain behavior patterns in young children. American journal of psychology, 45: 125–29, January 1933.

The study deals with the predictive value of measurements of personality and social behavior in young children. The subjects were 12 kindergarten children who, during the two previous years, had been studied while attending a nursery school.

294. ——— ——— Training and growth in the development of children: A study of the relative influence of learning and maturation. New York City, Teachers college, Columbia university, 1932. 84 p. (Child development monographs, no. 10.)

More than 200 children, ranging in age from 2 to 11 years, were studied by the equivalent group method, to find the degree to which a child's capacity can be influenced by special training as compared with the influence of normal growth. Two mental, two musical, and four motor performances were used. A study was made of the influence of practice on individual differences, the relation between intelligence and the effect of practice, the improvability of motor as compared with mental capacities.

295. **Jones, Margaret Cornwell.** Judgments of parents regarding procedures for training children in the home. Doctor's, 1932. Southern California.

296. **Kennedy, Jean.** Protective legislation for children in New York State and its administration, public and private. Master's, 1932. Columbia.

297. **Kennedy, Stella Marie.** Case studies of children in a development room. Master's, 1932. Southern California

298. **McLauchlin, Florence.** The development of home management house children compared with children of similar age in boarding homes and in an institution. Master's, 1931. Iowa St Coll.

299. **McLester, Amelia.** The development of character traits in young children. New York City, Charles Scribner's sons, 1931. 126 p.

Records the free discussions of 15 children, ranging in age from 6 to 10 years, of the moral principles involved in their work and play

300. **Scheetz, *Rev.* Leo Aloysius.** History of Catholic child-caring institutions in the Diocese of Fort Wayne, Ind. Master's, 1931. Catholic Univ.

301. **Shalling, Marjorie.** The development of coordinated movements of the hands in young children: Grasping. Master's, 1932. Mills. 81 p. ms.

302. **Sheldon, Donald R.** Study of the likes and dislikes of children in grades 4 to 8, inclusive, in 8 Arizona communities. Master's, 1931. Stanford.

303 **Shoup, Cora Elizabeth.** A survey of the literature on the unsocial child. Master's, 1932. Oklahoma. 150 p. ms.

304. **Wagner, Mary.** Day and night sleep in a group of young orphanage children. Master's, 1932. Iowa.

* 305. **Wilson, Lucille M.** The egocentricity of children's answers to spontaneous questions of children from 4 to 8. Master's, 1932. New York 40 p. ms.

Analyzes the relevancy of the answers made to spontaneous questions according to age, grade, sex of the child who asked the question, and the activity of the child who answered, and the form of the question asked, based on 1,661 responses

306. **Worthley, Herbert M.** Family life and metropolitan housing: A study of adaptation on the part of families recently removed to New York City. Master's, 1932. Columbia.

307. **Wynkoop, Lillian Anthony.** The personality traits of children, one of whose parents has been diagnosed as dementia praecox. Master's, 1932. Catholic Univ.

308. **Yates, Ida M.** Concepts and attitudes of children concerning slander and freedom of speech. Doctor's, 1932. Iowa. 549 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Upon investigation of the degree to which ethical ideas of pupils of various grades have developed in regard to slander and freedom of speech, results show that serious misconceptions exist as to malice and tale-bearing and the desirability of control of slanderous speech by law. The data indicate that children are more in agreement with court decisions than are prospective teachers; and that many children are not now developing concepts towards slander and free speech approved by society, and that specific education in this field is needed.

See also 205, 231, 358, 1068, 1070–1071, 1080, 1258–1259, 1261, 1300, 1315, 2313, 2430, 2445, 2465, 2488.

SEX DIFFERENCES

309. **Benjamin, Harold.** Age and sex differences in toy preferences of young children. Pedagogical seminary and Journal of genetic psychology, 41: 417–29, December 1932.

Discusses the toy preferences of 100 children, aged 2 to 6 years. Three toys, of a total of six, showed significant sex differences throughout the various age levels of the group studied.

310. **Bruce, Kathleen T.** A comparison of achievement in four school subjects of ninth-grade boys and girls matched for intelligence quotients. Master's, 1932. Columbia.

311. Edelman, *Mrs.* Anne Pilsk. Sex differences in verbal and numerical abilities in rural children. Master's, 1932. Columbia.

312. Heilman, J. D. Sex differences in intellectual abilities. Journal of educational psychology, 24: 47–62, January 1933.

More than 400 girls and 400 boys were compared for differences in intelligence and in the abilities measured by the Stanford achievement test. Differences on the means, in variability, and on different percentiles were determined. In only a few of these measures were the differences large enough to guarantee practical certainty.

313. Irvine, Helen Nolting. Sex differences in 7 and 12-year-old children. Master's, 1932. Columbia.

314. O'Dell, Helen Love. Sex differences in stability. Master's, 1931. Indiana.

See also 189, 231, 278, 305, 490, 530, 785, 801, 855, 963, 1068 ,1073, 1142, 1182, 1186, 1222, 1270, 1315, 1456, 2151, 2153, 2312.

TESTS AND TESTING

PSYCHOLOGICAL TESTS

315. Atkins, Ruth Ellen. The measurement of the intelligence of young children by an object-fitting test. Minneapolis, University of Minnesota press, 1931. 89 p. (Institute of child welfare monograph series no. 5.)

Part 1 describes the development and standardization of the test; part 2 consists of a manual for the administration of the test.

* 316. Beck, Samuel J. The Rorschach test as applied to a feeble-minded group. Doctor's [1931] Columbia. New York City, Columbia university, 1932. 84 p. (Archives of psychology, no. 136.)

The Rorschach "Psychodiagnostik" test, consisting of 10 symmetrical ink-blots, was given to 87 feeble-minded children in Randall's Island, New York City. The findings in response patterns of 80 are reported in the study.

317. Bryan, Willard C. A study of the correspondence of pupils' ability to achieve as measured by group intelligence tests, and success as measured by teachers' marks. Master's, 1932. Ohio. 58 p. ms.

An investigation was made of the correlations between teachers' marks and intelligence quotients in four high schools in the city of Cleveland. Two academic, one commercial, and one technical high school were studied. Lower coefficients of correlation were found in practically all subjects in the technical school than in the other three.

318. Cattell, Psyche. Constant changes in the Stanford-Binet IQ. Journal of educational psychology, 22: 544–50, October 1931.

A study of the changes in IQ that take place after different periods of time and at different IQ levels. A tendency for the high to gain and the low to lose was noted.

319. ——— Why Otis' IQ cannot be equivalent to the Stanford-Binet IQ. Journal of educational psychology, 22: 599–603, November 1931.

The curves of distribution of Stanford-Binet IQ's of unselected and gifted children are contrasted with the greatest possible range of Otis IQ's. The conclusion drawn is that the Otis IQ of the gifted and backward child cannot be equivalent to the Stanford-Binet IQ.

320. Conrad, Loyal Richard. The evaluating of four techniques used to select a vocabulary as a test of mental age. Doctor's, 1931. Michigan. 85 p. (Abstracts of dissertations and theses in education, 1917–1931, p. 66–67.)

Studies 1,200 cases ranging in mental age from 6 to 14 who had IQ's between 90 and 110 on the Stanford-Binet test. Curve fitting, weighted words, P. E. difficulty and representative sampling were used. Data indicate that the weighted word method is best for selecting a vocabulary to be used as a test of mental age, other things being equal.

321. **Cramlet, Ross C.** A comparison of junior and senior high school students based on results of intelligence tests, mechanical aptitude tests, fundamental tests in woodwork and mechanical drawing. Master's [1932], Iowa St Coll. 175 p. ms.

322. **DeAngelis, Louis.** A study of the Bernreuter test with psychiatric cases. Master's, 1932. Columbia.

*323 **DuBois, Philip Hunter.** A speed factor in mental tests. Doctor's, 1932. Columbia. New York City, Columbia university, 1932. 39 p. (Archives of psychology, no 141.)

Attempts to discover a common factor of mental speed on a single level, and that a low level, of difficulty. Records of 139 male subjects in arithmetic reasoning test; a vocabulary test, two batteries of five tests designed to reflect differences in speed; Minnesota paper form board tests, and test 3 of the Haggerty reading examination, Sigma 3, form A were used.

324. **Durbin, Virginia O.** The uses of mental testing at the University of Kentucky. Master's, [1931.] Kentucky.

*325. **Egan, Eula Pearl.** The effect of fore-exercises on test reliability. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 37 p (Contribution to education, no. 98.)

Attempts to discover whether fore-exercises increase or lower the reliability coefficients of the National intelligence tests, the Schorling-Sanford achievement test in plane geometry, and a ninth grade mathematics test. Scale A, forms 1 and 2, and Scale B, forms 1 and 2 of the National intelligence tests were given to two groups of children in the fifth, sixth, and seventh grades of the Florence, Ala., school system. Data indicate that fore-exercises do not have a significant effect on test reliability coefficients

326. **Fee, Mary.** Comparative discrimination and validity of five group mental tests Master's, 1932. Kansas.

327. **Ferneau, Lelah.** Alternate tests for Stanford-Binet. Master's, 1932. Ohio. 50 p. ms.

The purpose of the study was the standardization of tests to use in place of the Stanford-Binet.

* 328. **Ford, Frederick Arthur.** The ratio of achievement to ability as found among fifth-grade pupils. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 61 p. (Contribution to education, no. 94.)

Deals with the adjustment of the misfit school to the child so that the work offered him will more nearly fit his particular needs and capacities. The Otis self-administering tests of mental ability and the Detroit alpha intelligence test were given to the pupils in 27 teaching units of the fifth grades of 23 representative schools of Louisiana. Data indicate that the greater the intelligence of the fifth grade pupils, the greater is the net gain in scores made on history and arithmetic tests; and the greater the intelligence of fifth grade pupils, the less is the relative net gain in scores made on history and arithmetic tests.

329. **Harris, June.** An analysis of logical memory tests in terms of vocabulary and rote memory. Master's, 1932. Columbia.

* 330. **Jorgensen, Christopher.** An analysis of certa n psychological tests by the Spearman factor method Doctor's, 1932. T. C. Col. Univ. London, Eng., E. A. Gold and co., 1932. 70 p.

The army alpha (1925 revision); Otis (for business establishments); teaching aptitude (George Washington series); examination in clerical work (Thurstone); technical information (Thurstone); test for mechanical ability (MacQuarrie); A. C. E. phychological examination were analyzed by the Spearman factor method to interpret their composition and clarify their meaning for vocational guidance. They were given to approximately 160 college students and their values compared. Spearman methods gave fairly consistent results.

331 **Kilduff, Sybil Marie.** Correlation of intelligence quotients of siblings at the same chronological age level Master's, 1932. Mills. 48 p. ms.

332. **Masters, Harry V.,** *and* **Upshall, C. C.** A comparison of the value of the Thorndike and American council psychological examinations. Bellingham, Washington State normal school, 1932 3 p. ms.

Data were secured from 41 institutions of higher education in the Inland empire. Many more institutions are using the American council psychological examination than are using the Thorndike intelligence examination for high-school graduates. The American council psychological examination correlated more highly with average first quarter grades than scores from the Thorndike intelligence examination

* 333. **Peatman, John Gray.** A study of factors measured by the Thorndike intelligence examination for high-school graduates. Doctor's, 1931. Columbia. New York City, Columbia university, 1931. 56 p. (Archives of psychology, no. 128.)

Analyzes the Thorndike examination records of 568 male subjects, candidates for admission to Columbia college, taking the examination in June 1925. Data indicate that the common function measured by the examination might best be characterized as verbal ability plus certain factors dependent upon the testing situation.

334. **Pintner, Rudolph.** The influence of language background on intelligence tests. Journal of social psychology, 3 : 235–40, May 1932.

Comparison of two types of tests, non-verbal and non-language, with English and non-English-speaking children. Findings : Language background of child influences mental rating on test.

335. ——— Intelligence tests. Psychological bulletin, 29 : 93–119, February 1932.

A summary of intelligence testing for 1930—bibliography of 179 articles.

336. **Price, Mary Kemper.** Reliability of international group mental test. Master's, 1932. Columbia.

337. **Sangren, Paul V.** Improvement of reading through the use of tests. Kalamazoo, Mich., Western State teachers college, 1932. 207 p.

Attempts to show how tests may be used for the purpose of improvement of instruction in reading; give practical illustrations of teaching procedure based upon the results of applied tests in reading; acquaint teachers and supervisors with the major problems of instruction and measurement in reading; acquaint teachers and supervisors with existing standardized tests in reading and their educational significance, instruct in the construction and use of informal and practice tests in reading; clarify the nature of the primal causes of deficiencies and difficulties in reading; and train teachers and supervisors to evaluate critically the various devices which they will use to describe their pupils' reading abilities and to locate their instructional problems

338. **Thorndike, Edward L.** The significance of responses in the free association test. Journal of applied psychology, 16 : 247–53, June 1932.

339. **Wolcott, Willa Bixby.** A study of the differences in the scores of the Thorndike intelligence examinations after an interval of four years Master's, 1932. Coll. of the City of N.Y.

340. **Wolfe, Jack.** The consistency of intelligence test questions as a supplement to their validity in selecting items for the best subtest. Master's, 1932. Coll. of the City of N. Y.

Studies the results of testing 200 students of grades 6 and 8 with an intelligence test of 220 items.

341. **Wood, Alda Leora.** An intelligence test for high first and low second grades. Master's, 1932. Colorado.

342 Zabin, *Mrs.* Dorothy H. The relation of the Pintner-Patterson performance tests to the Stanford revision of the Binet scale; a comparison of four tests on the Pintner-Paterson performance scale with the Stanford revision of the Binet-Simon test in an effort to analyze the component parts of present day intelligence tests. Master's, 1932. Columbia.

See also 294, *and under* Tests in the index.

TESTS OF SOCIAL ADAPTATION

343. Bernreuter, Robert Gibbon. The evaluation of a proposed new method for constructing personality-trait tests. Doctor's, 1932. Stanford.

Describes the construction of the new battery of tests by the use of Thurston and Thurston's test of neurotic tendency, Bernreuter's self-sufficiency test, Laird's C2 test of introversion-extroversion, and Allport and Allport's test of ascendance-submission

344. Faxon, George R. Testing deception by word association. Master's, 1932. New Hampshire. 60 p. ms.

345. Jacobs, Frances B. The value of certain character and personality traits in the prediction of achievement. Master's, 1932 Columbia.

346. Kitzinger, *Mrs* Helen. A critical study of three tests of emotional maturity. Master's, 1932. Columbia.

347. Kulp, Daniel H., *II.* Concepts in attitude tests. New York City, Teachers college, Columbia university, 1932. 15 p. ms.

An experimental study to distinguish between belief, attitude, judgment, and fact items by utilizing judgments of professional sociologists, and testing students. Findings: "Attitude" and "fact" can be distinguished; "belief" and "judgment" items do not reliably differentiate markings.

348. ——— Form of statements in attitude tests. New York City, Teachers college, Columbia university, 1931. 7 p. ms.

An experiment to test the validity, using varying forms in "attitude" tests—attitudes, beliefs, judgments, and opinions. Findings: Variations in forms produce variations in markings, but they tend to be more alike than they tend to be different. Care in formulation is essential, depending on type of item

349. ——— Prestige, involving single-experience attitude changes and their permanency. New York City, Teachers college, Columbia university, 1932. 25 p. ms.

An experimental study in which 343 students in Teachers college, with experimental and control sections, used Harper's test "A social study." Findings: Can shift attitudes reliably on half the propositions which were originally marked conservatively by manipulating suggestion and prestige; prestige of educators is greatest among these students of education, changes toward liberalism under suggestion were permanent over a 2-month period; only a 10 percent loss to liberalism by a change to conservatism.

350. Leigh, Edith W. Measuring attitudes on obedience to law. Master's, 1932. Colo. St. T. C.

351. Maller, J. B. Character and personality tests. New York City, Teachers college, Columbia university, 1931. 53 p.

An annotated bibliography of some 300 tests of character devised in the United States and other countries.

352. ——— Character sketches: A test of personality adjustment. New York City, Teachers college, Columbia university, 1931. 32 p.

Tests were given to more than 3,000 cases ranging from grade 5 through college. Findings: The test measures reliably six phases of adjustment: habit, pattern, social adjustment, personal adjustment, self control, mental health, and readiness to confide.

353. **Murray, Margaret E.** Study of a test technique for the detection of emotional maladjustments in adolescent boys. Master's, 1931 Stanford.

354. **Pierce, Mildred F.** The measurement of humor. Master's, 1932 Washington Univ. 65 p. ms.

355. **Timothy Arthur C.** Study of the sense of humor test as a measure of attitude. Master's, 1931. Stanford.

* 356 **Welles, Henry Hunter, *3rd.*** The measurement of certain aspects of personality among hard-of-hearing adults. Doctor's, 1932. T. C, Col. Univ. New York City, Teachers college, Columbia university, 1932. 78 p. (Contributions to education, no. 545.)

Answers to a questionnaire were received from 225 hard-of-hearing adults, and from 148 hearing adults who served as a control group. The experimental and control groups were compared for age, education, occupational status on the Barr scale, and salary. Data indicate that the hearing defect seems to be associated with a larger number of symptoms of personality maladjustment for the hard-of-hearing in comparison with their hearing friends on three measures of personality. Individual men and women who are hard-of-hearing surmount the handicap and show fewer symptoms of maladjustment than do their hearing friends.

See also 293, 2508.

EDUCATIONAL TESTS

357. **Adams, Henry P.** A study to determine the effectiveness of performance tests as a teaching device. Master's, 1932. Ohio. 133 p. ms

Performance tests are an effective means of teaching drawing, of aiding in the mastery of information, and in applying technical drawing information.

358. **Bassett, Dorothy Mayhew.** The army designs test; a study of three scoring systems applied to public-school children of ages 5–15. Master's, 1932. Columbia.

359. **Beck, Roland Lycurgus.** The reliability and validity of a natural test in English composition for high-school seniors and college freshmen Doctor's, 1932. Oklahoma. 173 p. ms.

360. **Bell, George Giltner.** An evaluation of a test technique in spelling Master's, 1932. Iowa. 50 p. ms.

361. **Bibbins, Arthur Sands.** The relationship between scholastic achievements and general intelligence as measured in the classes of 1930 and 1931 of the Darien, Conn., high school. Master's, 1931. Vermont.

362. **Blackwell, Raymond Earl.** The development of an achievement test in high-school journalism. Master's, 1932. Indiana. 61 p. ms.

363. **Burns, Cecil J.** A test for high-school economics. Master's, 1932. Iowa. 99 p. ms.

364. **Byers, Walter E.** A test of "athletic intelligence." Master's, 1932. Iowa.

365. **Coll, Marcella.** The value of certain tests in the prediction of success in high school. Master's, 1932. Chicago. 30 p. ms.

Four semesters' school marks of ninth-grade pupils entering the University of Chicago high school were correlated with their scores on a battery of mental and achievement tests including new Stanford achievement test.

366. **Couey, Fred.** A test of reading discrimination. Master's, 1932 Colo. St. T. C.

367. **Darling, Elmer C.** Relationship of freshman grades to scores on the state academic tests. Master's, 1932. Iowa. 48 p. ms.

368. **Denny, Emerson C.** An investigation of the defects and weaknesses in certain objective test items in American history. Doctor's, 1932. Iowa. 592 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no 38, new series no. 248. 2 p.)

Describes the problems involved in determining the response of pupils in a test in American history; the method of administering five tests to groups of American history classes in grades 11 and 12.

369 **Devney, Anna Marie.** Construction and evaluation of Western Reserve University—Cleveland unit tests in American history and civics. Master's, 1932. Western Reserve. 151 p. ms.

370. **Diamond, L. N.** A critical examination of objective tests in high-school science. Master's, 1932. Cornell. 121 p. ms.

Examines available objective tests in general science and biology with a view to their scientific validity and accuracy.

371. **Dudley, George H. T.** Construction of objective tests in American history (1789–1927). Master's, 1932. Coll. of the City of N. Y. 208 p. ms

Studies the reliability and validity of the more frequently used new-type question forms. Data indicate that validity and reliability vary with the form of the test. The various test forms studied are not equally suited for testing different types of content.

372. **Eley, Theo. R.** Diagnostic testing and remedial instruction. Master's, 1932. Ohio. 100 p ms.

373. **Emerson, Earle E.** Comparative educational achievement of pupils in Wing and Central schools of the union graded type of district. Master's, 1931. Oklahoma A. and M. Coll.

374. **Eurich, Alvin C.** A method for measuring retention in reading. Journal of educational research, 24: 202–208, October 1931.

Findings: The test constructed is evaluated in terms of reliability, validity, etc.

375. **Featherston, J. Leroy.** A study of the effect of cramming on an achievement test in history. Master's, 1932. Iowa. 64 p. ms.

376. **Gard, Paul Dombey.** New procedures in the administration of standardized tests. Master's, 1932. Kentucky.

377. **Green, Helen J.** Qualitative method for scoring the vocabulary test of the new revision of the Stanford-Binet. Master's, 1931. Stanford.

* 378. **Greene, James Edward.** The relative reliability and validity of rational learning tests as affected by length of test and order of administration. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 36 p. (Contribution to education, no. 95.)

A battery of 15 validating tests selected to measure a variety of higher mental functions were given to 90 University of Georgia students. Data indicate that prior tests are slightly more reliable than subsequent tests, and that the long tests are markedly more reliable than the short tests Small amounts of early practice tend to produce a relatively greater gain in raw score performance than do larger amounts of practice later.

379. **Haag, Albert Theodore, *jr.*** Construction and analysis of tests in horticulture. Master's, 1932. Western Reserve. 195 p. ms.

380. **Hildreth, Gertrude.** Metropolitan achievement tests, Primary I and Primary II. N.Y. edition. Yonkers-on-Hudson, N.Y., World book company, 1931.

Tests in reading, arithmetic, spelling, language, vocabulary, grades 1–3.

381. ——— Metropolitan readiness test. Experimental edition. Yonkers-on-Hudson, N. Y., World book company, 1932.

Tests in perception, numbers, vocabulary, information. Grades kindergarten and first.

382 **Holroyd, Florence E.** A supervisory project in educational measurements carried out by the division of rural education in Cowley county, 1931–32. Pittsburg, Kansas State teachers college, 1932. 71 p. (Kansas state teachers college. Educational monograph no. 1.)

In order to improve the arithmetic work of the pupils in Cowley county, an extension course in educational measurements was worked out. Twenty-three teachers at Kansas State teachers college enrolled for the course. A testing program that included grades 2 to 8 was carried on in the schools. The new Stanford arithmetic test, form V was given to 321 pupils in the schools whose teachers were enrolled in the extension class. Papers were scored by the members of the educational measurements class, and class records were kept for each school. There was evidence that the pupils gained by improvement of arithmetic instruction, teachers became acquainted with many of the leading achievement and diagnostic tests in arithmetic, and gained in the knowledge of the technique of administering and scoring standardized tests.

383. **Houston, John E.** A standardized test for the first semester of world history. Master's, 1931. Ind. St. T. C. 70 p. ms. (Abstract in Indiana State Teachers College. Teachers college journal, 3 : 282, July 1932.)

* 384. **Howell, Edna Vesta.** A progressive design test: a test requiring the selection of new elements added asymmetrically in building a complex design. Doctor's, 1932. Indiana. 55 p. ms.

Describes the development of the progressive design test, and describes the test in its final form. The test was given to 2,193 children in the public schools of Bloomington, Ind. There were no significant sex differences shown by the test results; there was a regular increase in ability to the age of 12. The results of the test may be taken as an indication of the child's ability to progress in school.

385. **Hutcheon, Elsie Mae.** A statistical analysis of the Sones-Harry high-school achievement test. Master's, 1932. Western Reserve. 68 p. ms.

386. **Jaffe, Louis.** The construction of a new-type history test employing vitalizing questions. Master's, 1932 Coll. of the City of N. Y 133 p ms.

387. **Johns, R. L.,** *and* **Wingard,** *Mrs.* **R. E.** Unit tests for sixth grade history. Auburn, Alabama polytechnic institute, 1932.

388. **Jones, Lloyd Llewellyn.** Analysis of business, office and clerical tests. Master's, 1932. Western Reserve. 172 p. ms.

389 **Keeler, Louis W.** Results of the testing program in the Grass Lake public school. Ann Arbor, University of Michigan, 1931. 38 p. (Bureau of educational reference and research, bulletin no. 143, December 15, 1931.)

The testing program was administered in March 1931 to determine the existing levels of achievement in various subjects in the different grades in the school and to compare these with standard levels; to compare the testing results with results obtained from a previous program administered in 1930. Mental, reading, spelling, arithmetic, and language tests were given.

390. **Kirkland, Ruth Hazel.** A study of the validity of the Long Beach eighth grade general science tests. Master's, 1932. Southern California.

391. **Knuth, William Edward.** The construction and validation of music tests designed to measure certain aspects of sightreading. Doctor's, 1932. California. 390 p. ms. (Abstract, 11 p. ms.)

The purpose of the study was to devise tests that would measure the pupils ability in the silent recognition and comprehension of musical ideas in their notation. The testing was accomplished by measuring complete musical patterns rather than the dissected elements of music.

392 **Kulp, Daniel H.** *II.* The role of purpose in scholastic achievement. New York City, Teachers college, Columbia university, 1932 18 p. ms.

Describes an experimental study of 75 students in clinical sociology at Teachers college

393 **Leahey, Lucille Marie.** Analysis of mathematics tests Master's, 1932. Western Reserve. 112 p. ms.

394. **Lee, J. Murray.** Testing programs for secondary schools. Doctor's, 1932. T. C., Col. Univ.

An investigation of the testing practices in secondary schools, the findings to be a guide to administrators in evaluating testing programs and show where emphasis should be placed Study made of 493 check lists from secondary school principals representing schools with 47 to 6,000 pupils from communities of fewer than 1,000 to New York City, and schools in each of the 48 states; in 70 schools an intensive study was made Testing practices of 1,600 teachers were tried Among tests given, 84 percent were intelligence tests; 84 percent standardized achievement tests, and 10 percent, essay and objective tests Results showed weaknesses in the testing programs; a relation between the size of city and amount of testing; size of city is more important in determining amount of testing than is size of school.

395. **Lucas, Ina Grace.** Achievement tests in ancient and medieval history. Master's, 1932. Colo. St. T. C.

396 **Masters, Harry V.,** *and* **Upshall, C. C** Preliminary report of the reliability of tests and final grades given by instructors. Bellingham, Washington State normal school, 1932. 3 p. ms.

Studies the reliabilities of 37 different objective tests given by 25 different instructors in 35 different classes.

397. **Miller, Rose S.** The evaluation of prognostic tests in algebra. Master's, 1932. Iowa. 61 p. ms.

398. **Miner, Glen B.** Measurement of achievement in Spanish. Master's, 1931. Stanford.

399. **Mort, Paul R.,** *and* **Gates, A. I.** Acceptable uses of achievement tests: a manual for test users. New York City, Teachers college, Columbia university, 1932. 85 p.

400. **Odell, C. W.** Still more about scoring rearrangement or continuity tests. School review, 39: 542–46, September 1931.

401. **Parker, Maryalys.** A study of the work histories of girls who have made low scores on the Toops' I. E. R. Girls' mechanical assembly test. Master's, 1932. Columbia.

402. **Peterson, Reynold A.** Analysis of data secured from Iowa academic test in general science. Master's, 1932. Iowa. 80 p. ms.

403. **Pope, Virginia Hortense.** Construction and evaluation of Western Reserve university—Cleveland unit tests in home economics. Master's, 1932. Western Reserve. 104 p. ms.

404. **Pryor, R. R.** Analysis of data secured from the Iowa academic tests in physics. Master's, 1932. Iowa. 64 p. ms.

405. **Rinsland, Henry Daniel.** Norms for the Tracy short answer tests for Oklahoma, 1931–1933. Kansas City, Mo., Samuel Dodsworth stationary co., 1932.

Norms and scores are based on tests given to more than 50,000 pupils.

406. **Ritchie, Harold.** Administrative and supervisory uses of achievement tests. Master's, 1932. Rutgers.

407 **Rose, Oscar B.** A geometry intelligence test. Master's, 1932. Indiana. 85 p. ms.

408. **Ross, Russell C.** An analysis of the data secured from the Iowa academic test in world history. Master's, 1932. Iowa. 89 p. ms.

409. **Schell, M. M.** Analysis of the 1932 every pupil test in plane geometry. Master's, 1932. Iowa. 89 p. ms.

410 **Scholten, Peter.** A comparison of the content of ninth year tests in general mathematics and algebra. Master's, 1932. Iowa. 91 p. ms.

411. **Seyfarth, V. Elise.** Block test; a critical analysis of scores made on the College of the City of New York block test when given to a group of average children. Master's 1932. Columbia.

412. **Smith, Clinton M.** A standardized test for the second semester of world history. Master's, 1932. Ind. St. T. C. 70 p. ms.

413. **Smith, Grace M.** The reliability of the Cleveland survey arithmetic tests. Master's, 1932. Chicago. 75 p. ms.

Analysis of results of tests given to 1,200 pupils in Enid, Okla., schools, January 1931 The Cleveland survey arithmetic test was found to be most reliable in the eighth grade and least reliable in grades 3 and 4.

414. **Symonds, Percival M.** The comparative reliabilities of standardized and teacher-made achievement tests when given in the middle of the year. Journal of educational research, 25: 127–28, February 1932.

415. ——— The testing program for the high school. School review, 40: 97–108, February 1932.

416. **Tidman, R. J.** An analysis of the data secured from the every-pupil test in economics, 1932. Master's, 1932. Iowa. 78 p. ms.

417. **Upshall, C. C., *and* Masters, Harry V.** Report of the results of the Gates primary reading tests, types 1, 2 and 3, given to the first grades of Bellingham during May 1932. Bellingham, Washington State normal school, 1932. 14 p. ms.

All first grade children in the city were tested These same children had been given the Kuhlmann-Anderson intelligence test during the previous October A comparison of mental age and reading progress was made possible. Findings: The average reading ability of the first grade children in Bellingham is the same as the norms given in the test manual. The mental age at which the higher percentage learned to read satisfactorily was 6 years and 6 months. The children 8 years of age made the poorest progress.

418. ——— ——— Results of the tests given October 1931 to the first, third and sixth grades of the Bellingham city school. Bellingham, Washington State normal school, 1932. 11 p. ms.

All pupils in the first, third, and sixth grades were given standardized tests, the Kuhlmann-Anderson in the first and the Stanford achievement in the third and sixth Findings: Twenty percent of the pupils in the first grade have mental ages below 6 years and no months. The children of the sixth grade in Bellingham are markedly superior to the national norms in geography. Certain of the schools had low achievement in each of the tests.

419. **Walters, Fred C.** Construction and standardization of tests for Puerto Rico. University of Puerto Rico, Rio Piedras, 1931. 50 p.

Describes an achievement test in Spanish for elementary grades, which is suitable for use in all Spanish-speaking countries of Latin America.

420. **Watson, J. H.** A study of the multiple choice test in elementary algebra. Master's, 1932. Iowa. 39 p. ms.

421. **Whitten, Lera Gladys.** The factors of size, of position, and of methods of manipulation in the solution of form boards by young children. Master's, 1931. Iowa St. Coll.

422. **Wilcox, Myron J.** The effect of a corrected inventory test. Doctor's, 1932. Iowa. 87 p. ms. (Abstract in: University of Iowa studies, Series on aims and progress of research, no. 38. New series no. 248, 1 p.)

Discusses the value of the pre-test, with special reference to the corrected pre-test in stimulating mastery of content material Results of an experiment with four groups of sixth-grade pupils indicate that the correct pre-test was an excellent method by which to stimulate study of facts and principles as tested by the pre-test.

423. **Wilson, Verne Edmund.** A contribution to the scientific prognosis of scholastic achievement. Master's, 1931. Florida.

424. **Winkelplech, A. G.** Test items for American government. Master's, 1932. Iowa. 101 p. ms.

425. **Wise, Genevieve.** An estimate of the diagnostic value of the 1931 Iowa academic test in English correctness. Master's, 1932. Iowa.

426. **Woody, Clifford.** Report of testing program October 1931. Ann Arbor, University of Michigan, 1931. 14 p. ms. (University of Michigan bulletin no. 142. November 30, 1931.)

Gives the results of the testing program of the elementary schools of Michigan during the second week of October 1931. The program consisted of the New Stanford achievement test, the Detroit word recognition test, and the Detroit reading test (test 1).

See also under Tests, in the index.

EDUCATIONAL RESEARCH

427. **Caldwell, Otis W.** School experimentation. The work of the Institute of school experimentation. New York City, Teachers college, Columbia university, 1931. Teachers college record, 33: 127–61, November 1931. (Reprinted.)

The study gives synopses of work supported by appointments to the Institute. The first group of studies relates to learning in the tool subjects; the second group to rural school curriculum and organization; the third to elements of character and attitudes; the fourth to secondary school science; the fifth to social and linguistic studies; and the sixth to miscellaneous publications.

428. **Chandler, Herbert E.** A selected list of annotated references dealing with the fields of educational information service, educational interpretation, educational publicity, school reporting, and public-school relations. Lawrence, University of Kansas, 1931. 57 p. ms.

The bibliography is divided into four sections: Periodical and bulletin material, book references, bibliographies in the field of educational publicity, and research studies.

429. **Chicago. University.** Annotated list of graduate theses and dissertations, the department of education, the University of Chicago, 1900–1931. Chicago, Ill. [1932]. 119 p.

430. **Columbia university.** University bibliography, 1931. New York City, 1931. 141 p.

431. **Englehart, Max D.** Problems and techniques of educational research, Doctor's, 1932. Illinois. 432 p. ms. (Abstract, 11 p.)

Data indicate that problems relative to the determination and appraisal of present conditions and practices in education, problems relative to educational measurement, to functional variation or cause and effect, to determination of values rank highest in the thinking of educationists.

432. **Indiana. University.** Abstracts of theses and dissertations in education approved in June and October 1931. Bloomington, Alpha chapter of Phi beta kappa, Indiana university, 1932. 46 p. (Indiana university. Bulletin 6, January 1932.)

433. **Indiana State teachers college.** Abstracts of unpublished masters' theses, Indiana State teachers college 1931 and 1932. Teachers college journal; 3:251–300, July 1932.

434. **Iowa. University.** Programs announcing candidates for higher degrees February, June, July and August, 1932. Iowa City, University of Iowa, 1932 [506 p.] (University of Iowa studies. New series, no. 248. Series on aims and progress of research, no. 38. April 1, 1933.)

435. **Johnson, Basil Orval.** A study of the methods of research, the techniques of collecting data, the statistical methods and procedures, and methods of presentation used in researches in education Master's, 1932. Ind. St. T. C. 45 p. ms.

436. **Kaler, James E.** Functions of research bureaus in 11 California school systems. Master's, 1931. Stanford.

437. **Michigan. University.** Abstracts of dissertations and theses in education, 1917–1931. Ann Arbor, University of Michigan, 1932. 135 p. (Bureau of educational reference and research. Monograph no. 1.)

438. **Monroe, Walter S.,** *and* **Engelhart, Max D.** A critical summary of research relating to the teaching of arithmetic. Urbana, University of Illinois, 1931. 115 p. (University of Illinois bulletin, vol. 29, no. 5, September 15, 1931. Bureau of educational research bulletin no. 58.)

Presents a summary and evaluation of the research relating to the instructional methods employed in teaching arithmetic in grades 1 to 8. Discusses methods of learning and teaching the fundamentals, methods of drill in the fundamentals; methods of teaching pupils to solve their verbal problems; methods of providing diagnosis and remedial treatment; methods of teaching the reading of arithmetical subject matter; and methods of motivating learning activity in arithmetic.

439. ——— *and* **Hamilton, T. T., *jr.*** Bibliography of bibliographies to January 1932—Supplement to bulletin no. 50. Urbana, Ill., University of Illinois, 1932. (University of Illinois bulletin, vol. 29, no. 43. Bureau of educational research bulletin, no. 61.)

440. **Morrow, Paul Reed,** *and* **Mishoff, Willard Oral.** A guide to thesis writing. Athens, Ga., McGregor company, 1932. 16 p. (Guide to reference series, no. 1.)

The manual deals with the format of the typewritten thesis or term paper.

441. **Ohio State university.** Abstracts of dissertations presented by candidates for the degree of doctor of philosophy at the December and March convocations, 1931–1932. The graduate school. Columbus, Ohio State university press, 1932. 256 p. (Abstracts of doctor's dissertations, no. 8.)

442. ——— Abstracts of theses presented by candidates for the master's degree at the June convocation, 1931. The graduate school. Columbus, Ohio State university press, 1931. 239 p. (Abstracts of master's theses, no. 6.)

443. **Puckett, W. Orville.** An evaluation of statistical terms, formulae, graphs, and tables used in research. Master's, 1932. Ind. St. T. C. 63 p. ms.

444. **Sandy, Forrest M.** A critical examination of research dealing with the intelligence of commercial students in secondary schools. Master's, 1932. Iowa.

445. **Smith, Francis Ferdinand.** Criteria for estimating the validity of questionnaire data Doctor's, 1932. California. 156 p. ms.

Aims to propose criteria for estimating the validity of data resulting from questionnaires, to discover the extent of the validity of such data by checking typical data against these criteria; to find some of the factors which tend to reduce validity; and to develop a set of suggestions for improving their validity

446. **Stanford university.** Abstracts of dissertations, Stanford university, 1931–1932. Stanford University, Calif, 1932. 210 p. (Stanford university bulletin, fifth series, no. 138, July 30, 1932)

447. **Strang, Ruth.** Trends in educational personnel research. Personnel journal, 10: 179–88, October 1931.

448. **Symonds, Percival M.** Needed research in diagnosing personality and conduct. Journal of educational research, 24: 175–87, October 1931.

449. **Virginia. University.** Additional research studies. University, University of Virginia, 1932. 93 p. (University of Virginia record, extension series, vol. 16, no. 9, March 1932. Secondary education in Virginia, no. 15.)

Contents: 1. Legislation affecting secondary education in Virginia, by C. H. Phippins, p. 2–23; 2. Athletic and physical education in Virginia colleges, by E. S Kiracofe, p. 24–36; 3. Teaching social science in secondary schools, by R. E. Swindler, p. 37–45

450. ——— Some research studies. University, University of Virginia, 1931. 71 p. (University of Virginia record, extension series, vol. 16, no. 4, October 1931. Secondary education in Virginia, no. 13.)

Contents: 1. A training procedure for teachers of English, based upon analyses of objectives, outcomes, and activities, by Edward Alvey, jr. p 8–17; 2. The high-school library and reading problem in the social studies, by R. E. Swindler, p 17–42; 3. Study of student publications in the white accredited secondary public schools in Virginia, by A C. Cooper, p. 43–61; 4. Freshman week in the American college, by M. L. Dellinger, p. 62–68; 5. A study of rural educational inequalities in 18 counties in Virginia, by R W. House, p. 69–71

451. **Weidemann, C. C.** Financing city bureaus of educational research. Nation's schools.

Data for the year 1930–31 were secured from 72 bureaus, relative to comparative total costs, salary and operation costs, and proposed budgetary divisions for the bureau. During 1930–1931 about $1,000,000 was spent for educational research. The bureaus justify themselves by increasing the efficiency of administration in city schools.

452. ——— Functions performed by the city bureau of educational research. Lincoln, University of Nebraska, 1932. 19 p. ms.

Gives a brief historical résumé of functions performed by city bureaus. These functions are performed by at least 45 per cent of the 77 bureaus reporting: achievement tests; mental tests; special studies; school surveys; instructional tests; training teachers in testing; curriculum and teaching problems; pupil adjustments; records and report forms; educational placement; experimental administrative problems; special classes; reference service and psychological clinic.

453. ——— The professional training of the director of the city bureau of educational research. Nation's schools.

Traces the present status of 72 directors of bureaus of research relative to such factors as sex, age, experience, degrees, education courses, research functions performed, salary, economic significance of doctorate degree for the directorship. Data indicate a need for a course of training on the college graduate level extending over a period of at least two or three years.

454. ——— The relative importance of functions performed by the city bureau of educational research. Lincoln, University of Nebraska, 1932. 18 p. ms.

Functions of major importance to all bureaus are: Achievement tests, mental tests, school service, pupil adjustment, curricular and teaching problems, and instructional tests; functions of minor importance to all bureaus save possibly the larger sized groups of cities are: Reference service and publicity service; functions of secondary importance to all bureaus are records and report forms; functions of varying importance to bureaus according to different population groups are. Educational and vocational guidance and placement, special classes, psychological clinic, special studies and experimental administrative problems, training of teachers in testing, and finance.

455. ——— The research centered school system. Nation's schools.

Traces the development of the bureau of educational research in city school systems. By means of charts, the study shows several different types of placement of the bureau in the plan of general organization of the school system. It lists the basic duties of the director.

456. ——— What functions should be performed by the city bureau of educational research? Lincoln, University of Nebraska, 1932. 23 p. ms.

Data indicate that 44 superintendents of schools would increase their present scheduled program for the bureau; 4 would make no change, and only 1 would dispense with the bureau. Data were secured from 59 bureaus.

457. Whitney, F. L. Methods in educational research. New York City, D. Appleton and company, 1931. 335 p.

This is a systematic treatment of the scientific attitude and methods in educational research.

See also 598, 769, 942, 1531, 2081.

SPECIAL SUBJECTS OF CURRICULUM

READING

458. **Beck, Mildred Ursula.** An experimental study in upper grade reading: Fifty cases diagnosed and specifically trained. Master's, 1932. Washington. 147 p. ms.

* 459. **Brown, T. Malcolm.** A plan for remedial reading. Master's, 1931. California. 59 p. ms.

A study was made of the reading difficulties of students in the seventh grade at the Roosevelt junior high school, San Diego, Calif.

460. **Clark, Ernest M., *jr.*** An experimental study of the value of remedial reading in the junior high school. Master's, 1932. Emory.

An evaluation under controlled conditions of group instructions in remedial reading. The study shows that such instruction has a value.

461. **Comrie, John Wyntoun.** An investigation in remedial reading. Master's, 1932. Southern California.

462. **Conner, Annie Faust.** An analytical study of teaching procedure relative to reading abilities. Master's, 1932. Peabody. 99 p. ms.

463. **Cooper, Elsie Ethel.** Historical development of the content and method of teaching primary reading. Master's, 1932. Southern California.

464. **Danforth, Marie Lusk.** Purposes in the selection and arrangement of material in supplementary readers. Master's, 1932. Texas.

465. **Dunn, Mary Crunk.** Adapting reading to the interest and needs of individual children. Master's, 1932. Peabody. 132 p. ms.

A study was made of 39 second-grade children based on their use of supplementary readers and library books, plastic cards and reading pads, intelligence tests, and three reading tests.

466. **Ellicott, Mary Letitia.** A study of a small group of third-grade children in remedial reading. Master's, 1931. Colo. St. T. C.

467. **Empey, *Mrs* Mary McNulty.** Recreatory reading for second grade pupils. Master's, 1932. Colo. St. T. C.

468 **Ennis, *Mrs.* J. A.** Experimental study of reading in Sylvania school. Master's, 1932. Mercer. ms.

469. **Fertsch, Pauline.** An experimental study of the silent reading habits of blind children. Master's, 1932. Texas.

470. **Force, Thelma.** The relative difficulty of problems in the teaching of reading in grades 4 through 9. Master's, 1931. Minnesota. 74 p. ms.

471. **Fountain, Bessie.** Relation of speed and accuracy in reading and arithmetic. Master's, 1932. Peabody. 24 p. ms.

Attempts to determine the relation of speed to accuracy in reading and arithmetic by analyzing the results of an intelligence test, two arithmetic and two reading tests given to 25 fourth-grade children The relation between speed and accuracy in reading and arithmetic varies with individual subjects.

472. **Gunderson, Agnes.** Materials of a geographical nature contained in readers for the first three grades. Master's, 1932. Wyoming. 50 p. ms.

473 **Holland, B. F.** The relation of sentence structure to the silent reading process. Doctor's, 1931. Texas.

474. **Koepke, William Charles.** Pupil development through oral reading. Doctor's, 1931. Marquette.

* 475. **Lee, Dorris May.** The importance of reading for achieving in grades 4, 5, and 6. Doctor's, 1932. T C., Col Univ. New York City, Teachers college, Columbia university, 1933. 64 p.

A study to determine ways in which reading is related to achievement and to find the relationship of reading ability to the achieving index. Certain reading tests were given 204 pupils in the fourth, fifth, and sixth grades. It was found that the relationship of reading to the achieving index was higher in the fourth, lower in the fifth, and negligible in the sixth grade; the achieving index provides a means for measuring the difference between a pupil's ability and his achievement in relation to pupils of the same IQ level; the higher the IQ the lower the achieving difference, and the lower the IQ the higher the achieving difference.

476. **Lohman, Elsa.** Historical survey of methods and textbooks used in teaching beginning reading in the United States. Master's, 1931. George Washington. 79 p. ms.

477. **Madden, Margaret I.** A study of some of America's national shrines to be used as supplementary reading in the elementary grades. Master's, 1932. Kans St. T. C., Emporia. 92 p ms.

478. **Manley, Mary McKnight.** Effect of physical defects on first grade reading. Master's, 1932. Peabody. 56 p. ms.

479. **Maxey, Effie.** The effectiveness of training in specific reading skills as an aid to achievement in American history. Master's, 1932. Northwestern.

480. **Monroe, Marion.** Children who cannot read. An analysis of reading disabilities and the use of diagnostic tests in the instruction of retarded readers. Chicago, Ill., University of Chicago press, 1932. 205 p. (Behavior research fund monographs.)

A study was made of 415 children who have special reading defects that vary from mild retardation in reading to extreme disabilities, and the children were compared

with a control group of 101 school children. One group of reading-defect children was obtained from the routine examinations of the clinic of the Institute for juvenile research; the children of the second group were referred by parents, teachers, and school psychologists for a study of their reading difficulties; a third group was referred for a study of their reading by the psychologists and teachers of special schools and rooms for borderline and mentally defective children. A study was made of the results of remedial instruction in reading given to 235 children.

481. **Mulroy, Mary D.** The improvement of reading through an analysis of errors in oral reading. Master's, 1932. Chicago. 125 p. ms.

482. **Murphy, Paul G.** The role of the concept in reading ability. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 2 p.)

In comparing the concepts of 10 good readers with 10 poor readers as to characteristics involving reading ability it was apparent that from the point of view of organization, clarity, and accuracy, the concept plays an essential part in reading ability.

483. **Petteys, Grace Fern.** An analysis of the reading activities of secondary school pupils. Master's, 1932. Southern California.

484. **Sangren, Paul V., *and* Wilson, Mary C.** Instructional tests in reading. Bloomington, Ill., Public school publishing company, 1932. Grade 1—Form A, 24 p.; Grade 2—Form A, 24 p.; Grade 3, exp. ed., 24 p.; Grade 4, exp. ed., 24 p.

485. ——— ——— Teacher's handbook and manual of instructional tests in reading. Bloomington, Ill., Public school publishing company, 1932. Grade 1, Forms A and B, 24 p.; Grade 2, Forms A and B, 24 p.

486. **Smith, Blanche Bautzer.** An analysis of the current methods of teaching primary reading. Master's, 1932. Southern California.

487. **Smith, Clara Mildred.** Fourth grade experiment in oral vocabulary building. Master's, 1932. Peabody. 103 p. ms.

488. **Stafford, William Merritt.** A comparison of achievements of Westland and other schools in silent reading, arithmetic and language. Master's, 1932. Butler. 135 p. ms.

489. **Stanton, Frank Nicholas.** The influence of surface and tint of paper on the speed of reading. Master's, 1932. Ohio. 30 p. ms.

Research included six paper surfaces and tints used with 1,200 subjects Chapman-Cook speed of reading forms A and B were used. The speed of reading is increased from glossy-coated stock to dull-coated to antique stock; an addition of a tint of ivory also increases speed.

490. **Stockrahm, Roy L.** A tentative analysis of learning to read with a study of the reading ability of college freshmen. Bloomington, Indiana university, 1932. 64 p.

Analyzes the problem of learning to read in order to determine what all learners must do to master the art of adult reading; to learn by standard reading tests how well college freshmen read; and to determine how the best and poorest of the readers deal with the essential problems involved in effective reading Data indicate a great variation among college students in the ability to read and comprehend what they have read; there is little sex difference in the ability to read; there is great variation in ability to read or get facts accurately. Good readers have a much better method of reading than do poor readers.

491. **Tilson, Annie Laurie.** An experimental study in remedial reading in fourth grade. Master's, 1932. Southern California.

492. **Watson, Walter E.** An experiment in improving silent reading. Master's, 1931. Kentucky.

493 **Weller, Louise E.** The improvement of silent reading in the primary grades through directed drill. Master's, 1932. Southern California

494. **Wormser, Robert.** First step in the construction of a reading list for junior high schools. Master's, 1932. Stanford.

See also 209, 213, 239, 522, 568, 718, 928, 964, 1017, 1564, 1584, 1694, 1784–1785, 1803.

HANDWRITING

495. **Atkinson, Evelyn Y.** Preferential handedness. Master's, 1932. Columbia.

496. **Clark, Georgiana.** A study of the relative number of school systems in the surrounding territory that use manuscript writing in the primary grades. Platteville, Wis., State teachers college, 1931.

Attempts to find out whether primary teachers should be prepared to teach both script and manuscript writing if they are to meet the needs of the surrounding community

497 **Hiles, Leta Severance.** Traditional school handwriting compared with that of an activity school. Master's, 1932. Southern California.

498. **Kapp, Jeanette.** A measurement of words and sizes of letters for beginning handwriting. Master's, 1932. Oklahoma. 92 p. ms.

499 **Rintelmann, Emil H. J.** Relation of handwriting to ability to learn to letter. Master's, 1932. Chicago. 71 p. ms.

500. **Shake, Randel R.** Effect upon speech of changing handedness in writing. Master's, 1932. De Pauw. 93 p. ms.

Approximately 5 percent of the 96 lefthanded children who were forced to write with their right hands stuttered or stammered after the change in handwriting, who did not stutter or stammer before.

501 **Simmons, Louise Burkitt.** A correlation between intelligence and improvement of sixth grade pupils in quality and speed in handwriting. Master's, 1932. Colo. St. T. C.

502. **Wagner, Beulah O.** Verbal and manual methods of teaching handwriting. Master's, 1932. Colorado.

503. **Wilder, Floyd E.** Relationship between speed and accuracy when writing word combinations compared to the same material in letter combinations only. Master's, 1931. Stanford.

See also 209, 288.

SPELLING

504. **Brayton, Cecil H.** An experiment to determine the effect of presenting error in a multiple choice spelling test. Master's, 1932. Iowa. 55 p. ms.

505. **Busenburg, Franklin Leslie.** A comparative study of the test study test method (McCall method) of spelling with the individualized methods of spelling in grades 3 to 8, inclusive. Master's, 1932. Indiana. 26 p. ms.

506. **Cato, Louise Johnson.** Self-mastery method of teaching spelling. Master's, 1932. Emory.

A comparison of the self-study and test procedure with the typical group-study test procedure.

507. **Duboff, Sarah B.** An investigation of the value of spelling rules. Master's, 1932. Colo St T. C.

508. **Essery, Florence Victoria.** Relative effects of three programs of supervision with special reference to the supervision of spelling influence by three philosophies of education. Doctor's, 1931. Michigan. 226 p. (Abstracts of dissertations and theses in education, 1917–1931, p. 68–70.)

Part 1 deals with the activities of supervisors and teachers, part 2 takes up the learning of pupils; part 3 deals with the relationship between changes in teachers and changes in pupils Data indicate that the relation between supervisory growth, teacher growth, and pupil growth under the different philosophies of education has not been perfectly controlled or discovered by means of the techniques used.

509 **Frasier, George W., Coleman, W. H., *and others*.** Learning to spell. Chicago, Ill., Hall, McCreary and company, 1931.

510. **Gilbert, Luther Calvin.** An experimental investigation of eye movements in learning to spell words. Doctor's, 1931. Chicago. 193 p.

511. **Hamilton, Dwight.** A comparison of the Horn-Ashbaugh method of teaching spelling with an adapted form of the Washburne spelling technique. Master's, 1932. Colo. St. T. C.

512. **Hurlbut, Stella.** Report of a year's growth in the spelling of 100 junior high people. Master's, 1932. Iowa.

513. **Johnson, Arthur G.** The recognition and training of poor spellers among college freshmen. Master's [1931]. Kentucky.

514. **Krause, Beatrice V.** A critical analysis of the errors made in the written vocabularies of pupils of the seventh grade. Master's, 1932. Coll. of the City of N. Y. 115 p. ms.

515. **Lasher, John J.** An evaluation of a non-dictation method of spelling with junior high school pupils. Master's, 1931. Ind. St. T. C. 52 p. ms. (Abstract in Indiana State teachers college. Teachers college journal, 3 : 272, July 1932.)

Describes an experiment with 240 pupils in different schools, one group used the dictation method, the other a non-dictation method in spelling 100 words in an examination. The dictation method seemed slightly superior.

516. **McCauley, George Kent.** A study of hard spots in spelling. Master's, 1932. Colo. St. T. C.

517. **McLain, Dorothy.** Analytical study of spelling errors in the fifth grade. Master's, 1932. Peabody. 42 p. ms.

518. **Ouda, Lillian.** A comparison of the study-test and the test-study methods in fifth year spelling. Master's, 1932. Coll. of the City of N. Y. 47 p. ms.

519. **Smyth, J. M.** Study-test versus test-study method of teaching spelling. Master's, 1932. Peabody. 42 p. ms.

The groups used for this study were grades 2, 4, and 6 of the Canton grammar school, Canton, Miss. It was found that there is no significant difference in the two methods in grades 2, 4, 6.

520. **Wilson, Louis Ada.** Third grade spelling needs. Master's, 1932. Peabody. 212 p. ms.

See also 209, 1607, 2202.

ENGLISH LANGUAGE

GRAMMAR AND COMPOSITION

521. **Agnew, Donald C.** A study of word pronunciation by third-grade pupils. Master's, 1932. Duke. 106 p. ms.

522. **Amy, John Henry.** An experiment to determine the effect of precise writing on ability in composition and ability in reading comprehension. Master's, 1932. Colorado.

523. **Bailey, C. H.** Types of verb forms and verb errors in pupils' themes. Master's, 1932. Iowa. 306 p. ms.

524. **Bennett, Gay.** The comparative effect of pupil and teacher choice of words for study in the twelfth grade. Master's, 1932. West Virginia.

525 **Burnham, Fred Raymond.** The grade placement of textbook instruction on the fundamental punctuation and capitalization skill. Master's, 1932. Iowa. 61 p. ms.

526. **Byrns, Bertha.** Creative writing Master's, 1932. Okla. A. and M. Coll.

527. **Cannon, Bessie B.** A proposed laboratory plan in English instruction for below-average children. Master's, 1932. Kansas.

528. **Charles, C. M.** Comparison of rural, small town, and city students in English. [1931.] Kentucky.

529. **Coleman, Opal.** Form and content of third grade children's creative writings. Master's, 1932. Peabody. 41 p. ms.

No marked difference was found in the interests of boys and girls; children with a high IQ show more varied interests than children with a low IQ. Children prefer to write about nature, children, and personal experiences.

* 530. **Driggs, H. Wayne.** Certain aspects of the out-of-school written vocabulary of boys and girls 12 to 15 years of age, inclusive. Doctor's, 1932. New York 152 p. ms.

A total of 288 letters from boys and girls, 12 to 15 years of age, was used to check with the first 1,000 words of the Thorndike word list in this vocabulary study. Approximately 85 percent of the words used in the letters fall within the first 500 words of the list. Boys have a better command of words than girls.

531. **Duell, M. W.** An analysis and evaluation of books on methods of teaching English. Master's, 1932. Illinois. 160 p. ms.

532 **Elliott, Elizabeth.** Phases of English taught in junior high schools. Master's, 1932. Texas.

533. **Eurich, Alvin C.** Homogeneous grouping for instruction in freshman English. Minneapolis, University of Minnesota, 1932. 48 p. ms.

In general, the achievement of the students in English followed the prediction based upon the various initial measures. The classification of the students could be made more accurately, however, if the fall quarter marks were used as the criterion. This scheme would necessitate some change in the present organization for instruction.

534. ——— A preliminary evaluation of the Inglis-Ginsberg English essentials test. Minneapolis, University of Minnesota, 1932 5 p. ms.

535. ——— Scholarship in freshman English of students classified for sub-freshman rhetoric. Minneapolis, University of Minnesota, 1932. 6 p. ms.

Shows that 8 of 15 students who were permitted to take freshman composition after being assigned to sub-freshman rhetoric passed the freshman course On all measures, however, the students ranked low.

*536. **Fellows, John Ernest.** The influence of theme reading and theme correction on eliminating technical errors in the written compositions of ninth grade pupils. Doctor's, 1931. Iowa. Iowa City, University of Iowa, 1932. 56 p. (University of Iowa studies. Studies in education, vol. 7, no. 1. New series no. 222, March 1, 1932)

Data indicate that theme correction as a weekly procedure in the teaching of ninth grade written composition seems highly questionable; this method, if practiced, is more effective in eliminating errors in punctuation and grammar than in correcting those of spelling and capitalization.

537. **Ford, Minnie Stringer.** Lower elementary English in the southern state courses of study. Master's, 1932. Peabody. 167 p. ms.

This is a study of 14 southern states. It was found that the courses of study disagree on what should be the minimum requirements in English for the first three grades.

538. **Gebelin, Elizabeth G.** Prevalent errors of speech among the children in Baton Rouge, La., and means for their correction. Master's, 1932. Louisiana.

539. **Gettys, Joe L.** The persistence of error in pupil reactions to certain punctuation situations. Master's, 1932. Iowa. 70 p. ms

540. **Gibson, Christine M.** The teaching of English in the United States and England with special reference to secondary schools. Master's, 1932. T. C. Col. Univ. 47 p. ms.

541. **Goldsmith, Anna M.** An analysis of modifiers in the oral language usage of certain primary school children. Master's, 1932. Iowa. 155 p. ms.

542. **Goodman, James H.** Growth in capitalization and punctuation abilities. Master's, 1932. William and Mary. 100 p. ms.

Describes the results of the Leonard diagnostic test of punctuation and capitalization with 2,055 pupils from grades 5 through 11 in three school systems.

543. **Greene, Harry A.** A criterion for the course of study in the mechanics of written composition. Iowa City, University of Iowa, 1932. 48 p.

Reveals a selected list of punctuation and capitalization practices which are treated in four or more of the seven manuals of style studies, and have importance from a curricular point of view.

544. ——— *and* **Betts, E. A.** Evaluation of techniques for study of oral language. Journal of educational research.

545. **Gridley, Zora Gladys.** An experiment in the correlation of English and social studies. Master's, 1932. Southern California.

546. **Gunderson, Esther Almira.** A study of the English errors in themes written by the freshmen at the University of South Dakota. Master's, 1931. South Dakota.

547. **Hall, Daisy L.** A comparison of the written vocabulary of eighth grade rural and urban children. Master's, 1932. Colo. St. T. C.

548. **Hamilton, Blanche.** A study of pupil usage as one factor in the placement of certain items of punctuation in grade 5. Master's, 1932. Iowa. 119 p. ms.

549. **Hamilton, Francis M.** A study of pupil usage as one factor in the placement of certain items of punctuation in grade 9. Master's, 1932. Iowa. 139 p. ms.

550. **Hanson, Melvin A.** The results of a specific supervisory drive on ninth grade language. Master's, 1932. Iowa.

551. Hereford, Nannie McLean. The principles and exercises of Harold E. Palmer's language study. Master's, 1932 Peabody.

552. Herriman, Grace Wheeler. An investigation concerning the effect of language handicap on mental development and educational progress Master's, 1932 Southern California.

553 Holtman, Nell. Pupil usage of pronouns in written compositions as related to textbook drill. Master's, 1932. Iowa. 107 p ms.

554. Hughes, W. B. An illustrative high-school English curriculum. Master's, 1931. Illinois. 110 p. ms.

555. Hulstone, *Mrs* Carrie M. Knowledge of fundamentals of English held by selected high-school teachers in Nebraska. Master's, 1932. Nebraska. 74 p. ms.

556 Hunt, Shay. A measure of learning language in intermediate grades. Master's, 1932. Oklahoma. 124 p. ms.

Attempts to measure the amount of learning from week to week, over a period of 12 weeks in language, in grades 3–6 A definite relationship exists between the percent scores of the practice tests and school marks in all grades.

557. Hunter, Edward Lee. The vocabulary of fifth grade children's letters. Master's, 1932. Colo. St. T. C.

558. Jakeman, Frank Weber. Differences in the oral and written language vocabularies of certain school children. Master's, 1932. Iowa. 239 p. ms

559 James, Henry. A course of study for English in Simsbury, Conn., high school. Master's, 1932. New Hampshire. 200 p. ms.

560 Jenkins, Trixie. Intelligence and language ability of white and colored children. Master's, 1932. Peabody.

Intelligence and language tests were given to 37 white and 37 colored children to determine if there is a correlation between language ability and intelligence The study showed a positive correlation of 0.49 for white children and 0 42 for Negroes. It showed a slight racial difference in intelligence and language ability.

561. Johnson, Burgess. Good writing. An inquiry into the efficacy of the teaching of written composition in American colleges; and a search for the criteria of "good writing." Syracuse, N.Y., Syracuse university, 1932. 76 p.

Attempts to determine whether the colleges are training their students as effectively as possible in the skill of "good writing"; whether there is any obvious fault in the generally prevailing methods of training that might easily be corrected; and whether or not it is possible to determine any criteria of good writing that might be established as their objective. In 38 out of 39 letters from clergymen, doctors, lawyers, financiers, manufacturers, insurance executives, merchants, editors, authors, advertising experts, and leaders in social service and public affairs, the writers believe that the colleges have failed to train their students in "good writing." They indicate that the criteria of good writing are few in number, and the specific terms used are practically identical in meaning.

562. Kolb, Susanna Lotta. A survey of errors in English composition made by freshmen and sophomores during the year 1930–1931 at Agricultural and Mechanical college. Master's, 1932. Okla. A. and M. Coll.

563. La Brant, Lou. Certain language developments of children in grades 4 to 12, inclusive. Doctor's, 1932. Northwestern.

564. Laughlin, Frances A. Verb usage in the oral language of a group of children. Masters, 1932. Iowa. 88 p. ms.

565. **Lee, Harriet E.** The relationship between practice exercises to the improvement of ninth grade composition. Master's, 1932 Chicago. 53 p. ms.

An experimental study in the effect of practice exercises on ninth grade composition, conducted in two ninth grade classes for girls. Findings: A year's growth in composition quality measured by the "Wisconsin scale for judgment of composition quality only" showed increased ability in appraisal and ability to plan.

566. **Lesser, Goldie Darline.** The construction of a flexible program of English in the junior high school. Master's, 1932. Ohio. 156 p. ms.

567. **Likeness, Clara Helene.** Measuring the outcomes of English composition. Master's, 1932. Southern California.

568. **Lyman, R. L.** The enrichment of the English curriculum. Chicago, Ill., University of Chicago, 1932. 251 p. (Supplementary educational monographs, no. 39, January 1932.)

This study assembles, classifies, and interprets representative studies which have attempted to broaden the scope of English instruction in elementary schools, secondary schools, and colleges in the past two decades. It takes up the expanded reading-literature curriculum; enlarged language composition curriculum; informal associations of the English department with other departments; constructive relations between the English department and other departments; and combinations or amalgamations of English with other subjects.

569. **McMichael, Mary L.** A study of English errors made in a series of tests in Teague high school, 1930–1931. Master's, 1932. Texas.

570. **Martin, Blake.** A year's teaching plan for eighth grade English. Master's, 1932. Texas.

571. **Meyland, Gunther Christian.** Effect of theme titles on inventiveness and imagination. Master's [1932]. Chicago. 42 p. ms.

A total of 1,600 themes written by 100 college students were examined for cases of inventiveness and imagination. Motivated titles produce more inventive and imaginative details than conventional titles.

572. **Mielenz, Mary Luella.** Trends in correlating English with other school subjects. Master's, 1931. Chicago. 138 p.

Courses of study and textbooks were analyzed to determine the extent of correlation of English with other subjects in the high-school offering.

573. **Miller, Charles Stephens.** Ruralizing English in rural junior and senior high schools. [Master's] 1932. Peabody. 111 p.

This study embraced Warren county, Miss. Rural subject matter is preferred over non-rural subject matter.

574. **Morris, Roy Kellam.** Grammar in Texas high schools. Master's, 1932. Texas.

575. **Mosby, Mary Virginia.** English grammar in Wyoming high schools: A survey of the grammar taught in the Wyoming high schools as compared with the grammar that should be taught in high schools. Master's, 1932. Colo. St. T. C.

576. **Nesbit, Agnes Blanche.** Teaching junior high school English on an activity basis. Master's, 1932. Southern California.

577. **Newlon, Mildred.** The effectiveness of oral composition. Master's, 1932. West Virginia.

578. **Nixon, Anna M.** Sentence structure in the oral language of certain primary grade pupils. Master's, 1932. Iowa. 142 p. ms.

579. **Njus, Gertrude.** Objectifying a criterion for correct language usage Master's, 1932. Iowa. 256 p. ms.

580 **Nolan, Nellie A.** Individualization in teaching eleventh grade composition. [Master's] 1932. Chicago. 86 p. ms.

581. **Obye, Charles.** A study of the 1931 Indiana state high school test in English as related to certain variables. Master's, 1932. Iowa. 88 p. ms

582. **O'Donnell,** *Rev* **Michael Joseph.** English relative—a survey of some of the writings and investigations done on the English relative pronoun. Master's, 1931. Catholic Univ.

583. **Ogden, S. E.** Ways and means of enriching the high-school students' writing vocabularies. Master's, 1931. Illinois. 133 p. ms.

584. **Ortmeyer, W. A.** The relation of mastery of certain punctuation rules to pupil usage. Master's, 1932. Iowa. 37 p. ms.

585. **Payne, Alva.** Teaching paragraphing in the first eight grades. Master's, 1932. Peabody. 79 p. ms.

Eight 1931 state elementary courses of study found in Peabody library were examined. Short paragraphs are recommended, ten sentences being the greatest number suggested by any course of study for a paragraph for the eight grades; six courses of study recommend more than one-paragraph compositions for the eight grades; little attention is given to arrangement, or paragraph form; method is shown principally through the selection and use of topics; there is a gradual decrease of references to paragraph teaching as the grades advance.

586. **Perryman, Virginia.** A study of the teaching of certain grammatical principles to tenth grade pupils of less than normal intelligence. Master's, 1932. West Virginia.

587. **Phillips, Dorothy Trueblood.** Units of work in English composition. Master's, 1932. Southern California.

588. **Plasman, Lois Kennedy.** The comparative disciplinary values of oral and written composition in the junior high school curriculum. Master's, 1931. Chicago. 127 p. ms.

589. **Powell, Raymond Leo.** Valid testing and diagnosis in the mechanics of ninth grade English composition. Doctor's, 1932. Iowa. 192 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38, New series no. 248, 1 p.)

Studies themes written on assigned topics and tests in proofreading. The two procedures measured fundamentally different abilities.

590. **Pratt, Harry D.** The vocabulary of fifth grade children's themes. Master's, 1932. Colo. St. T. C.

591. **Quam, Nels.** The effect of special drills on the elimination of certain punctuation errors. Master's, 1932. Iowa. 34 p. ms.

592. **Rice, Letha E.** A study of the status of speech correction in the public schools of the United States and Canada with suggestions and exercises for speech correction in the elementary school. Master's, 1931. Kans. St. T. C., Emporia. 200 p. ms.

* 593. **Rounds, Robert W.** A study comparing the growth made in various elements of English by a class taught under laboratory conditions and that made by a class taught by conventional methods. Master's, 1932. New York. 111 p. ms.

Data indicate that in the junior high school groups studied, poetry appreciation is more effectively taught in a creative writing group; capitalization and punctuation

can be taught effectively by the laboratory method; grammar and sentence structure are more effectively taught by the conventional method.

594. **Sanders, Cynthia Binnion.** Opportunities afforded for written English by a classroom newspaper. Master's, 1932. Peabody. 136 p. ms.

This study is confined to the fifth grade of the East Texas state teachers college demonstration school. It was found that a classroom newspaper affords practice in nine-tenths of the objectives set up by authoritative sources selected for evaluation of English composition.

595. **Sandys, Edward E.** A survey of the English courses offered by the junior colleges of Southern California. Master's, 1932. Southern California.

596. **Scheele, *Sister* M. Augustine.** Methods of teaching composition in the high school. Master's, 1931. Marquette.

597. **Shockey, Pauline M.** Two contrasted methods of teaching English expression. Master's, 1932. Chicago. 92 p. ms.

Compares the merits of the grammar and the composition methods in elimination of error and general merit of written expression. For superior pupils the methods were of equal value; for average and low ability pupils, the composition method was superior.

598 **Smith, W. L.** A summary of research studies relating to English composition. Master's, 1932. Illinois. 332 p. ms.

599. **Sperry, M. K.** A critical analysis of the items of the English correctness test of the 1931 Iowa academic contest. Master's, 1932. Iowa. 132 p. ms.

600. **Stacker, Anne Gaillard.** A digest of material on analysis of verbal problems. Master's, 1932. Peabody. 113 p. ms.

The average child has difficulty in solving verbal problems. The causes of difficulty as listed by 23 investigators and writers include computation, comprehension, vocabulary, and faculty technique of solutions.

601. **Stanley, Leona Jane.** The disappearance of formal grammar in elementary schools in Alabama. Master's, 1932. Peabody. 83 p. ms.

Elementary language textbooks in Alabama and courses of study since 1910 were examined. Findings: Formal grammar has disappeared 66 percent in the elementary textbooks in Alabama since that year, and language activities are taking the place of the formal type of work.

602. **Steger, L. A.** Development of the meaning vocabulary of certain elementary grade pupils. Master's, 1932. Iowa. 172 p. ms.

603. **Steinour, Laura Marie.** How to teach vocabulary as a part of the high-school English course. Master's, 1932. Southern California.

604. **Stone, Gunnar.** A study of the cooperation of all departments in the teaching of English in the high schools. Master's, 1932. Rutgers.

605. **Strate, *Mrs.* Johanna.** Study in ability grouping in ninth grade English composition. Master's, 1932. Washington. 56 p. ms.

Pressey diagnostic tests; Cross English tests; Van Wagenen English composition scales; and the Hudelson English composition scale were used with three classes in ninth grade English composition. Suggests that the lowest fifth and highest fifth of pupils be segregated for special instruction, and that the material and methods of instruction be carefully chosen for use with the retarded and accelerated students.

606. **Symonds, Percival M., *and* Hinton, Eugene M.** Studies in the learning of English expression. Teachers college record, 33: 430–38, February 1932.

607. **Tennant, Edna Pauline.** Recent trends in the aims of the teaching of English composition. Master's, 1932. Southern California.

608. **Thomas, Rose Anne.** An experiment in individual instruction in language in grade 4. Master's, 1932. Chicago. 103 p. ms.

A comparison of individual as contrasted with class instruction in teaching specific items of word usage to fourth grade pupils. Findings: Achievement in mastery of items of word usage and in development of desirable learning attitudes superior for pupils taught under individual technique of instruction.

609. **Wagner, Loretta A.** A comparison of ability in written English and in general scholarship of speech and non-speech students. Master's, 1932. South Dakota. 55 p. ms.

610. **Williams, Estill Daniel.** A comparative study of word lists. Master's, 1932. Kentucky.

611. **Wolfe, Linnie.** Junior high school English. Master's, 1931. South. Methodist.

612. **Woodard, Helen E.** A tested procedure for teaching a unit in high-school English. Master's, 1932. Peabody. 27 p.

Diagnostic tests and practice exercises are essential steps in an effective teaching procedure for a unit in formal grammar, such as correct usage of verbs and pronouns.

See also 64, 209, 254, 311, 488, 3022–3023.

ENGLISH LITERATURE

613. **Adams, Frances Aletha.** The teaching of literature in the junior high schools. Master's, 1932. Southern California.

614. **Blythe, Adelaide Elizabeth.** The outcomes of instruction in English literature. Master's, 1932. Southern California.

615. **Cameron, Donald O.** The value of technical analysis in teaching appreciation of poetry. Master's, 1932. Penn. State.

Describes a controlled experiment conducted in the sixth grade of State College, Pa. One group had technical analysis of the Hayward type stressed in music appreciation lessons one day a week through about six months. A second group had a less formal type of music appreciation, and a third type had no teaching for appreciation of music. Groups were very small—only 11 members each, matched on an initial test of music appreciation. Test of ability to discriminate between good and poor music was constructed by experimenter and also Courtis test used The group having technical analysis showed greater gain than the one not having it.

616. **Connolly, Sabina Hart.** A literary vocabulary test for high-school students. Doctor's, 1932. Yale.

617. **Cornell, Lita Elizabeth.** The educative use of the short story. Master's, 1932. Southern California.

618. **Crawford, Elizabeth Mary.** Achievement of secondary school pupils in 12 classics in literature. Doctor's, 1932. Indiana. 214 p. ms.

* 619. **Dithridge, Rachel L.** A study of the value of modern poetry for secondary school students. Master's, 1932. New York. 65 p. ms.

Studies the value of modern English and American poetry as taught in the high schools of New York City.

620. **Dooling, *Sister* M. Benecia.** The idylls of the king, critical summary with application to high-school use. Master's, 1932. N.M. St. Nor. Univ. 109 p. ms.

621. **Edie, I. W.** Study of certain factors related to success in teaching American literature. Master's, 1932. Iowa. 194 p. ms.

622. **Feamster, Garland McClung.** Methods of teaching the essay. Master's, 1932. Southern California.

623. **Franz, David Hartley** Opportunities for inculcating desirable sex attitudes through secondary school poetry. Master's, 1932. Coll. of the City of N. Y. 233 p. ms.

Attempts to show the necessity for inculcating desirable sex attitudes, to determine what constitutes enlightened sex ideals; and to show how they may be taught through the standard works of poetry commonly studied in the high-school English course.

* 624 **Frawley, Honora M.** A study of certain procedures of studying poetry in the fifth grade. Doctor's, 1932. T. C., Col. Univ New York City, Teachers college, Columbia university, 1932. 90 p. (Contributions to education, no. 539.)

Data were secured from the study of a rotation experiment conducted in Queens, New York City, in which 10 poems were taught by five methods to children in the 5B grade in 10 classes, and the results measured by tests. The poem seemed more significant than the method by which it was taught in determining children's choice of poems. There was a closer relationship between intelligence and required memorization method results than between intelligence and activity method results.

* 625. **Frey, Anna Louise.** The swan-knight legend: its background, early development, and treatment in the German poems: 1. Parzival, by Wolfram von Eschenbach; 2 Der Schwanritter, by Konrad von Würzburg; 3. Der Lohengrin of the Wartburgkrieg; 4. Der Lorengel; 5. Lohengrin, an opera by Richard Wagner. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 135 p. (Contribution to education, no. 103.)

Discusses the background and the German development of the legend.

626. **Goodman, Gladys Elinor.** An experiment in teaching classic myths in the middle grades. Master's, 1932. Peabody. 87 p. ms.

A descriptive account of an experiment to find children's responses to classic myths and to compare teaching stories with just reading stories to them. Findings: Children's choices and the effect of different ways of presenting material.

627. **Goodson, Frances Louise.** An experimental study of bases for ability grouping in high-school English. Master's, 1932. Southern California.

628. **Graves, Elizabeth Harriet.** The teaching of literature through free reading. Master's, 1932. Southern California.

* 629. **Gresser, Dessa E.** Factors conditioning comprehension of literature in the senior high school. Master's, 1932. Penn. State. 34 p. ms.

A series of tests on five literary selections were given to 74 pupils in the Lock Haven, Pa., senior high school during the school year 1931–32. Data indicate that poetry is more difficult to comprehend than prose. General intelligence, knowledge of vocabulary, and general information influenced the comprehension of the students. Knowledge of grammar and speed in reading had little to do with a student's comprehension of literature.

630. **Griffin, *Sister* Mary Ambrose.** Latin influences on the composition of English literature of high-school level. Master's, 1931. Loyola. 52 p. ms.

631. **Herndon, Clara Alice.** A study of certain educational implications in the life and works of Browning. Master's, 1932. Southern California.

632. **Lehman, Lela Olson.** A study of the changing trends in the teaching of literature in the secondary schools of the State of Kansas. Master's, 1932. Kans. St. T. C., Emporia. 95 p. ms.

633. **McVey, Eleanor.** Reading lists in English literature used in secondary schools. Master's, 1932. Southern California.

634. **Mitchell, *Mrs.* Cecil Smith.** Type units in literature for the junior high school grades. Master's, 1932. Texas.

635. **Pelton, Mae Belle.** The construction of units of work in literature for the upper high-school grades Master's, 1932. Texas.

636 **Raines, Lester.** Objective tests for the English classics in New Mexico course of study. Las Vegas, New Mexico State normal university, 1932 136 p. ms.

Describes a collection of objective tests covering the classics prescribed by the New Mexico high-school course of study.

* 637 **Ritt, Ann N.** Sheakespeare and adolescent interests Master's, 1932. New York 60 p. ms.

The six plays studied paralleled the adolescent interest in romance, self-assertion, interest in others, altruism, gregariousness, nature and art, and in moral interest.

638. **Robertson, Elsie.** Education in American literature from 1875 to 1890. Master's, 1931. South Methodist

639. **Robertson, Emma.** Education in American literature, 1860 and 1870. Master's, 1931. South Methodist.

640. **Roling, Margaret.** The evaluation of recent prose fiction from the point of view of the junior high school course of study in English. Master's, 1932. Ohio. 177 p ms. (Abstract.)

Data indicate that present-day fiction is appealing to children, has literary merit, and should have a place in the course of study Much of the material is more profitable for school use than many older selections which are now in most courses of study

* 641 **Simon, Henry W.** The reading of Shakespeare in American schools and colleges: an historical survey. Doctor's, 1932. Columbia. New York City, Simon and Schuster, 1932 169 p.

The study discusses the reasons that Shakespeare was not studied in early English schools; the early American attitude toward Shakespeare, Shakespeare's place in American readers, 1800–1870, Shakespeare introduced in the colleges; Shakespeare taught in schools outside of readers; and a survey of modern trends.

642. **Stuckey, Christine.** The use of the story in education. Master's, 1931. South Methodist.

643. **Tyler, Beulah Benton** Educational implications in the poetry of William Wordsworth. Master's, 1932. Colo. St. T. C.

644 **Van Tilborg, Paul W.** A high-school literature survey and placement test. Master's, 1932 Washington.

* 645 **Wagner, Marie Elizabeth.** Ability of prospective teachers in interpretation of poetry and in teaching interpretation of poetry. Doctor's, 1932. New York. 149 p. ms.

Part 1 deals with the ability to interpret poetry as it was presented in a reading test constructed for use on the teacher-training level: part 2 relates to ability in teaching poetry Data were secured from the results of the Hartley poetry test given to 312 students in three teacher-training institutions; from the results of a poetry vocabulary test, and from the findings of a case study of 20 students engaged in practice teaching.

646 **Welch, Roland Alpha.** The vocabulary of a certain ninth grade text in literature not within the comprehension of certain ninth grade pupils of Durfee intermediate school, Detroit, Mich. Master's, 1931. Michigan. (Abstracts of dissertations and theses in education, 1917–1931. p. 127–28.)

The problem was to determine the words in David Copperfield that were not within the comprehension of 100 ninth grade pupils of superior ability. A technique was developed by experimentation which seemed suitable for selecting the words, and the reliability of the procedure was checked by means of new type tests developed for use in connection with the experiment Difficulty of words shows little relationship to uncommonness as indicated in Thorndike's list and Horn's

647 **Wierson, Leonard L.** Pupil evaluation of English selections in the high schools of Illinois. Master's, 1932. Iowa. 210 p. ms

648. **Williams, Florrie.** The essential facts of Shakespeare's life and stage for high-school pupils. Master's, 1932. Colo. St. T. C

649. **Williams, George T.** Pupil evaluation of selections in literature in South Dakota high schools. Master's, 1932. Iowa. 156 p. ms.

* 650. **Winning, Charles Del Norte.** The ideal society in nineteenth century English literature: a study of Utopian phantasies. Doctor's, 1932. New York. 320 p. ms.

Attempted to discover what conditions in English life and thought in the 19th century caused the large volume of Utopian literature; to classify the Utopias according to their controlling ideas; to analyze the characteristics of various representative Utopias of the period; and to evaluate their literary and social importance.

See also 222, 228, 568, 656, 2008.

FOREIGN LANGUAGES

ANCIENT LANGUAGES

651. **Barlow, Mary Elizabeth.** An analysis of Cicero's perorations. Master's, 1932. Iowa.

652. **Chapman, Ruby Arnice.** Anthology of material for cultural background in high-school Latin. Master's, 1932. Peabody. 231 p. ms.

Collection of material for supplementary and extracurricular work in high-school Latin.

653. **Clarke, William Lowe.** A comparison of two methods of teaching first year Latin. Master's, 1932. Emory.

* 654. **Clough, Madeline.** The place of Latin in the secondary curriculum Master's, 1932. Boston Univ. 45 p. ms.

In a test to determine the effect of the study of Latin on English grammar and grammatical usage, 20 pupils who had studied Latin for two years were compared with 20 non-Latin pupils of the same year at the Dedham, Mass., high school. The Inglis English vocabulary test, form 1 was used. Data indicate that more Latin students gained proportionally in reasoning ability than did non Latin pupils; the ability to improve in translation of Latin does not carry with it the ability to improve in reasoning.

* 655. **Connell, Margaret H.** A study of conscious transfer of training in the teaching of English derivatives in high-school Latin classes. Master's, 1932. New York. 71 p. ms.

656. **Handman, Ephraim.** Readings in high-school Latin from the point of view of aiding in the appreciation of English literature. Master's, 1932. Coll. of the City of N. Y. 111 p. ms.

Latin works which contained many sources of the allusions in English literature were recommended as additions to the minimum prescription of readings in the present New York State syllabus in ancient languages.

657. **Hanson, Gertrude.** A study of the difficulties of a selected group of ninth grade Latin pupils and the remedial measures employed in an attempt to overcome them. Master's, 1932. Northwestern.

658. **Horst, H. M.** History of student tutoring at West high school, Akron, Ohio. Junior-senior high school clearing house, 6: 245–49, December 1931. (Reprinted.)

A special report is given on 180 students receiving help in Latin from student tutors in the first nine semesters of organized student help. It was found that 146 received sufficient benefits to continue the study of Latin. Help given in second semester Latin did not carry over to the study of third and fourth semester Latin as well as the help given in first semester Latin carried over to the study of Latin in the second semester.

659. **Johnson, Helen Wright.** Examination of elementary Latin texts belonging to the pre and post classical investigation periods. Master's, 1932. Ind. St T. C. 110 p. ms. (Abstract in Indiana State Teachers College. Teachers college journal, 3 : 296–97, July 1932.)

Data indicate that the teaching of Latin in secondary schools is tending toward increased efficiency as shown by the reorganization of material taught which emphasizes the pupil's point of view, the elimination of useless material, and taking a psychological approach of the subject rather than a logical one.

660. **Loar, Marian Dewey.** A critical study of the adjectives in Virgil's Aeneid. Master's, 1932. Colorado.

661. **Lynch, Henry Charles.** Characteristics of the second book of the Aeneid. Master's, 1932. Boston Coll.

662. **McBroom, Emmalou.** A phase of evaluation of provision for drill in elementary Latin textbooks. Master's, 1932. Colo. St. T. C.

663. **McDowell, Gwendolen B.** A comparative study of Latin textbook vocabularies. Master's, 1932. Ohio. 125 p. ms.

A frequency count was made of words used in five standard first year Latin books. Of about 3,120 words, 458 words were common to the five books.

664. **McLellan, Marguerite Helen.** A critical study of the similies in Virgil's Aeneid Master's, 1932. Colorado.

665. **Megill, David.** The probable efficiency of a vocabulary notebook in the teaching of Latin vocabulary. Master's, 1931. Kans. St. T. C., Hays. 70 p. ms.

Vocabulary learning can be increased through use of vocabulary notebook. It also helps to recognize the presence of Latin roots in English words.

666. **O'Grady, Catherine Francis.** Psychological bases for teaching Latin at the junior high school level. Master's, 1931. Marquette.

667. **O'Neill, Daniel Joseph.** A new method of presenting Latin grammar and rhetoric in college composition: a textbook. Doctor's, 1931. Providence.

668. **Puryear, Sarah Frances.** Horace the classicist; critic, and creator. Master's, 1932. Peabody. 113 p. ms.

669. **Ryder, Margaret M.** The adaptation of first year Latin textbooks to curriculum needs. Master's, 1932. South Dakota. 88 p. ms.

* 670 **Stark, Mary Randall.** A course in Latin for secondary schools adapted to the changing ideals of secondary education. Master's, 1932. Boston Univ. 40 p. ms.

Data were secured from 850 pupils in the Cicero and Virgil classes of 10 high schools on the application of Latin in English, other languages, science, history, and in mathematics. Data indicate that the "disciplinary value" of Latin is failing to function in a measurable degree, but that its value for training in English is recognized as giving a clearer understanding of the meaning of words and an increased power and facility of expression. A course of study in Latin for grades 7 to 12 is recommended.

* 671. **Trager, George L.** The use of the Latin demonstratives (especially *ille* and *ipse*) up to 600 A.D, as the source of the romance article. Doctor's, 1932. Columbia. New York City, Institute of French studies, 1932. 199 p.

The study surveys the use of the Latin demonstratives *is, hic, iste, ille,* and *ipse* in representative texts from the classical period to the critical period in the development of Vulgar Latin.

672. **Traveis, William Garcia.** Word power in the fourth book of the Aeneid. Master's, 1932. Boston Coll.

673. **Welch, Sadie Elizabeth.** Experiments in motivating the study of high-school Latin (A curriculum project in Buncombe county, N. C.) Master's, 1931. Duke. 292 p. ms.

674. **Westphal, Earl C.** An analysis of the data secured from the Iowa academic contest in Latin. Master's, 1932. Iowa. 105 p. ms.

MODERN LANGUAGES

675. **Beadle, P. M.** Achievement tests in elementary French. Master's, 1932. Peabody. 211 p. ms.

676. **Carson, Edna.** An analysis and evaluation of the methods of teaching modern foreign languages. Master's, 1932. Illinois. 110 p. ms.

677. **Clark, Charles E.** Instructional principles and devices for the teaching of Spanish. Master's, 1932. Southern California.

678. **Cossman, Clair.** A comparative study of the verbs in two series of French textbooks. Master's, 1932. Iowa.

679. **Cutler, Helen Eaton.** Lower school French. Master's, 1932. T. C. Col. Univ. 60 p. ms.

*680. **Descours, John R.** Comparative study of the report of the Committee of 12 and of the Coleman report on the teaching of modern foreign languages in the United States. Master's, 1932. New York. 96 p. ms.

Compares the two reports and the two investigations which give rise to them, with reference to the modes of procedure and the result. Findings: More extensive in its scope and of a more scientific nature, the Coleman report reaches more practical conclusions on the objectives of the teaching of modern foreign languages, the organization of the course and the method to be used.

681. **Dykema, Karl W.** The problem of the translation of the pronouns of address from French and German into English; with an historical sketch of those pronouns in the three languages. Master's, 1932. Columbia.

682. **Eurich, Alvin C., *and* Burkhard, O. C.** Placement tests in German. Minneapolis, University of Minnesota, 1932. 4 p. ms.

A tentative evaluation of two forms of the Minnesota German placement test. Norms are given for two high school groups and for a group of University of Minnesota students. The reliability coefficient between the two forms of the test proved to be 0.94 ± 0.01.

683. **Fleagle, F. K., LaRochelle, A., *and others.*** A 2-year course in Spanish with suggestions for a third year. Chapel Hill, University of North Carolina press, 1932. 36 p. (University of North Carolina extension bulletin, vol. 11, no. 6, February 1932.)

The outline has been divided into two parts: an "indispensable minimum" and an "expected achievement." The "indispensable minimum" will insure a degree of uniformity in instruction that will not only reduce the difficulties of the individual student who transfers from one school to another, but will provide the same advantage for the whole class whenever the work in the second year is continued with another teacher. This requirement is set low in order to allow ample freedom to develop individuality in accord with the teacher's preparation and experience. The combination of the two is intended to guide the inexperienced instructor, to stabilize the instruction of the experienced teacher, and to give to both the assurance that basically the same sort of work is being done throughout the state.

684. **Fried, Estelle.** German grammars and readers used in the New York City high schools evaluated on the basis of the New York City and New York State syllabi and the Coleman report. Master's, 1932. Coll. of the City of N. Y. 64 p. ms.

* 685. **Geyer, Hugh E.** A comparative study of the German grammars used extensively in the New York City high schools from 1890–1925. Master's, 1932. New York. 114 p. ms.

From 1890–1910 the cut and dried grammar translation method was most used in the textbooks, during the period from 1910–1925 the reading conversation method developed and finally displaced the grammar-translation method.

686. **Gilbert, Pauline C.** Study of active-passive Spanish vocabulary in Florida high schools. Master's, 1932. Peabody. 64 p. ms

687 **Goodwin, Bertha Drabkin.** The teaching of French through extensive reading. Master's, 1932. Southern California.

688 **Green, Louise.** Extent of active-passive French vocabulary in Florida high schools. Master's, 1932. Peabody. 53 p. ms.

689. **Hardin, Achsah A.** Study of a system of guidance in foreign language. Master's, 1931 Stanford.

690 **Harville, Celia T.** Trends of foreign languages in Oklahoma high schools. Master's, 1932. Oklahoma. 105 p. ms.

691. **Hernández, José D.** Laboratory exercises for Essentials of Spanish by Arturo Torres Master's, 1932 Peabody. 64 p. ms.

Demonstrates the use of visual aural devices and their importance in learning the principles of the Spanish language

692 **Holland, Hazel Amelia.** The gradation of six French texts. Master's, 1932. Peabody. 56 p. ms.

693. **Koischwitz, Otto.** Deutsche fibel (elementary German text, illustrated). New York City, F. S Crofts, 1932 140 p.

Textual material developed through experimental teaching on the basis of the picture-method.

694. ——— Selection and application of illustrative material in foreign language classes. New York City, Teachers college, Columbia university, 1932. 68 p.

The application of modern illustrative material to foreign language instruction is advisable for linguistic and psychological reasons.

* 695. **Kretchman, Margaret L.** The type of vocabulary, grammar, and phonetics to be taught in elementary French courses to enable the pupils to read current literature intelligently. Master's, 1932. Penn. State. 74 p. ms.

A study was made of the use of French words and phrases in daily and Sunday newspapers, weekly and monthly magazines, and in three novels. It was found that no specific list of French words to be taught in elementary French courses could be given; that only the simplest type of grammar need be taught; and that a thorough and working knowledge of phonetics should be taught as an aid to pronunciation.

696. **Loubert, Flora M.** The vocabulary content of two recently organized teaching units for first year French. Master's, 1932. Iowa.

697. **MacPherson, Mildred Lewis.** Methods of teaching Spanish by the direct method. Master's, 1932. Southern California.

698. **Mascarino, Mario Chanoux.** A comparative study of the training of modern foreign language secondary school teachers in the United States and Europe. Master's, 1931. Loyola. 66 p. ms.

699. **Masselink, Sady Grace.** An analysis of the classroom practices of 25 teachers of first year French. Master's, 1932. Northwestern.

700. **O'Brien, Agnes Mary.** An analysis of the professional literature relating to the teaching of Spanish. Master's, 1932. Southern California.

701. **Peters, *Mrs.* Mary Olga.** An experimental comparison of grammar translation method and direct method in the teaching of French. Master's, 1932. Ind. St. T. C. 150 p. ms. (Abstract in Indiana State teachers college. Teachers college journal, 3:277-79, July 1932.)

The advantages for grammar translation method are: Higher results during the first semester in translation, vocabulary, and comprehension. The advantages for the direct method are: Higher results during the second semester in dictation, reading, pronunciation, aural comprehension, appreciation, and grammar.

702. **Phillips, Frank M.** Relative value of two methods of teaching Spanish. Master's, 1932. Emory.

* 703. **Poggensee, Anna Louisa.** Organization of materials for creative activities in the teaching of French. Master's, 1932. New York. 69 p. ms.

Suggests the use of dramatization, motion pictures, scrapbooks, exhibits, and the preparation of a newspaper or magazine in vitalizing the teaching of French.

704. **Roberts, Nona Moore.** Dictionary of 100 irregular French verbs. Master's, 1932. Peabody. 208 p. ms.

705. **Sattler, D. F.** A basic French vocabulary syllabus. Master's, 1932. Ohio. 133 p. ms.

Various French words and idiom frequency counts and lists were studied and analyzed. A composite list was prepared of 3,071 French words and idioms, the most useful for the teaching of French.

* 706. **Seibert, Louise C.** A series of experiments on the learning of French vocabulary. Doctor's, 1931. Johns Hopkins. Baltimore, Md., Johns Hopkins press, 1932. 106 p. (Johns Hopkins university. Studies in education, no. 18.)

Discusses the most efficient way to study a vocabulary, either silently or aloud, or with a written recall; of vocabulary studied in associated pairs *vs.* vocabulary studied in the context; or whole *vs.* part method in studying a list of associated pairs; of reading *vs.* recitation; and of the optimum time of relearning.

707. **Shapiro, Bernard.** The determination of the most common errors of first term German students in the New York City high schools. Master's, 1932. Coll. of the City of N. Y. 112 p. ms.

A diagnostic test consisting of 100 items covering the essential grammatical principles studied in the first term of high-school German in New York City was constructed, with the New York City syllabus and many currently used textbooks as the basis. This test was administered to students in 11 New York high schools. Frequency of error lists were constructed.

708. **Srygley, Birdie Feb.** A graduation of six Spanish texts. Master's, 1932. Peabody. 50 p. ms.

Ranks six texts on the basis of vocabulary difficulty depending on the number of new words per running thousand.

709. **Stanley, Homer L., *jr.*** A study of representative courses in modern languages in selected teachers colleges and normal schools. Master's, 1932. Colo. St. T. C.

710. **Strubel, Mary Ivory.** The coordination of instruction in foreign languages with that in English. Master's, 1932. Ohio. 95 p. ms.

711. **Struble, Margueritte M.** The construction of French reading material for second year high school. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

The elementary French reading texts used in the University of Iowa high school are patterned after the West readers which embody a new direct-reading technique. They are designed to promote the development of reading ability through the actual reading experience with material which is made less difficult by the gradual acquisition of a controlled vocabulary of maximum reading utility. The vocabulary of the first year

unit was increased by the introduction and usage of 600 additional words and idioms selected from the first 2,500 words of the word list and the corresponding portion of the idiom list. The average density of new words was 65 to 75 running words per new word.

712. Sutton, Anna Lucille. Status of the teachers of French in the public high schools of Louisiana. Master's, 1932. Louisiana.

713. Thomas, Marian Dixon. A survey of certain problems in the teaching of Spanish based on the professional literature in the field. Master's, 1932. Southern California.

714 Toews, Emil Otto. A brief history of German language instruction in American education. Master's, 1932. Southern California.

715. Wade, Rebecca. A study of French vocabulary in West Virginia high schools. Master's, 1932. West Virginia.

716 Wickliffe, Caroline Mitchell. Values of teaching modern foreign languages in the secondary schools. Master's, 1932. Southern California.

* 717. Wilbur, Amy Davison. A study of slow progress classes in French. Master's, 1932. New York. 38 p. ms.

Describes the work of pupils in the "slow progress" classes in French in the Erasmus Hall high school, Brooklyn, N.Y., and finds that the course is of value.

718. Zarembski, Cecilia H. The reading of a foreign language in the light of the psychology of reading the vernacular. Master's, 1932. Ohio. 119 p. ms.

Compares reading in the primary grades and the reading of French in the high school, and suggests ways of teaching reading of a foreign language based on the primary reading procedures.

See also 173, 1753, 2215

MATHEMATICS

719. Bush, Coleman Hall. Procedures in teaching machine calculation. Master's, 1932. Southern California.

720. Cole, Isabel Smith. The interpretation of mathematics marks given in ability groupings. Master's, 1932. Southern California.

721. Connor, Eleanor Beatrice. Junior high school mathematics today. Master's, 1932. Boston Coll.

722. Donovan, Paul Henry. The contributions of the ancients to mathematics up to the time of the Greek influence. Master's, 1932. Boston Coll.

723. Frutchey, Fred. P. The construction and evaluation of practice exercises in mathematics pertaining to dairy technology. Doctor's, 1932. Ohio. 331 p. ms.

A generalized technique was developed for constructing practice exercises; the level of mathematics is that of arithmetic and elementary algebra; the difference in progress between the students who had the exercises and those who did not, was found to be statistically and socially significant; a generalized technique for evaluating the difference in progress of experimental and control group was presented.

724. Gaylord, Carl E. A study of the mathematics that functions in common vocations. Master's, 1931. Iowa St. Coll.

725. Graef, Esther Marie. A study of the aims and values of mathematics in secondary schools. Master's, 1932. Southern California.

726. Gruber, Rhinehart F. Diagnosis of student difficulties in construction and interpretation of graphs. Master's, 1932. Peabody. 121 p. ms.

Inability to solve formulas is the underlying cause of the inability to construct mathematical graphs; lack of knowledge of functional relationship is the chief cause of inability to interpret mathematical and statistical graphs.

727. **Hamley, Herbert R.** The function concept in secondary school mathematics. Doctor's, 1932. T. C., Col. Univ.

Describes a survey test of mathematical relations administered to 250 pupils in London. Work is less formal and more functional than it was 25 years ago. Much time is wasted in learning certain mathematical skills.

728. **Higgins, Margaret Elizabeth.** Study of achievement and related factors of mathematics majors at Indiana State teachers college for the years 1926–1932. Master's, 1932. Ind. St. T. C. 84 p. ms. (Abstract in Indiana State teachers college. Teachers college journal, 3 : 299–300, July 1932.)

729. **Hinshilwood, Ellen Louden.** The adaptation of mathematics to the individual needs and interests of pupils. Master's, 1932. Southern California.

730. **Jackson, Lucy Elizabeth.** Annotated bibliography of psychology of teaching secondary mathematics. Master's, 1932. Peabody. 247 p. ms.

731. **Kenyon, Juanita.** The reorganization of ninth grade mathematics as revealed by an analysis of textbooks, 1900–1932. Master's, 1932. Washington. 50 p. ms.

732. **Lawrence, Harold Stormont.** The reorganization of senior high school mathematics. Master's, 1932. Colo. St. T. C.

733. **Littlefield, Robert L.** Some correlations of pupil achievement in mathematics and other secondary school subjects as evidenced by school marks. Master's, 1932. New Hampshire. 38 p. ms.

734. **McDonough, Harold Benton.** Development of mathematics in secondary schools in the United States. Master's, 1932. Peabody. 176 p. ms.

Data indicate that all mathematical subjects in the American schools first appeared as college studies, and were gradually shifted to the secondary school; arithmetic was given as a subject consisting of mere mechanical operations with no attempt at reasoning; mathematics was the most important subject in the curriculum of the academy.

735. **Moncreiff, Ruth.** A tentative course of study in junior high school mathematics. Master's, 1932. Peabody. 92 p. ms.

Includes an analysis of eight series of junior high school mathematics texts; analysis of 14 city courses of study.

736. **Perry, Robert Dawson.** Prediction of success in college mathematics. Doctor's, 1932. Peabody.

737. **Remmers, H. H., Hadley, Laurence,** *and* **Long, J. K.** Learning, effort, and attitudes as affected by class size in beginning college engineering mathematics. Lafayette, Ind., Purdue university, 1932. 31 p. (Bulletin of Purdue university, vol. 32, no. 9, May 1932. Studies in higher education, 19.)

During a period of two years, three controlled experiments involving 210 engineering students of beginning college mathematics under two different instructors, were carried on to determine the effect of class size upon student learning, effort, and attitude toward the instructor and toward the teaching procedure. Three small classes ranging in size from 19 to 27, and large classes ranging from 43 to 54, were matched, student for student, in terms of school enrollment and probable achievement as measured by the Iowa placement mathematics training test. It was found that the larger classes did slightly better than the smaller classes, although the average difference was not statistically significant. The students favored the smaller classes. The average amount of time spent in preparation was not significantly affected by class size.

738. **Reynolds, Robert Walter.** The mathematical abilities of college students. Master's, 1932. Colo. St. T. C.

739. **Robinson, Bertha.** An inquiry of number concepts of first grade children. Master's, 1932. Iowa. 157 p. ms.

740. **Satter, Elizabeth S.** A proposed course of study in general mathematics for the ninth grade of South Dakota high schools Master's, 1932. South Dakota. 110 p. ms

741 **Scarborough, James C.** The effectiveness of work-test books in teaching high-school mathematics Master's, 1932. Colorado

742 **Shipley, Merna R.** An evaluation of a test technique for verbal problem-solving ability. Master's, 1932. Iowa 31 p. ms.

743. **Shoptaugh, John Royal.** Mathematics needed for science courses in the Louisiana high schools. Master's, 1931 Louisiana

744 **Steen, Robert E.** Measuring the attainment of seventh grade mathematics objectives in Jackson, Miss. Master's, 1932. Peabody. 69 p ms.

745 **Stuit, D. B.** A critical study of the Pearson correlation technique. Master's, 1932. Illinois. 68 p. ms.

746. **Vance, Arthur M.** Problem solving and reflective thinking Master's, 1932. Colorado

Data indicate that problem-solving ability appears early in life and increases to senility

747. **Waggoner, Sherman G.** The ability of pupils to interpret certain basic ideas in linear equations Doctor's, 1932. Iowa 227 p ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248, 1 p.)

Data obtained by examination of numerous ninth grade pupils show that 62 percent of the errors made in solving equations were due to not knowing what to do, and not knowing how to do what was recognized to be done. Mental efforts of the pupils have been concentrated on memory work instead of thorough understanding.

748. **Wesselink, William D.** The difficulties of college freshmen in mathematics Master's, 1932. Iowa. 84 p. ms.

749. **Whitcraft, Leslie H.** Some of the influences of the requirements and examinations of the College entrance examination board on the mathematics in the secondary schools of the United States. Doctor's, 1932. T. C., Col Univ.

College entrance board examination questions in algebra and geometry were analyzed; recent state and city courses of study in mathematics were surveyed to determine the influences the College entrance board examinations had on them, questionnaires were sent to 65 superintendents of city schools, 12 curriculum specialists, 200 heads of departments of mathematics in schools from which candidates for College entrance board examinations come; literature on mathematics of secondary schools and textbooks in secondary algebra and geometry were analyzed; and visits were made to two types of schools to observe methods of teaching. Findings: The College entrance examination board can exert great influence on the mathematics of secondary schools; more weight has been given by authors of textbooks in algebra and geometry to the College entrance board requirements than to any other one set of requirements; they have stimulated better teaching by setting definite goals to be attained; their requirements have retarded creative work in mathematics for many teachers of secondary mathematics; their examinations have caused much worry and nervousness on the part of the pupil and on the part of the teacher; preparation of many candidates for the College entrance examinations is made in regular classes in which there are students who will not take the examinations.

750. **Yates, S. D.** The development of elementary mathematics in the United States from the Colonial period to the present time. Master's, 1932. Illinois.

See also 228, 286, 311, 911, 2147, 2207, 2214, 2220–2221, 3083.

760. **Durham, Annie D.** The effect of diagnostic and remedial treatment on improvement in arithmetic fundamentals. Master's, 1932. Colorado.

761 **Edwards, Arthur U.** Internal evidence concerning the nature of learning in beginning fractions and mixed numbers. Doctor's, 1932. Iowa. 355 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series no. 248, 1 p.)

Analyzes the learning history of 249 4A pupils in Moline, Ill.

762. **Guiler, Walter Scriber.** Computational errors made by teachers of arithmetic. Elementary school journal, 33: 51–58, September 1932.

Study was based on an analysis of errors made by 22 teachers of arithmetic in working the examples in the Guiler-Christ offerson diagnostic survey test in computational arithmetic.

763. **Harter, Jeanette.** Tri dimensional space as aids to learning in arithmetic. Master's, 1932. Iowa.

764. **Hicks, Eleanor.** Analysis of problem-solving instruction and types of problems in seven series of current arithmetic texts. Master's, 1932. Southern California.

765. **Kephart, Alice Beers.** A study of civic and social attitudes as by-products of business arithmetic. Master's, 1932. Denver. 58 p. ms.

* 766. **Levenson, Samuel M.** Factor of insight in arithmetical efficiency. Doctor's, 1931. New York. 179 p ms.

Tests in addition and subtraction of integers were given to 1,448 children in the 3A and 3B classes in schools in different sections of New York City. The insight method as formulated by Doctor Badanes was compared with the drill method. Data indicate that the insight method was superior to the drill method.

767. **Mitchell, Kenneth Centre.** An experimental work on supervised versus unsupervised study in seventh and eighth grade arithmetic. Master's, 1932. Southern California.

768. **Mohr, Roy Ernest.** A comparison in the efficiency of the teaching of arithmetic in grades 4 to 8, inclusive, in the standard and non-standard 1-room schools in western Kansas. Master's, 1931. Kans. St. T. C., Hays. 45 p. ms.

769. **Monroe, Walter S., *and* Engelhart, Max D.** A critical summary of research relating to the teaching of arithmetic. Urbana, University of Illinois, 1931 115 p. (University of Illinois bulletin, vol. 29, no. 5, September 15, 1931. Bureau of educational research bulletin no. 58.)

Presents a summary and evaluation of the research relating to instructional methods employed in teaching arithmetic in grades 1 to 8. It is divided into six major divisions represented by the following rubrics: (1) methods of learning and teaching the fundamentals; (2) methods of drill in the fundamentals; (3) methods of teaching pupils to solve their verbal problems; (4) methods of providing diagnosis and remedial treatment; (5) methods of teaching the reading of arithmetical subject matter; and (6) methods of motivating learning activity in arithmetic.

770. **Potthoff, E. F.** A comparison of three methods of computing composite scores. Journal of educational research, 24: 224–27, October 1931.

771. **Rathbun, Ruth Marie.** Diagnosis and remedial treatment of difficulties in arithmetic problem solving of the sixth grade children. Master's, 1932. Northwestern.

772. **Ricker, Harry Daniel.** The effect of practice on the learning of simple equations. Master's, 1932. Nebraska. 50 p. ms.

ARITHMETIC

751. **Allen, Blanche Marion.** Subtraction: Current methods of instruction in the United States. Master's, 1932. Boston Univ 42 p. ms

A total of 256 replies to a questionnaire were received from state departments of education, cities, and training schools of state normals and teachers colleges, and from 22 schools near Boston Data indicate that there is no method superior to all others The method used most extensively in the United States is the take away, borrowing, upward.

752. **Bach, Louis.** A study of the work habits in subtraction by children using the equal additions method and the Badanes method. Master's, 1932 Coll of the City of N. Y 72 p. ms

Two groups of third and fourth grade pupils were equated on the basis of a standard intelligence test and two standardized arithmetic tests One group had been taught subtraction by the equal additions method and the other by the Badanes method The groups did not differ significantly with respect to the raw scores

753. **Baker, Walter Maurice.** A study of the vocabulary load of six arithmetic tests approved for use in Kentucky high schools Master's, 1932. Kentucky.

754 **Beall, Ross Horace.** A study of an individual instruction unit in long division. Doctor's, 1932. Iowa 222 p. ms. (Abstract in University of Iowa studies. Series on aims and progress of research, no 38. New series no 248, 2 p.)

Analyzes results obtained from 700 grade 4 pupils in Tulsa, Okla., receiving individual instruction Pupils making the least progress received the most help from the teachers.

755. **Brueckner, Leo J., White, Leslie D., *and* Dickeman, Fred** A curriculum study of teacher training in arithmetic. Minneapolis, University of Minnesota press, 1932. 28 p.

A diagnostic chart was prepared which analyzes the major objectives of arithmetic, the specific teaching procedures that are approved, and the main teaching difficulties that were reported The purpose of the chart is to assist the supervisor to determine instructional needs in order that the supervisory program may be intelligently directed A check list was sent to three groups of teachers and supervisors for rating; the same list was sent to an unselected group of teachers in schools in towns of from 5 to 30 thousand in the Middle West to be rated under different directions Correlations between ratings on importance are high; those on difficulty are not so high There is a wide variation in the relative difficulty of the items in the check list as measured by the percentage of teachers who report themselves in need of supervisory help.

756. **Chapman, William D.** An analysis of the difficulties of long division for grades 4A and 4B, with a plan for diagnosis and remedial drill. Master's, 1932. Coll. of the City of N. Y. 111 p. ms.

Four types of tests were constructed: A test in terminology and fundamentals; a series of 19 diagnostic tests covering every topic in the syllabus; a series of remedial drills for each diagnostic test; and a cross-section test covering the entire series of diagnostic tests

757. **Clayton, W. G.** The materials for long division in the fourth grade. Master's, 1932. Texas.

Surveys and analyzes the materials found in 20 representative arithmetic textbooks published since 1904.

758. **Dahle, Casper O.** A perpetual inventory of the learning process in arithmetic, grades 3-6. Master's, 1932. Iowa. 250 p ms.

759. **Daniel, Margaret D.** Comparative merits of four methods of teaching subtraction. Master's, 1931. California.

773. **Roach, Cornelia B.** A study of incentives. Doctor's, 1932 Cornell. 70 p ms.

Studies the effect of incentives on improvement in column addition in grades 4–6.

774. **Sears, Richard.** The effects on the psychogalvanic response of changes in complexity and time limit of addition tests. Doctor's, 1931. Michigan. 168 p. (Abstracts of dissertations and theses in education, 1917–1931 p. 82–84.)

Carefully selected lists of addition examples were used as stimulus material with a group of 24 junior and senior girls of the University of Michigan. In addition to a preliminary test of 20 easy examples with no time limit, six different tests were given, each containing 20 examples. Three of the tests involved changes in the complexity of the material, with no time limit, the material of the other tests was of approximately the same complexity, but changes were introduced in the amount of time allowed for different parts of the test. Only one test was given at a sitting. Each subject took three, and some subjects four tests in addition to the preliminary test. Findings: The first two or three examples of all tests were accompanied by large galvanometer deflections, exceeded only by deflections at other critical points; when all examples of a test are kept on approximately the same level of difficulty and speed, no deflections of outstanding amplitude occur, except at the beginning; points of abrupt increase of complexity or required speed of performance, are always accompanied by a large increase in amplitude of deflection.

775. **Smith, Cloyd C.** Etiology of pre-seventh grade pupil status in percentage. Master's, 1932. Iowa. 193 p. ms.

776. **Smith, Ethel Eudore.** The effect on achievement in arithmetic reasoning and computation of a supervisory program stressing computation. Master's, 1931. Chicago. 161 p.

The value of supervision is measured in terms of pupil achievement and modifications in the methods of teaching.

777. **Sparling, E. A.** The grade norms and standards for the arithmetic neatness scale. Master's, 1932. Iowa. 40 p. ms.

778. **Stevens, Willie.** Relative efficiency in oral and written arithmetic computation. Master's, 1932. Peabody. 20 p. ms.

An investigation made with 91 pupils in the intermediate grades of the Peabody demonstration school, Nashville, Tenn., showed that pupils do better written than oral work in arithmetic.

779. **Storm, William B.** Practices in teaching arithmetic in the elementary school. Master's, 1932. Chicago. 65 p. ms.

The study covered 8 cities, 850 teachers, 100 college students, and 5 teachers in teachers colleges.

780. **Tidwell, Lyda.** Methods children use in learning combinations and working arithmetical problems. Master's, 1932. Peabody. 39 p. ms.

A study of 120 pupils of the third, fourth, fifth, and sixth grades in the Peabody demonstration school. Findings: Children are aware of using definite methods of learning the combinations; children included in this study, except two, use one or more of the methods employed by their teachers; as pupils advance in grades they seem to use fewer methods of learning the combinations; pupils having a high IQ seem to use fewer methods than pupils with low IQ score.

* 781. **Trott, Carolyn E.** Change in ability of the pupils to perform the four fundamentals of fractions in four 5B classes of West New York, N. J., schools from June 12, 1931, to September 14, 1931. Master's, 1932. New York. 117 p. ms.

Studies the changes in speed, accuracy, kind, and frequency of errors in all processes by each of the 133 pupils in the 5B classes in West New York, N. J.

782. **Wahlstrom, Ebba L.** The arithmetic of social experiences of third grade children Master's, 1932. Iowa 109 p ms

783. **Woolman, Russell J.** Administration of a remedial program in the fundamentals of arithmetic. Master's, 1932 Ohio 179 p. ms.

784 **Young, Ira Hobson.** A study of an individual instruction unit in percentage Doctor's, 1932. Iowa. 369 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38 New series, no 248, 1 p.)

Final accomplishment in percentage can best be predicted by means of a combination of measures of arithmetical ability and ability to read material for the central thought.

See also 209, 213, 438, 471, 488, 723, 2088, 2180.

ALGEBRA, GEOMETRY, AND TRIGONOMETRY

785 **Anderson, Samuel Armstead.** Some factors influencing success in plane geometry Master's, 1932. Peabody. 61 p. ms.

Reading ability, intelligence, and ability in algebra are factors of success in geometry; no evidence for either male or female superiority was found in the abilities considered; there was no significant relation between number of semesters of algebra and success in geometry

786. **Bacon, Emily Glendora.** History of trends in plane geometry teaching in American schools. Master's, 1931. Chicago. 67 p.

* 787 **Baranovsky, Pauline.** Predicting grades in the Regents examination in elementary algebra and in plane geometry. Master's, 1932. New York. 80 p. ms.

The Orleans algebra and geometry prognostic test; and the collegiate research bureau algebra and geometry test, and the Otis S–A achievement test were used as a means of predicting grades in Regents examinations of 124 students. The tests were of no value in predicting grades on the Regents examinations.

788. **Bassett, Laura.** Mathematical prerequisites for plane analytic geometry Master's, 1932 Peabody. 34 p. ms.

Arithmetic, elementary algebra, plane geometry, and trigonometry are found to be necessary for the study of plane analytic geometry.

789 **Black, Lorenzo G.** A frequency study of the skills of algebra. Master's, 1932. Colo St T. C.

790. **Blanton, John Richard.** Objective examinations in plane geometry. Master's, 1932 Tennessee. 132 p. ms.

791. **Bowman, Medford Polk.** A study of verbal-problem solving in algebra. Master's, 1932. Peabody. 88 p. ms.

A series of diagnostic tests on verbal algebra problems were administered to a group of second year algebra pupils at regular intervals. Remedial drill was given and the pupils re-tested It is indicated that pupils in algebra have the greatest difficulty with: (1) The comprehension of the problem; (2) the determination of "what is given"; (3) the translation of problem data into algebraic symbols.

* 792. **Bradley, A. Day.** Geometry of repeating design and geometry of design for high schools Doctor's, 1932. T C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 131 p. (Contributions to education, no. 549)

793. **Butler, Robert Abernathy.** The mathematical prerequisites for differential calculus. Master's, 1932. Peabody. 48 p. ms.

794. **Carlson, Albion.** The algebra used in the elements of differential calculus. Master's, 1932. Colo. St. T C.

795. **Castleberry, Edith.** Teaching ninth grade algebra. Master's, 1932. West Virginia.

796 **Christian, William D.** An experimental study of certain factors as a means of predicting success in algebra. Master's, 1932. Washington Univ. 66 p. ms.

797. **Cope, Earl R.** Prerequisite algebra skills needed for third semester algebra. Master's, 1932. Iowa. 60 p. ms

798. **Cope, Harold V.** A comparison of two methods of administering problem solving in algebra Master's, 1932. Ohio. 79 p ms.

Attempts to learn whether teaching problems arranged according to types were more productive of learning than when arranged heterogeneously Teaching problems according to types produced better results, saved much time, and had a favorable psychological result on the pupils.

* 799. **Cruttenden, Edwin W.** A comparison between the contract and recitation methods of teaching plane geometry. Master's, 1932. Penn State. 36 p. ms.

Data indicate that in this experiment with 34 high-school pupils of the Central high school, Scranton, Pa., the contract method was equal or superior to the recitation method

800. **Culley, Alfred.** A summary of studies in the teaching of geometry with generalizations. Master's, 1932. Maryland.

801 **Cuthbertson, Elizabeth Ruppert.** A comparison of the abilities in ninth grade algebra of boys and girls of equal intelligence. Master's, 1932. Southern California.

802. **Dunphy, James Ryan.** The worded problem in algebra. Master's, 1932. Boston Coll.

803. **Eason, Leila.** The geometry of the junior high school. Master's, 1932. Texas.

804. **Flanagan, John Clemans.** An investigation of the effects of drill in the learning of certain algebraic skills. Master's, 1932. Washington 81 p. ms.

Compares the use of drill tests with the use of oral explanation of concepts in supplementing the material in an algebra test. The drill test method was superior to oral explanation alone, but if this oral explanation were supplemented with oral drill, there was no difference.

805. **Franks, W. D.** The place and organization of algebra in the high-school curriculum. Master's, 1931. South. Methodist.

806. **Fremd, Lydia K.** Relationship of certain standardized tests to grades in college algebra. Master's [1931]. Kentucky.

807. **Gadske, Richard Edward.** A comparative study of two methods of teaching first year high-school algebra. Master's, 1932. Northwestern.

808. **Gerberich, J. R.** Sectioning in college algebra and plane trigonometry, University of Arkansas, 1931–1932. Fayetteville, Ark., University of Arkansas, 1932. 6 p. ms.

In order to test the relative instructional efficiencies of homogeneous and heterogeneous grouping for students of superior ability, two experimental sections were established in classes in college algebra and in trigonometry. Data indicate that although instructional superiority of homogeneous over heterogeneous grouping of superior students is not statistically certain either in college algebra or plane trigonometry, superiority seems more probable in plane trigonometry.

809. **Gibson, Thelma.** An analysis of college algebra textbooks Master's, 1932. Peabody. 41 p. ms

810. Gordy, Glen Akers. Historical development of trigonometry in the secondary schools of the United States. Master's, 1932. Chicago. 108 p. ms.

811. Hankins, Carl F. Individual versus group instruction in ninth grade algebra. Master's, 1932. Peabody. 75 p. ms.

812. Harper, Golda P. The errors incident to a year's work in algebra. Master's, 1932. Iowa. 118 p. ms.

813. Hegarty, Richard Francis. Clarification of problems in algebra by means of graphs. Master's, 1932. Boston Coll.

814. Johnson, Francis Xavier. Logarithms, their use and importance. Master's, 1932. Boston Coll.

815. Johnson, Mabel A. The predictive value of success in first year algebra. Master's, 1932. Colorado.

816. Jones, Mary Margherita. The mathematical prerequisites for college algebra. Master's, 1931. Peabody. 49 p. ms.

Hart's college algebra text was studied for arithmetic, algebra, geometry prerequisites, and trigonometry processes were analyzed for prerequisite knowledge needed in college algebra.

817. Knobelauch, Edward A. Foundations of geometry. Master's, 1932. Columbia.

818. Lanier, Alfred C. Mathematical prerequisites and important items of solid geometry. Master's, 1932. Peabody. 90 p. ms.

Shows the items of arithmetic, algebra, and plane geometry that are prerequisite to solid geometry and the most important items of solid geometry from a standpoint of use in solid geometry.

819. Layton, Edna T. The persistence of learning in elementary algebra. Master's, 1931. St. College for T. Journal of educational psychology, 23 : 46–55, January 1932.

Measures of ability in elementary algebra were obtained just before and just after a month of intensive review at the end of the course, and again after a year during which no mathematics was studied. Material not known at the beginning of the month of review, but learned during that month, is less likely to be retained than material which was known at the time the review began.

820. Leist, Mary G. Modern tendencies in the teaching of high-school geometry. Master's, 1932. Chicago. 99 p. ms.

Analyzes 10 modern textbooks in geometry to determine modern tendencies.

821. Lundholm, Harold. The Iowa academic tests in algebra. Master's, 1932. Iowa.

822. McGill, Clara. Examination practices with special reference to ninth grade algebra. Master's, 1932. Peabody. 80 p.

Studies reports from 36 "A" grade high schools of Arkansas. A little variation existed in the types of abilities the final examination questions were designed to measure, and a slight variation existed in other examination practices.

823. Nelson, Ira Irl. Changes in materials and methods in elementary algebra from 1829 to 1929. Doctor's, 1932. Texas.

824. Newhall, Eleanor Evelyn. An analysis of activities in teaching algebra. Master's, 1932. Southern California.

825. Noble, Kenneth. Problems and tests for a course in ninth grade algebra based on the unit or goal system. Master's, 1931. Colo. St. T. C.

826. **O'Donnell, Paul Edward.** The attack on algebra through the problem and equation. Master's, 1932. Boston Coll.

827 **Oestreicher, Milton D.** Analysis of errors in first semester of ninth grade algebra. Master's, 1932. Chicago. 109 p. ms.

Compares the achievements of the pupils in eight high schools and lists and analyzes typical errors.

828. **Parry, Louise.** Abilities of Spanish-speaking and English-speaking children in ninth grade algebra. Master's, 1932. Texas.

* 829. **Patton, Charles Clark.** The effect of mathematical recreation in the teaching of plane geometry. Master's, 1932 Penn. State. 31 p. ms.

Describes a controlled experiment in which one group gave one day each week to mathematical recreations while the other used the time in the conventional manner. The group using the recreations exceeded the control group in the standardized tests used for measuring progress as the result of the experiment.

830. **Pearson, J. M.** A study of the Orleans geometry prognosis test. Master's, 1932. Peabody. 42 p. ms.

Data indicate that the most reliable prognosis of achievement to be obtained is from a combination of the Orleans test, Terman group test, and the teachers' marks in algebra.

831. **Poplofsky, Solomon.** A comparative study of elementary and intermediate algebra as taught in the schools of England and the United States. Master's, 1932. Coll. of the City of N. Y. 88 p. ms

Algebra in England is studied for a period of from four to five years, with an hourly distribution ranging from four and one-half to six and three-quarters hours a week, while in the United States it is studied for a period of one and one-half years and five times weekly. There have been practically no changes introduced in the English algebra courses during the past 20 years.

832. **Pszenny, Joseph John.** Psychology of number and its relation to algebra. Master's, 1932. Boston Coll.

833. **Richards, Dale W.** An experiment with supervised study in ninth grade algebra, at Newport township high school, Wanamie, Pa. Master's, 1932. T. C., Col. Univ. 16 p. ms.

An experiment covering one semester was carried on with 23 students having supervised study as compared with 23 students not having supervised study in ninth grade algebra. The classes met daily for 50 minutes. There was no decided advantage for either method.

834. **Richter, Rose.** The predictive value of group IQ's for success in elementary algebra. Master's, 1932. T. C., Col. Univ. 16 p. ms.

Data indicate that the lower IQ groups do about as well as the higher ones when extremes are omitted.

835. **Rosenbaum, Henry.** An introduction to the study of division-algebras. Master's, 1932. Columbia.

836. **Shelton, Sam White, *jr.*** The mathematical prerequisites for plane trigononometry. Master's, 1932. Peabody. 31 p. ms.

The mathematical prerequisites for plane trigonometry may be acquired from a study of the ordinary courses in elementary arithmetic, high-school algebra, and high-school plane geometry.

837. **Shibli, Jabir.** Recent developments in the teaching of geometry. Doctor's, 1932. T. C., Col. Univ.

Analyzes and compares representative textbooks, courses of study, reports of committees, and opinions of leaders in the field since 1900.

838. Shover, Carolyn Grace. On the class number and ideal multiplication in a rational linear associative algebra. Doctor's, 1932. Ohio.

This study is concerned with the development of the theory of class number and the multiplication of ideals similarly.

839 Silas, Paul Gordon. Difficulty in first year algebra: a contribution to the understanding of error Doctor's, 1932. Iowa. 266 p. ms.

A set of 32 drills covering 72 skills in first year algebra were given to ninth grade pupils in first year algebra in 21 states. Data indicate that insufficient emphasis is placed on unit-skills; pupils work without insight; and that fundamental concepts are not sufficiently established.

840 Spitz, Benjamin. The evaluation of a combined course in plane and solid geometry. Masters', 1932. Coll. of the City of N. Y. 123 p. ms.

Data indicate that a combined course consisting of the minimum essentials of plane and solid geometry can be satisfactorily completed in one year if pupils have had a course in intuitive geometry in the junior high school.

841 Slattery, Florence. Two methods of teaching algebra. Master's, 1932. Washington Univ. 75 p. ms.

Studies the relative values of teaching first year high-school algebra by the recitation plan and the assignment-sheet plan.

842. Steele, Mildred E. A study of the merits of the algebraic equation and analysis as aids in solving problems in the fifth grade. Master's, 1931. George Washington. 50 p. ms.

Compares the simple algebraic with the simple analysis and discussion method of solving problems in the fifth grade.

843. Sullivan, Joseph Timothy. Diagnostic and remedial work in algebra. Master's, 1932. Boston Coll.

844. Vaught, Annie May. Formulas in first year algebra. Master's, 1932. Texas.

845. Whitacre, Foster Elijah. To change the sequence of geometry material so as to make the study less difficult. Master's, 1932. Ohio. 176 p. ms.

846. Whitworth, Sidney Edwin. An experimental comparison between the daily assignment and recitation method and the Morrison unit method of teaching plane geometry. Master's, 1932. Washington. 91 p. ms.

*847. Williams, George B. A controlled experiment to determine the efficiency of the contract method of teaching second year algebra to normal and superior pupils. Master's, 1932. Penn State. 69 p. ms.

848. Winchester, Drusilla Gertrude. The construction and evaluation of a technique for measuring achievement in plane geometry. Master's, 1932. Nebraska. 41 p. ms.

849. Zalosh, Hyman. The present status of plane trigonometry in the high-school curriculum. Master's, 1932. Coll. of the City of N. Y. 95 p. ms.

850 Zercher, Irene. Experimental study of laboratory procedure in plane geometry. Master's, 1932. Texas.

See also 23, 723, 2141, 2209, 2213.

SCIENCE

851. Adams, Homer. Value of the notebook in general science laboratory. Master's, 1932. Peabody. 53 p. ms.

Two groups of 25 students each were used in this experiment for a period of nine months. The data indicate that the notebook in general science is valuable.

852. **Astell, Louis A.,** *and* **Odell, Charles W.** High-school science clubs. Urbana, University of Illinois, 1932. 77 p. (University of Illinois bulletin, vol. 29, no. 39, January 12, 1932. Bureau of educational research. Bulletin no. 60.)

Part 1 is an account of the science clubs reported by teachers of science in Illinois high schools during the school year, 1930–31; part 2 contains comments on the science clubs described and offers suggestions concerning such clubs in general, part 3 is an annotated bibliography on the subject.

853. **Bauman, E. K.** Outside reading and progress in general science. Master's, 1932. Nebraska. 33 p. ms.

854. **Becker, Sam D.** Recent trends in science in the high schools of Oklahoma. Master's, 1932. Oklahoma. 100 p. ms.

*855 **Butler, Warren N.** Mechanical ability as a factor which influences achievement in general science. Master's, 1932. Penn State. 47 p. ms.

A group of 68 boys was equated with a group of 68 girls on the basis of intelligence quotients. Their achievement in general science at the end of the school year 1931–32 was measured by the Ruch Popenoe general science test, form A. Their general mechanical aptitude was measured by the Stenquist mechanical aptitude test. Boys possess more general mechanical ability than the girls. The girls received higher grades in general science than the boys. There is little correlation between intelligence and mechanical ability.

856. **Carter, George Henry.** A survey of ninth grade general science in Los Angeles county. Master's, 1932. Southern California.

857. **Cockrum, A. E.** An experimental study of the motion picture film as an aid to teaching general science. Master's, 1932. Illinois. 58 p. ms.

858. **Cordrey, E. E.** Conditions under which science is taught in Arkansas high schools. Conway, Arkansas State teachers college, 1932. 16 p. (Bulletin, Arkansas State teachers college, vol. 20, no. 1, May 1932.)

A study was made for the year 1930–31 of the way science courses are being taught in 370 high schools in Arkansas. The study discussed equipment, teachers, and science courses taught.

859. **Dodson, Charles Lewis.** Analysis of the factors in Florida high-school science teaching and some resulting effects on freshmen grades at the University of Florida. Master's, 1932. Florida. 100 p. ms.

860. **Einbecker, William F.** Comparison of verbal accompaniments to films. Master's, 1932. Chicago. 75 p. ms.

A comparison was made of silent film without captions or oral comment, with comment, moving pictures with and without teacher's comments, and talking pictures. Teacher's comments increase comprehension of technical terms. Talking pictures are not superior to silent pictures for science type films.

861. **Graham, Irvine Henry.** Principles of science needed by airplane mechanics. Master's, 1932. Chicago. 63 p. ms.

862. **Hack, Walter.** A study of incidental learning in general science. Master's, 1932. Iowa. 40 p. ms.

863. **Holy, Thomas C.,** *and* **Sutton, Daniel H.** Lists of essential apparatus for use in high school sciences. Columbus, Ohio state university, 1931. 32 p. (Ohio state university studies. Bureau of educational research monographs, no. 12.)

An inventory of science apparatus taken in more than 600 school districts revealed wide differences in the amount and kind of apparatus in use, even in schools of similar character and enrollment. This study was undertaken for the purposes of: (1) develop-

ing a list of laboratory apparatus essential in teaching a class of 24 pupils in each of the major high-school sciences with the individual items arranged on the basis of their relative importance; (2) furnishing some index of the cost of providing these essential items of laboratory apparatus in each of the four major sciences; and (3) showing the instances of overlapping among items of apparatus necessary to conduct a class of the indicated size in biology, chemistry, general science, and physics.

864. **Howard, Lester R.** A study of the initial status and improvement in the general science knowledge of seventh grade pupils. Master's, 1932. Colorado.

865 **Isenberg, Marion B.** An inductively determined curriculum in elementary science for the grades. Master's, 1932. Penn. State.

Based on an analysis of the curricula proposed by several hundred teachers in extension classes who were teaching elementary science.

866. **Kuderna, J. G.** A proposed comprehensive organization of professionalized subject-matter courses for the training of high-school science Auburn, Alabama polytechnic institute, 1932.

867. **Logan, R. J.** The development of science in the secondary schools of the United States (with special reference to the first two years) from the early Colonial period to the present time. Master's, 1932. Illinois. 149 p. ms.

868. **McSpadden, W. W.** Development of materials and methods in elementary science. Master's, 1932. Texas.

869. **Mathis, Annie Lois.** An analysis of recent courses in elementary science. Master's, 1932. Chicago. 148 p. ms.

A detailed analysis of 11 courses of study for grades 1 through 6.

870. **Merrill, Matthias Wood.** Practical problems involved in the lecture demonstration method in science. Master's, 1932. Southern California.

871. **Metier, Ardath R.** A study of certain factors relating to success in teaching general science. Master's, 1932. Iowa. 161 p. ms.

872. **Moore, John E.** Status of general science in public high schools of the United States. Master's, 1932. Colorado.

873. **Rice, Helen Mary.** The emergence of the scientific attitude and method as an objective for science in the elementary school. Master's, 1932. Ohio. 114 p. ms.

874. **Russell, Mae Eleese.** The lecture method versus textbook method of teaching general science. Master's, 1932. Washington. 92 p. ms.

875. **Stock, Hyman.** The methods of Descartes in the natural sciences Doctor's, 1931. T. C., Col. Univ. New York City, Marion press, 1931. 95 p.

876. **Wade, Thomas S.** The status of general science and general science teaching in Tennessee high schools. Master's, 1932. Tennessee. 192 p. ms.

877. **Waldron, Margaret.** The ability of sixth grade children to comprehend science material as written for the grade. Master's, 1932. Iowa. 156 p. ms.

878. **Williams, Arthur V.** Preparation, testing, and plan of revision of a general science manual. Master's, 1932. Colorado.

879. **Wright, Clifford Allen.** Methods of correlating general science with other subjects of the curriculum. Master's, 1932. Southern California.

See also 427, 1489, 2099, 2170, 2181.

NATURE STUDY, BOTANY, AND BIOLOGY

880. **Ball, Calvin A.** Nature study curriculum for elementary schools: Stories of wild mammals in the United States. Master's, 1932. Stanford.

881. **Bratt, Elliott C.** Curriculum construction, illustrated by a junior high school course of study in biology. Master's, 1932. Ind. St. T. C. 171 p ms. (Abstract in Indiana State teachers college. Teachers college journal, 3: 270, July 1932.)

882. **Caldwell, Otis W., Skinner, Charles E., *and* Tietz, John M.** Biological foundations of education. Boston, Mass., Ginn and company, 1931. 534 p.

This study is the result of several years of cooperative work in developing units of biological subject matter designed as a basis for interpreting human behavior The biological units relate directly to education, psychology, and behavior, Biological evidences, experimental data, and discussions by specialists were assembled from many sources and arranged for use by students

883. ——— *and* **Weller, Florence.** High-school biology content as judged by 30 college biologists. School science and mathematics, 32: 411–24, April 1932. (Reprinted.)

884. **Englehart, Max D.** Physical and biological sciences Review of educational research, 2: 21–28, 82–86, February 1932.

885. **Flacks, David.** The present status of college biology. Master's, 1931. Coll. of the City of N. Y. 47 p. ms.

Data indicate that in 50 percent of the colleges and universities replying to a questionnaire, the value of a general biology course as opposed to courses in botany or zoology is debatable.

* 886. **Fry, Alvin Abraham.** Success in biology with and without previous general science training. Master's, 1932. Penn. State. 18 p. ms.

When 30 pupils who had had general science courses were matched with 30 pupils who had not had the general science courses, in the high school of Dover, N.J., no significant differences in attainment were found between the groups.

887. **Hagie, L. L.** Study of Iowa biology tests. Master's, 1932. Iowa. 81 p. ms.

888. **Hargis, Iva Jane.** Nature study outline on trees and shrubs for the first six grades. Master's, 1931. Okla. A. and M. Coll.

889. **Hooper, Henry Wade.** Workbooks and worksheets in high-school biology. Master's, 1932. Oklahoma. 85 p. ms.

890. **Jones, Jessie E.** The biology in governmental publications concerning animal life. Master's, 1932. Chicago. 75 p. ms.

Twenty important biological principles are necessary for the intelligent reading of governmental publications.

891. **Kiskey, Fred.** Activities and concepts in a laboratory manual of botany. Master's, 1932. Chicago. 275 p. ms.

892. **Kitch, Loran Woodworth.** An experiment in integrating testing with learning in high-school biology. Master's, 1932. Southern California.

893. **Leslie, Emma Lucille.** Comparison of two methods of instruction in biology. Master's, 1931. Louisiana.

894. **McKiernan, James V.** Biology in California high schools: Requirements and facilities. Master's, 1931. California.

895. **McMullen, Beulah Vesta.** The chemical content of advanced college botany texts. Master's, 1932. Colo. St. T. C.

896. **Neher, S. J.** The botany laboratory; an outline for laboratory and field work in general botany for secondary schools of western Kansas. Master's, 1931. Kans. St. T. C., Hays. 54 p. ms.

897. **Perkins, Alice M.** The teaching of biology in the New Hampshire secondary schools. Master's, 1932. New Hampshire. 78 p. ms.

898. **Pratt, Charles Edgar.** A suggested course of study in educational biology for normal schools. Master's, 1931. T. C., Col. Univ. 50 p. ms.

899. **Schur, Abraham.** A critical survey of the 16 millimeter motion pictures available for the teaching of elementary biology in the high schools of the City of New York. Master's, 1932. Coll. of the City of N. Y. 50 p. ms.

900. **Stamler, Irving Dirck.** The adaptability of progressive teaching methods in elementary biology to the New York City high schools. Master's, 1932. Coll. of the City of N. Y. 82 p. ms.

901. **Stathers, Allan.** Teaching biology by two methods. Master's, 1932. West Virginia.

902. **Timmons, Daisy Ella.** Biological material found in periodicals. Master's, 1932. West Virginia.

903. **Williams, Lady Mary.** Biological nature material in first readers. Master's, 1932. Peabody. 52 p. ms.

First readers contain a small amount of biological nature material which varies from reader to reader.

904. **Woodrow, Walter Hays.** Sex instruction as the core of a high-school biology course. Master's, 1932. Ind. St. T. C. 100 p. ms.

See also 1753, 2172.

CHEMISTRY AND PHYSICS

905. **Browning, Charles A.** A comparison of two methods of teaching physics. Master's, 1932. Chicago. 65 p. ms.

Compares the work-sheet method of teaching physics with the recitation method. The work-sheet method is slightly better for superior pupils; the recitation method is better for less superior pupils.

906. **Carleton, Ralph Kimball.** The personal equation in chemical analysis. Doctor's, 1932. Peabody.

907. **Conner, William Roger.** The effect of testing in learning in physics. Master's, 1932. Iowa. 60 p. ms.

908. **Crume, R. L.** The trend and the evaluation of the aims and purposes of high-school physics during the latter part of the nineteenth century and the first part of the twentieth century. Master's, 1932. Illinois. 130 p. ms.

909. **Duvall, Charles Moten.** Status of chemistry in Texas. Master's, 1931. South. Methodist.

910. **Dykes, Coy M.** Comparison of results of two methods of presenting laboratory work. Master's, 1932. Peabody. 88 p. ms.

The purpose of this study is to determine whether it is better to present laboratory work or recitation work first in teaching the principles of physics. Better results were obtained by presenting laboratory work first.

911. **Ferguson, Clyde P.** The relation of mathematics to advanced chemistry. Master's, 1932. Peabody. 78 p. ms.

Data indicate that college mathematics is necessary for the understanding of 57 chemical topics presented in 100 books of chemistry studied.

912. **Gerberich, J. R., *and* Roberds, W. M.** Individualized instruction for superior students in elementary college physics. Fayetteville, University of Arkansas, 1932. 7 p. ms.

Data indicate that the individualized group was equal or slightly superior to the control group on final objective tests and other criteria based on the minimum essentials of the course

913 **Gies, Tac P.** The effect of training in high-school chemistry on accomplishment of first term chemistry at Michigan state college. Master's, 1931. Michigan St Coll. 27 p. ms.

*914. **Goldsmith, Wallis M.** An analytical study of the nature of errors found in students' Regents examination papers in high-school chemistry Master's, 1932. New York 49 p. ms.

Results in chemistry courses as they are now taught and measured by Regents examinations are far from satisfactory

915. **Graeber, Boyd H.** A study of mathematical errors in freshman college physics. Master's, 1932. Iowa. 60 p. ms.

916. **Hurd, A. W.** Cooperative experimentation in material and methods in secondary school physics. New York City, Teachers college, Columbia university, 1932. 50 p.

Attempts to discover a plan for improving pupil achievement in selected minimum essentials in physics, and stimulate an individualized activities program supplementary to the minimum essentials.

917. **Johnson, Grady Pirtle.** A new type of high-school chemistry. Master's, 1932. Oklahoma. 103 p. ms.

918. **Lucas, Guy Phares.** Status of chemistry and the chemistry teacher in Louisiana high school. Master's, 1932. Louisiana

*919. **Lueck, William R.** The arithmetical and algebraic disabilities of students pursuing first year college physics. Doctor's, 1932. Iowa. Iowa City, University of Iowa, 1932. 48 p. (University of Iowa studies Studies in education, vol. 8, no. 1, new series no. 236. October 1, 1932.)

Gives the mathematical achievement of first year college physics students on standard tests in arithmetic and algebra; detailed arithmetic and algebraic operations with which the students found difficulty; disabilities encountered by students of first year college physics in physics problem solving; and disabilities in the specific arithmetical and algebraic skills required in physics problem solving apart from the physics context. A test of skills required in first year college physics courses was administered to several hundred students of first year physics in five colleges The study gives 60 mathematical operations which were difficult for the students, with their percentages of inaccuracy

920. **McCalmont, John K.** Pupil errors in physics, their diagnosis and remedial treatment. Master's, 1932. Chicago. 81 p. ms.

Failing or near-failing pupils in physics were studied and a diagnosis made of their errors, application of remedial measures, results. It was found that a well-defined testing procedure is a valuable aid in instruction.

921 **McDaniel, M. N.** Principles of chemistry used in industry. Master's, 1932. Chicago. 63 p. ms.

922. **Moir, Helen Schell.** The vocational significance of a course in general inorganic chemistry to the practice of nursing. Master's, 1932 Southern California.

923. **Norris, J. Anna.** Comparative scholastic ranking of students who had and students who have not had inorganic chemistry in high school Minneapolis, University of Minnesota, 1932. 13 p. ms.

Honor point ratio per credit hour was higher for students who had chemistry in high school than for those who did not have chemistry in high school.

924. **Payne, Patrick Maurice.** The comparative difficulty of the vocabularies of 10 chemistry texts approved for use in Kentucky high schools. Master's, 1932. Kentucky.

925. **Ream, Robert S.** An analysis of the relation of certain factors in achievement in high school chemistry. Master's, 1932. Northwestern.

926. **Ritchie, Robert Ernest.** Introduction of physics and chemistry into the American schools. Master's, 1931. George Washington. 55 p. ms.

Physics was an important subject in Harvard as early as 1663, chemistry made its first appearance as a separate course during the last half of the 18th century.

927. **Rollins, Cecil Glenn.** Value of teaching valence, equations, and formula writing in chemistry. Master's, 1932. West Virginia.

928. **Shearer, Renwick Gailey.** Reading ability as a factor in predicting success in high-school physics. Master's, 1932. Denver. 61 p. ms.

929. **Shippee, Vernon Clare.** An investigation of simplified methods of electrometric titration, with special reference to their development for classroom use. Master's, 1932. Southern California.

930. **Smith, Roy Gilbert.** The status of the teaching of chemistry in the high schools of the state of Kentucky. Master's, 1932. Kentucky.

931. **Speer, Ross B.** A study of representative courses in chemistry in selected teachers colleges and normal schools. Master's, 1932. Colo. St. T. C.

932. **Stevens, Clarence Perry.** A study of the pandemic movement in secondary school chemistry. Master's, 1932. Southern California.

933. **Wallace, Charles Adelbert.** Enrichment of the high-school chemistry course through projects in chemical applications. Master's, 1931. Texas Tech. Coll.

934. **Walters, Frederick Valentine.** A study of methods of teaching high-school physics with particular reference to the problem of individual differences. Master's, 1931. Loyola. 117 p. ms.

935. **Whalin, Roy Herschel.** A comparative study of the vocabulary content of eight textbooks in physics, approved for study in Kentucky high schools. Master's, 1932. Kentucky.

936. **Williams, Robert L.** A partial analysis of the social utility of physics as taught in the high schools of South Dakota. School science and mathematics.

937. **Wray, Robert P.** Relative importance of items of chemical information for general education. Doctor's, 1932. Penn. State.

Data on the relative importance of 1,500 items of chemical information were secured from the answers of various groups to a questionnaire. An index of relative importance was derived for each of the items.

See also 2194, 2206, 2217.

SOCIAL STUDIES

938. **Abbott, Pansy J.** Proposed social science course of study for intermediate grades, San Mateo county, Calif. Master's, 1932. Stanford.

939. **Barnett, Ross L.** A study of certain factors related to the success in teaching economics. Master's, 1932. Iowa. 145 p. ms.

940. Bedwell, Margaret. Comprehension of concepts of quantity found in third grade social studies reading material. Master's, 1932. Iowa. 144 p. ms.

941. Brown, Leila S. An investigation of the value of certain study skills in social science. Master's, 1932. Colo. St. T. C.

942 Brush, Margaret Frances. Subjects and methods of research in the teaching of the social subjects. Master's, 1932. Colo St. T. C.

943. Carroll, William C. The history of sociology as a high-school subject. Master's [1932.] Chicago. 57 p. ms.

944. Dixon, Maude. Materials and methods for enriching the social studies in the junior high school for the accelerated groups. Master's, 1932 Southern California.

945. Dunn, Fannie W., *and* Bathurst, Effie G. Agriculture in world civilization. One year's work for upper grades New York City, Teachers college, Columbia university, 1932. 253 p. ms. (Social studies for rural schools. A tentative 3-year plan for combining classes.)

This volume of the social studies for rural schools was issued to meet the needs of teachers seeking to impove 1-teacher schools

946. ——— ——— Guide and general outline. New York City, Teachers college, Columbia university, 1932. 79 p. ms (Social studies for rural schools. A tentative 3-year plan for combining classes.)

This is a guide for the installation of the course of study entitled, Social studies for rural schools, a tentative 3-year plan for combining classes. The course consists of a printed volume developed for the primary grades by the helping teachers of New Jersey, and four mimeographed volumes for the intermediate and upper grades. The course is based on experimental work conducted by the Rural department of Teachers college, Columbia university, in the Quaker Grove school, Warren county, N.J., and in the rural schools in Wilton township, Conn.

947. ——— ——— Homes, early times and now. One year's work for intermediate grades. New York City, Teachers college, Columbia university, 1932. 96 p. ms. (Social studies for rural schools. A tentative 3-year plan for combining classes.)

This is part of a course of study for social studies in rural schools, issued to meet the immediate needs of teachers who are striving to improve 1-teacher schools.

948. ——— ——— How the world gets food. One year's work for intermediate grades. New York City, Teachers college, Columbia university, 1932. 92 p. ms. (Social studies for rural schools. A tentative 3-year plan for combining classes.)

This is part of a course of study for social studies in rural schools, to meet the immediate needs of teachers who are working to improve 1-teacher schools.

949. ——— ——— Our changing world. One year's work for upper grades. New York City, Teachers college, Columbia university, 1932. 367 p. (Social studies for rural schools. A tentative 3-year plan for combining classes.)

A course of study dealing with the history and changes of the Mediterranean countries; early Greek civilization; the Roman people; modern Mediterranean nations; China; Japan; Mexico; Central America; and significant changes in the United States.

950. Esler, Ben. A study of the social science curriculum in Iowa high schools. Master's, 1932. Iowa. 154 p. ms.

951. Feeney, Genevieve Gibson. Comparison of formal activity methods in the social studies. Master's, 1932. Southern California.

952. **Fortner, James Thomas.** The correlation of general shop with fifth and sixth grade social sciences Master's, 1932. Southern California.

953. **Freehill, R. A.** A comparative study of the nature and organization of the content of social science courses offered in the public junior colleges and in the freshman and sophomore years of state universities. Master's, 1932. Illinois. 79 p ms

954. **Freeman, Eleanor C.** Tentative course in the social studies for grades 1, 2, and 3, San Mateo county, Calif. Master's, 1932. Stanford.

955. **Gerberich, J. R.,** *and* **Jamison, A. W.** Attitude changes in students of elementary sociology. Fayetteville, University of Arkansas, 1932 7 p ms

An attitudes check test dealing with controversial items of sociology was given at the beginning and close of a semester course in sociology Findings: Sex differences, changes of attitude in certain types of items, etc., were found to exist.

956. **Gibson, Margaret Fulton.** Units of work in elementary socal studies. Master's, 1932. Texas.

957. **Greene, Pat Henry.** A comparison of achievement in seventh grade social studies between schools having integrated and nonintegrated organization. Master's, 1932. Texas

958. **Greenleaf, Mary P.** Course of study in social science for the junior high school, including seventh, eighth, and ninth years. Master's, 1932. Stanford.

959. **Harmsworth, Harry Clayton.** Vocabulary difficulties in junior high school social science Master's, 1932. Colo. St. T. C.

960. **Harper, Whitfield.** A study of the vocabulary content of economics in Kansas high schools. Master's 1932. Kansas.

961. **Hartshorn, Caroline S.** An experimental study of the value of indexing reference material as a teaching method in the social studies. Master's, 1931. T. C., Col. Univ. 39 p. ms.

Reports a project carried on in a public school sixth grade, in which the pupils started a card catalogue by making analytical cards for the references found on transportation

962. **Hess, George O.** Economics in the press. Master's, 1932. Iowa 99 p. ms.

963. **Hollister, George E.** Social studies vocabulary difficulties in the seventh and eighth grades Master's, 1932. Peabody. 125 p. ms.

Studies the vocabularies of 307 children. The factors of sex, age, intelligence, and grade were considered in relation to vocabularly knowledge; the girls were ahead of the boys in average vocabulary by 9,307 to 9,053 words.

964. **Howard, Margaret Louise.** The relation of reading comprehension to success in the social studies in junior high schools. Master's, 1932. Southern California.

965. **Hutchinson,** *Mrs.* **Mary McClure.** Course of study in social sciences for fifth and sixth grades of demonstration school, Mississippi State college for women. Master's, 1932. T. C., Col. Univ. 93 p. ms.

* 966. **Kirnan, Florence M.** The development of the problem-project in social studies. Master's, 1932. New York. 55 p. ms.

Studies the development of projects in geography, history, ethics, political science, economics, sociology, biology, and psychology, and discusses educators who advocated one or more of these subjects in the curriculum.

*967. **Lacey, Mrs. Joy Muchmore.** Social studies concepts of children in the first three grades Doctor's, 1932 T. C., Col Univ New York City, Teachers college, Columbia university, 1932. 90 p (Contributions to education, no. 548.)

Data, based on a test given to 450 children in the first three grades in 22 schools in 16 cities, indicate that there is a continuous development in children's concepts from grade to grade; differences within a grade group seem to be of more importance than differences between grades children in the primary grades possess considerable information about their social world, concepts which involve personal relationships seem more difficult than mere factual information about objects

968. **Loy, Lawrence V.** Sociological aims and content for a high-school course in sociology. Master's, 1931 Iowa St. Coll.

969. **Martin, Isabel.** Changes in the content of basal readers for the upper elementary grades in the past 10 years as affected by the social studies program. Master's, 1932. Duke. 69 p. ms.

970. **Meyers, Kathryn.** The high-school course in sociology Master's, 1932 Iowa.

971. **Monroe, Walter S.** Social studies. Review of educational research, 2: 43–46, 88–89, February 1932

972. **Mooty, Helen.** The status and content of economics in Iowa high schools. Master's, 1932. Iowa. 71 p. ms.

973. **Murphy, Winnifred Catherine.** Social service aids in school organizations. Master's, 1932. Southern California.

974. **Norton, Ruth.** The use of supplementary reading lists in teaching the social studies. Master's, 1932. Southern California.

975. **Ohki, Kinjiro.** The development of the science of public finance and its relation to the other social sciences. Master's, 1932 Columbia.

976. **Poole, Maybelle.** Techniques and methods of sixth grade social science in the platoon schools of the United States. Master's, 1932. Oklahoma. 177 p. ms.

977. **Price, Edith K.** Curricula for the social studies for the junior high school. Master's, 1932. Ind. St. T. C. 175 p. ms. (Abstract in Indiana State Teachers College. Teachers college journal, 3: 298–99, July 1932.)

978. **Reed, Mary M.,** *and* **Wright, Lula E.** The beginnings of the social sciences. New York City, Scribner's sons, 1932 224 p. (Series on childhood education.)

A thorough and stimulating account of the functioning of the social studies, civics, geography, history, etc., in the kindergarten and primary grades.

*979. **Schaper, Florence W.** The rise and development of educational sociology in the United States. Master's, 1932. New York. 131 p. ms.

Attempts to discover the educational and sociological theories that influenced the rise of educational sociology; to determine the concepts and schools in educational sociology that have developed; and to determine the present status and trends in educational sociology in the United States.

980. **Swander, Elvin W.** The status of the social studies in 58 city high schools of Ohio. Master's, 1932. Ohio. 360 p. ms.

981. **Wilson, Frances M. Sanborn.** The correlation of junior high school subjects with the social studies. Master's, 1932. Southern California.

See also 209, 228, 427, 449, 545, 1247, 1389, 1488, 2218.

GEOGRAPHY

982. **Bentel, Lucille E.** Guidance for teachers in the use of pictures afforded in courses of study in geography. Master's, 1932. Chicago. 73 p. ms

An analysis of 45 state courses of study and 54 city courses of study in geography Findings: The city courses afforded more guidance than the state courses

983. **French, Loyd C.** Effect of specific training in vocabulary, reading of maps, graphs, and tables, and organization on achievement in geography Master's, 1931. Pittsburgh.

*984 **Geedy, Calder B.** An experiment comparing the effectiveness of the stereopticon slide when used as an introduction to topics in geography with that of the stereograph when used to supplement class work. Master's, 1932. Penn. State. 90 p. ms.

The experiment was conducted in two fourth grade classes in each of two elementary schools in Lewiston, Pa There were a total of 27 matched pairs of pupils in one school and 28 matched pairs in the other school. The topics used were Japanese, Negro, Arab, and Swiss peoples and their customs. Data indicate that slides used before the lesson as an introduction were more effective than graphs used to supplement the study period

985. **Johnson, Mildred E.** An attempt to validate a set of objectives in commercial geography for senior high schools of the state of Washington. Master's, 1932. Washington. 92 p. ms.

986. **McKee, Kirkland S.** The value of a workbook in teaching sixth grade geography. Master's, 1932. West Virginia.

987. **Moran, Grace B.** Geography learnings resulting from community life studies in primary grades. Master's, 1932. Peabody. 78 p. ms.

Attempts to find out what geography children in primary grades learn through unit work organized around their interests, the home, and the community. Projects centered around children's interests in home and community are rich in opportunities for geography learnings and these studies may rightly be made the core of the curriculum

988. **O'Brien, F. P.** Supervisory assistance in teaching geography and history. Lawrence, University of Kansas, 1932. 32 p. (University of Kansas. Bulletin of education, vol. 3, no. 7, February 1932.)

Describes an experiment conducted in teaching geography and history in the sixth, seventh, and eighth grades of schools at Bonner Springs, Oskaloosa, Highland Park, and Linwood, Kans The purposes of the experiment were: To aid the teachers in diagnosing the accomplishments, needs, or difficulties of the pupils; and to give definite suggestions to teachers with reference to materials, methods, and reading materials.

989. **Parmenter, Helen Madeline.** A unit of study centered around the comparison of the Amazon and the Nile rivers. Master's, 1932. Southern California.

990. **Platt, Elizabeth T.** Aids for the teacher of geography. Master's, 1932. T. C., Col. Univ. 36 p. ms.

991. **Sexauer, Myrtle.** Analysis of geography tests available for classroom use to determine whether the various tests are so constructed as to measure the child's ability to think geographically and to use geographic tools intelligently. Master's, 1931. Pittsburgh.

992. **Snow, Lucille Jeanette.** Background material for use of student and teacher in the study of Egypt, including bibliographies, illustrative material, and creative art problems. Master's, 1932. T. C., Col. Univ. 41 p. ms.

993. **Taylor, Ida Belle.** Development of the content used in geography textbooks of the public schools. Master's, 1931. South. Methodist.

*994. **Thorp, Mary Tucker.** Objective studies showing need for giving instruction in use of geography tools. Master's, 1932. Boston Univ. 109 p. ms.

A test composed of a series of graded exercises was prepared and administered to pupils in rural-consolidated, village, small city, and large city schools, without preliminary drills or suggestive helps. About 50 per cent of the 556 pupils tested were from English-speaking homes. The pupils ranged in age from 9 to 14, and were in grades 4 to 8 inclusive, and worked under varying conditions of curriculum assignment, time allotment, and materials. Data indicate that incidental teaching of methods for handling geography tools has failed to give mastery; it is imperative to abandon this method for a psychological process of training directed toward precise usage; the work is within the comprehension of pupils preparing to enter junior high school, certain grades appear to be better adapted for directed training in the various degrees of usage.

995. **Upton, Loula Bradford.** Teaching the geography of Canada and Alaska. Master's, 1932. Peabody. 164 p. ms.

996. **Watson, Jennie.** Analysis of state and city courses of study in geography. Master's, 1932. Pittsburgh.

See also 209, 2219, 3095.

HISTORY

997. **Bane, Loren.** The analysis of data secured from Iowa academic contest in American history. Master's, 1932. Iowa. 111 p. ms.

*998. **Bennett, Cecil M.** Experiment showing the effectiveness of the use of the written preview in teaching history in the secondary schools. Doctor's, 1931. New York. 217 p. ms.

The experiment was carried on in six high schools in New York State, ranging in size from 250 to 8,500 pupils. The regular method and the preview and test method were used with experimental and control groups by each teacher, and the groups rotated at the end of each unit of work. Two of the experiments dealt with ancient history in the ninth grade level, the other 10 experiments dealt with American history at the twelfth grade level. Data seem to indicate that the preview and its mastery technique does not justify the time consumed in using it as an aid to learning.

999. **Bennett, Eunice Ercelle.** Use of old world historical material in upper elementary grades. Master's, 1932. Peabody. 114 p. ms.

Shows that the biographical approach to the study of history is the most satisfactory one for elementary grade pupils and that greater emphasis should be placed on local history and the study of women of historical importance.

*1000. **Birkner, Charlotte M.** Supervised study in history. Master's, 1932. New York. 61 p. ms.

Discusses the aims of, needs for, and varying forms of supervised study, and applies them to the study of history.

1001. **Boyd, E. C.** A study of certain factors related to success in teaching world history. Master's, 1932. Iowa. 130 p. ms.

1002. **Calkins, Edward J.** A curriculum study demonstrating the use of the contrast method in American history for eleventh grade pupils of exceptional ability. Master's, 1931. Kans. St. T. C., Emporia. 95 p. ms.

1003. **Cooper, W. P.** The content and method in a course for American history for high schools. Master's, 1932. Maryland. 167 p. ms.

A résumé of the development of methodology in America, particularly for history, with unit organization of American history for high schools.

1004. **Fruewald, E. G.** The teaching of history in military academies. Master's, 1932. Ohio. 72 p. ms.

Shows a decided trend to teach history without the usual "sugar-coating" and indicates that few instructors of this subject have any military background which might form a bias in teaching. The average requirements for graduation are two years of history.

1005. **Gift, Elmer Birdsell.** The teaching of history in grades 7 and 8 in Kansas schools. Doctor's, 1932. Kansas. 180 p. ms.

Traces the change in the concept of history teaching, and the relation existing between knowledge of methods and practice in history teaching.

1006. **Gray, Arthur Dillman.** World history in senior high school. Master's, 1932. Chicago. 89 p. ms.

Shows the need of determination of the aims of world history, the organization of the subject matter, and the determination of emphasis upon the content of the course in the last two years of the high school

1007 **Green, Fletcher Melvin.** Heroes of the American revolution. An outline for individual and group study. Chapel Hill, University of North Carolina press, 1931. 55 p (University of North Carolina extension bulletin, vol. 11, no 5, January 1932.)

1008. **Greene, Charles Ralph.** A study of pupil efficiency in United States history in senior high school. Master's, 1932. Indiana. 81 p. ms.

1009. **Gribble, Greta M.** Testing in relation to the objectives in teaching history and the social sciences. State teachers college, Platteville, Wis. 1932.

1010 **Hines, Floyd A.** American history information in relation to character and conduct. Master's, 1932. Butler. 60 p. ms.

1011. **Hoglan, J. C.** Testing as motivation in American history. Master's, 1932 Iowa 96 p. ms.

1012. **Johansen, Fred W.** The background in history and English of college juniors and seniors who are prospective teachers. Master's, 1932. Iowa. 88 p ms.

1013. **Johnson, Lilian Mattocks.** Directed supervised study versus home study in sixth grade history. Master's, 1931. Loyola. 127 p. ms.

1014. **Kaufmann, Myrtle Louise.** Survey of history teaching in grades 5 and 6 in the public elementary schools of Spokane, Wash., 1928–1929. Master's. 1932. Colo. St. T. C.

1015. **Keelor, Katharine L.,** *and* **Sweet, Mayme.** Units of work developing out of children's interests in local history. Indian life and the Dutch colonial settlement. New York City, Lincoln school of Teachers college, Columbia university, 1931. 314 p

Part 1 describes two units of work on Indian life and the Dutch colonial settlement as developed by one third grade under the direction of Katharine L. Keelor. Part 2 describes two units of work on Indians and a Dutch kermis as developed by another third grade, under the direction of Mayme Sweet. The projects were carried on during the school year 1929–30 in two third grades of the Lincoln school of Teachers college.

1016. **Kilby, V. R.** Relationship between high-school and college history. Master's, 1932. Peabody. 32 p. ms.

For this study, 154 Vanderbilt freshmen and 200 Asbury freshmen records were used. There is little relationship between the units of high-school history secured and scholarship received in college European history; college American history grades rank first in weight in determining scholarship in European history, mental ability scores rank second, high-school American history grades rank third, high-school European history grades rank fourth, and units of high-school history ranks last.

1017. **Koll, Rita.** Relation between reading ability and pupil attitude toward history. Master's, 1932. Colo. St. T. C.

1018. **Lee, Linette.** A study to determine whether di-lingual pupils of high-school grade are handicapped in their study of history because of vocabulary difficulties. Master's, 1932. Rutgers.

1019. **Lennon, Agnes Marie.** A study of the methods of teaching American history in the Catholic girls' high schools in Chicago Master's, 1931. Loyola. 123 p. ms.

1020. **McCann, James P.** History in the school curriculum in the United States. Master's, 1932. New Hampshire. 38 p. ms

1021. **McDonald, William Leo.** Value of ancient history as taught in the modern high school. Master's, 1932. Boston Coll.

1022. **Millman, Isador.** The relative difficulty of concepts taught in seventh year history. Master's, 1932. Coll. of the City of N. Y. 93 p. ms.

Studies the 50 commonest concepts found in three recent textbooks and the New York City course of study for seventh year history, by means of tests constructed and administered to 732 seventh grade pupils in various New York City elementary schools

1023. **Newman, Stella.** A comparison of good citizenship traits with the traits of the history state courses of study for the intermediate grades. Master's, 1932. Colo. St. T. C.

1024. **Nylen, Donald.** A study of some tendencies in secondary school curricula in world history. Master's, 1932. Washington. 97 p ms.

Comprises a survey of the present extent of world history courses in the United States, a historical summary of their development, a determination of aims, content, and general organizations of such courses by analysis of textbooks and courses of study, and a sampling of criticisms of Seattle teachers of the world history course.

1025. **Page, Lawrence A.** An experiment in the teaching of American history. Master's, 1932. Chicago. 164 p. ms.

Finds the "mastery" and "daily recitation" methods of teaching American history approximately equal.

1026. **Pease, Helen.** The practical problems involved in teaching history in reverse order. Master's, 1932. Southern California.

1027. **Pettit, Gertrude.** The purposes of history teaching as revealed by a study of school texts. Master's, 1932. Texas.

1028. **Robinson, Elizabeth Clayton.** The content of American history as taught in the Chicago high schools. Master's, 1932. Northwestern.

1029. **Sacco, Emma Lee.** The treatment of history and civics in books on elementary education. Master's, 1932. Chicago. 70 p. ms.

Studies the conception, values, course of study, and procedure in the treatment of history and civics in textbooks published before 1900, from 1900 to 1919, and from 1920 to 1930.

1030. **Smith, Edgar K.** Treatment of Civil War period in junior high school history texts. Master's, 1932. Peabody. 103 p. ms.

1031. **Spieseke, W., *and* Upshall, C. C.** An experiment in teaching and grading a course in history. Bellingham, Washington State normal school, 1932. 7 p. ms.

Describes an experiment set up so as to adjust the course called "Representative Americans" to individual differences among the students, and to check accurately the progress and knowledge of the students. The students were found to like definite instruction in regard to assignments and grade requirements, and to desire some free choice in what they read.

1032. **Steckler, Marguerite C.** The history of the Attacapa Indians for elementary school use. Master's, 1932. Peabody. 115 p. ms.

1033. **Swank, Mary Ivy.** A suggested study plan for the teaching of history. Master's, 1932. Peabody. 68 p. ms.

A study plan for the teaching of history in the junior and senior high school was organized from an examination of books and articles on the teaching of history.

1034 Thompson, Elmer J. Directed study manual in United States history. Master's, 1932. New Hampshire. 56 p. ms.

1035. Tormey, Thomas J. The effect of drill upon specific and general comprehension of historical content. Doctor's, 1932. Iowa. 507 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248, 1 p.)

Results of two classroom experiments indicate that authors of textbooks would achieve better results if they would stress the vocabulary understanding of pupils rather than rely upon their memorization

1036. Walker, Thomas Wendell. An analysis of the representative courses in history in teachers colleges of better practice. Master's 1932. Colo. St. T. C.

1037. Williams, Robert L. Improving American history instruction in Mississippi high schools. High school quarterly, 20: 19–29, October 1931.

See also 238, 253, 479, 1287, 1753, 2148, 2167–2169, 2171, 2176–2179, 2188, 2190, 2193, 2201, 2216

CIVICS

1038. Babcock, Gertrude M. Proposed course of study in school life and citizenship. Master's, 1931. Stanford.

1039. Camp, Harold A. Analysis of data secured from the Iowa academic meet (1932) in American govenment. Master's, 1932. Iowa. 120 p. ms.

1040. Clark, Lewis W. American government and its problems: A laboratory text for secondary schools. Master's, 1932. Stanford.

1041. Cook, Lorrian A. Attitudes of high-school pupils toward government. Master's, 1932. Chicago. 83 p ms.

Tests on patriotism, law, constitution, nationality, IQ, and church membership were given to 685 pupils in grades 9 to 12, and to 54 members of the faculty, and comparisons were made in age levels, and totals of school classes.

1042. Douglas, Norman R. The content and instruction of civics courses in Texas schools. Master's, 1932. Texas.

1043. Hunter, Earle L. A sociological analysis of certain types of patriotism. A study of certain patriotic attitudes, particularly as they appear in peace-time controversies. Doctor's, 1932. T. C., Col. Univ.

Studied the naval proposals made in 1927–28 by the Coolidge administration; the controversy of 1928 over the D. A. R. blacklist; the Federal trade commission's 1928 investigation of the propaganda activities of utilities companies; and the controversy over the religious issue in the presidential election of 1928.

1044. Jackson, Paul T. Unit method in teaching to high-school students in civics an understanding of structural government. Master's, 1931. Stanford.

1045. Kinsman, Kephas Albert. The teaching of vocational civics in the junior and senior high schools of the United States. Master's, 1932. Southern California.

1046. Nelson, Clayton L. The effectiveness of a specific workbook in learning American government. Master's, 1932. Iowa. 48 p. ms.

1047. Pingree, Lee Robert. A study of practices in the teaching of civics in the junior high schools of California. Master's, 1932. Southern California.

1048. Saffold, Effie. Training first and second grade children in citizenship. Master's, 1932. Okla. A. and M. Coll. 58 p. ms.

1049. Sandidge, Clay. A comparative study of the civic and social information possessed by the pupils of three junior high schools in Fort Worth, Tex., and the corresponding grades in Strawn, Tex. Master's, 1932. Texas.

1050. **Snedden, David.** Educations for political citizenship. A critical analysis of certain unsolved problems of school educations towards superior memberships in democratic political societies. New York City, Teachers college, Columbia university, 1932. 196 p.

1051. **Wilbur, Milton J.** The aims and objectives of occupational civics. Boulder, University of Colorado, 1932. 12 p. ms.

Analysis of texts and authorities on occupational civics. Findings The aims, as commonly stated, are not always adequate.

1052. **Young, Thelma Christine.** A comparative study of the achievement in 7B civics of students homogeneously grouped when methods and materials are appropriately adapted to the various groups. Evanston, Ill., Northwestern university, 1932.

See also 1023, 1029.

PSYCHOLOGY

1053. **Abdun-Nur, Edward Amin.** Mental work: its characteristics and racial comparisons. Master's, 1932. Denver. 115 p. ms.

Describes an experiment consisting of three tests: The National intelligence test; the first three parts of the Compass addition diagnostic test, and a test made up with 24 of the Thorndike addition sheets which were administered to 118 pupils in the seventh and eighth grades in the Englewood, Colo., schools In comparing white, Japanese, and Mexican children, it was found that the Japanese gained in speed and quality, the Mexicans gained in speed but lost in quality, and the white children lost in both speed and quality.

*1054. **Allison, Loy W.** An experimental study of reflex and voluntary eyelid responses. Doctor's, 1931. Peabody. Journal of experimental psychology, 15: 56-72, February 1932. (Offprinted.)

Determines the differential reaction time of the reflex and voluntary eyelid responses as dependent on the interval between the various stimuli.

1055. **Bailey, Maud T.** A study of the effect of environment on intelligence. Master's, 1932. Catholic Univ.

1056. **Cason, Hulsey.** The learning and retention of pleasant and unpleasant activities. New York City, Columbia university, 1932. 96 p. (Archives of psychology, no. 134.)

Data secured from 53 men and 37 women, each of whom recalled from three to eight incidents, indicate that pleasant and unpleasant incidents tend to become indifferent as they are recalled on successive occasions. Pleasant activities are positively correlated with optimistic temperaments, and unpleasant activities are positively correlated with pessimistic temperaments; unpleasant activities and experiences are stronger and have a more positive character than pleasant activities and experiences. Feelings and emotions are pattern activities and can be learned, retained, and reproduced.

1057. **Crawford, Meredith P.** Methods for generating sound stimuli for use in testing auditory capacity. Master's, 1932. Columbia.

1058. **Creed, Buford.** The application of the concept of emergence to the classical problems of philosophy. Master's, 1931. South. Methodist.

1059. **Cureton, Edward E.** Validation against a fallible criterion. Auburn, Alabama polytechnic institute, 1932. American journal of psychology.

1060. **Dauber, Blanche.** The relation between the range of visual apprehension and retention. Master's, 1932. Columbia.

1061. **Dorlac, Lorna Doone.** Fluctuations of speed of production within the work curve of a narrow mental function. Master's 1932. Iowa.

1062. **Ebbets, Pauline.** Possibilities of the training of the will. Master's, 1931. Marquette.

1063. **Erb, George F.** The relation of intelligence to success. Master's 1932 Pennsylvania. 99 p. ms.

1064. **Eurich, Alvin C.** Retention of knowledge acquired in a course in general psychology. Minneapolis, University of Minnesota, 1932. 20 p. ms

This study of retention was conducted by retesting students with the final examination in general psychology six and nine months after they had completed this course. The mean score nine months after the course was completed is approximately 73 percent of the mean at the close of the course.

1065. **Ferree, Edna Mae.** An evaluation of the present status of transfer of training from an experimental standpoint. Master's, 1932. Washington. 232 p ms.

1066. **Galt, William.** Phyloanalysis: A brief study in the group of phyloanalytic method of behavior-analysis. Master's, 1932. Columbia.

1067. **Heering, Gertrude A.** Brightness discrimination of the dark adapted eye and its bearing on color theory. Master's, 1932. Fla. St. Coll. for Women. 52 p. ms.

Forty-six adult subjects were tested for the capacity to discriminate between known intensities of the four primary colors and correlations were found between the differences for each of the colors. A low correlation is found between complementary colors; a high correlation between colors with adjoining wave lengths.

1068. **Honn, Robert Arthur.** An experimental study of transfer of training with underprivileged children in certain sensori motor functions. Doctor's, 1931. Michigan. 135 p. (Abstracts of dissertations and theses in education, 1917–1931, p. 73–76.)

Pupil groups were matched on the basis of sex, grade, IQ, mental age in months and score made in the initial cube-sorting test. Data indicate that the effects of training or practice in cancelling digits and sorting cubes were not confined to those activities, but were transferred to other functions more or less closely related; transfer effects were both positive and negative, there was an inverse relationship between the IQ level of the experimental subjects and the amount of transfer obtained.

1069. **Howard, Marjorie.** A study of suggestibility in weight discrimination. Master's, 1932. Fla. St. Coll. for Women. 50 p. ms.

Size, shape, and color are among the factors studied by the weight discrimination test, as well as this effect on the discriminating capacity of the subject.

1070 **Johnson, Buford J.** Child psychology. Springfield, Ill., Baltimore, Md., Charles C. Thomas, 1932. 439 p.

The study is based on observation of and work with children in the Child institute of the Johns Hopkins university in Baltimore, Md.

1071. **Kaminsky, Freda.** A survey of child psychology in America. Master's, 1932. Columbia.

1072. **Lederman, Nelle Reback.** Psychology in the secondary school curriculum. Master's, 1932. Coll. of the City of N. Y. 85 p. ms.

Traces the development of psychology in the high-school curriculum, and surveys the present status of the subject.

* 1073. **Lick, Artz Samuel.** The measurement of the interest value of representative items taught in elementary psychology. Master's, 1932. Penn. State. 65 p ms.

A list of 256 statements was compiled from five textbooks in psychology which included all the items that would ordinarily be taught in a course in general psychology. Girls showed a tendency to receive slightly more pleasure from a course in psychology than boys. There is no relationship between intelligence scores and the grades received in psychology to pleasure received from a study of psychology. Students of mature age seem to be more interested in the content of psychology than younger pupils.

1074. **Lindsley, Charles Frederick.** Psycho-physical determinants of individual differences in voice quality. Doctor's, 1932. Southern California.

1075 **McClarren,** *Mrs.* **Ruth E.** Psychological study of children's fears. Master's, 1932 Ohio. 40 p. ms.

1076. **McGonagle, Raymond Stephen.** General factor of attention and its relation to cognition. Master's, 1931 Catholic Univ.

*1077. **MacLeod, Robert Brodie.** An experimental investigation of brightness constancy. [Doctor's, 1931 Columbia] New York City, Columbia university, 1932. 102 p. (Archives of psychology, no 135)

Investigates certain aspects of the general phenomenon of color constancy, and observes the effects of various kinds of shadow background upon the color of an object Data indicate that color constancy depends upon the cooperation of a number of factors, physical, physiological, organizational, attitudinal, and empirical

1078. **McNemar, Quinn.** Twin resemblances in motor skills, and the effect of practice thereon. Doctor's, 1932. Stanford.

A study was made of 98 pairs of male twins from the junior high schools of Fresno, Long Beach, Los Angeles, Oakland, Pasadena, San Francisco, and San Jose. These were diagnosed as 47 identical and 48 fraternal pairs, and 3 pairs were undetermined. Reveals that 46 fraternal and 48 identical pairs of male twins show the same order of resemblance in the case of five performances, that heredity hypothesis is the most reasonable explanation of the greater resemblances of identical twins in motor skills.

1079. **Melton, James V.** Education and the Gestalt theory of generalization. Doctor's, 1932. Ohio. 167 p.

1080. **Morgan, J. J. B.** Child psychology. New York City, R. R. Smith, 1931. 471 p.

The study presents the latest findings in the field of child behavior.

1081 **Owings, Walton A.** Introversion and extroversion in relation to the auditory threshold. Master's, 1932. Columbia.

1082. **Palmer, Ronald H.** Conditions influencing retention of knowledge by high-school and college students. Master's, 1931. Iowa St. Coll.

1083. **Parker, F. Thomas.** The function and development of personality in the light of modern psychology. Master's, 1932. Columbia

1084. **Ramsay, Martin N.** Trainability of the audito-digit memory span. Master's, 1932. Ohio. 26 p. ms.

Data indicate that 22 junior high school pupils trained for 21 consecutive days showed that they had received only a small amount of training after great effort on their part.

1085. **Rinehart, Elsie L.** Primary factors in the retention of knowledge. Master's, 1932. Iowa St. Coll.

1086. **Riser, Arthur Franklin.** A study of whole, part, spaced, and unspaced motor learning. Master's, 1932. Chicago. 30 p. ms.

1087. **Rock, Robert T., jr.** The influence upon learning of the quantitative variation of after-effects. Doctor's, 1932. T. C., Col. Univ.

Describes three types of experiments, using graduates, students, and elementary school children, employing code learning material with reward and punishment in an attempt to ascertain if mere "acceptance" influences learning as much as highly satisfying after-effects.

1088. **Romlinson, Charles W.** Studies in memory. Master's, 1932. Kans. St. T. C., Emporia. 47 p. ms.

1089. **Rosenberg, Rose L.** The psychology of punishment. Master's, 1932. Columbia.

1090. Schulte, *Mrs.* Luise M. A study of normal senile mental decline. Master's, 1932. Columbia.

1091. Scott, R. Ray. The stimulus response concept in its educational bearings. Doctor's, 1932 Ohio. 135 p ms

Covers reflex, instinct, and intelligence theories and treats of educational bearings of each Finds that behavior is a unified process in which stimulus and response are merely functional aspects of the reconstruction of experience.

1092 Seward, John P. The effect of practice on the visual perceptions of form. Doctor's, 1931. Columbia. New York City, Columbia university, 1931 72 p (Archives of psychology, no. 130)

A preliminary experiment on six subjects, using pairs of nonsense syllables to be read behind ground glass in varying illuminations, showed continuous improvement through 12 days of practice In the main experiment, seven subjects served for 3 days of preliminary adjustment and 12 days of recorded practice Data indicate that practice was attended by gradual improvement throughout the course of the experiment, improvement was chiefly characterized by · Gradual increase of right responses per trial; increasing variability of responses per trial; and decreasing variability of response to a given stimulus and of stimulus to a given response

1093 Simpson, George. Is a science of "social" psychology possible? Master's, 1932. Columbia.

1094 Smith, Rufus Albert. An attempt to measure scientific attitudes Master's, 1931. Peabody. 60 p. ms.

1095 Speaker, *Mrs* Mary Campbell Psychology and psychic research. Master's, 1932 Ohio. 48 p. ms.

1096. Strong, Edward K., *jr* Change of interest with age. Based on examination of more than 2,000 men between the ages of 20 and 60 representing eight occupations. Stanford University, Calif., Stanford university press, 1931. 235 p.

Discusses changes with age in liking, disliking, and being indifferent; changes of interest from decade to decade, changes in interests in terms of various groupings; resemblance of interests of men in one occupation to those of men in other occupations as affected by age; occupational preferences, age scales, and effect of age upon scores from occupational interest scales

1097 Thorndike, Edward L., *and others.* The fundamentals of learning. New York City, Teachers college, Columbia university, 1932. 638 p.

Reports investigations covering a period of three years, dealing with the fundamental facts and forces in learning. The study discusses the influence of repetition under varying circumstances; the influence of distribution; the polarity of mental connections; the influence of after-effects, the influence of rewards and punishments; the physiological basis of the strengthening of connections by their after-effects; readiness, identifiability, and availability; the influence of mental systems; desires, purposes, interests, and motives, associative shifting, and the conditioned reflex

1098. Welborn, Ernest L. A comparison of verbatim and substance memorization of prose passages with varied distributions of readings. Doctor's, 1932. Ohio. 231 p. ms.

Analyzes statistically the results of tests given to 800 students in classes in psychology based on readings and prepared passages in psychology.

1099. Wiederaenders, Martin F. A critique of the principles of the Bond and the Gestalt psychologies applied to certain problems of education. Doctor's, 1932. Iowa. 260 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248, 1 p)

Compares the principles of the Bond and Gestalt psychologies with reference to their respective theories of learning, and points out certain agreements and disagreements between Bond and Gestalt theories of learning

See also 160, 832, 882, 1266, 1268, 1753.

MUSIC

1100. **Anderson, Anna Eleanor.** A study of music education in secondary schools of Ashtabula and Butler counties, Ohio. Master's, 1932. Ohio. 100 p. ms.

*1101 **Bartges, Paul F.** Melody method of teaching sight reading of vocal music versus the mechanical. Master's, 1932. Penn State. 38 p. ms.

Describes an experiment conducted with the third and fourth grades of a village school in which the pupils were tested by the Kwalwaser-Ruch test of musical achievement and Kelsey test of musical achievement. The mechanical method was superior to the melody method except for recognition of familiar melodies, in which the melody method was superior.

1102. **Barnett, Helen Manchee.** Procedures in teaching creative music. Master's, 1932. Southern California.

1103. **Bates, Edith.** Music in the high school. Master's, 1931. South. Methodist.

1104. **Beasley, Willis Carter.** Discrimination of the binary phase cycle. Doctor's, 1931. Ohio. Princeton, N. J., Psychological review company. 100 p.

One basis for the discrimination of beats in mistuned pure binary harmonies is the progressive changes in phase relationship of the components in the compound.

1105. **Belser, Clara Helen.** Music possibilities in units in a state course of study. Master's, 1932. Peabody. 82 p. ms.

Data indicate that music has not functioned properly in the activity school because the teachers failed to interpret the children's moods properly, the teachers were inadequately trained in music, there was a lack of knowledge of sources of music material, and the state course of study was meager in music suggestions.

1106. **Bondurant, Dorothy.** Teaching problems in Weber's Concertino for clarinet. Master's, 1932. Iowa.

1107. **Bowman, Grace.** A comparison of music instruction in selected urban and rural schools in Utah. Master's, 1932. Utah. 2 p. ms.

1108. **Brand, Anna.** Activities in the teaching of pitch and true intonation: an inventory of practices in selected elementary school classes. Master's, 1932. Northwestern.

1109. **Brate, Harriet E.** The string program of the intermediate grades and junior high school. Master's, 1932. Ohio. 49 p. ms.

Gives a general history of instrumental music, and discusses the use of first and second orchestras, small ensemble groups, and string classes in the intermediate grades and junior high schools.

*1110. **Breitenbach, Ruth A.** A study of music in the public schools for physically handicapped children. Master's, 1932. New York. 61 p. ms.

Data indicate that the types of music activities engaged in by normal children are available for handicapped children but in a lesser degree.

1111. **Buchtel, Forrest L.** Music in the secondary schools of Ohio. Master's, 1932. Northwestern.

*1112. **Cameron, Donald O.** An experiment to determine the value of technical analysis in teaching an appreciation of music. Master's, 1932. Penn. State. 23 p. ms.

Instruction in music appreciation was given to two experimental groups of sixth grade pupils of the State College public schools. The groups were given the same material, which was presented differently. The group in which emphasis was placed on technical analysis made more progress than the group taught by the formal analytic method.

1113. Campbell, J. H. Music in the making of a citizen. Master's, 1932. Texas.

1114. Cole, Lilian Nielsen. The musical abilities and interests of junior high school pupils. Master's, 1932. Southern California.

1115 Colvin, Alice J. Campbell. Status of music in secondary schools of the United States. Master's, 1932. Southern California.

1116. Cox, *Mrs.* Florence Watkins. Music as an extracurricular activity in the high school. Master's, 1932. Colo. St. T. C.

1117. Davidson, Harold Prescott. Musical analysis course for junior high school. Master's, 1932. Claremont. 131 p. ms.

1118. Dawson, Paul C. Music appreciation in the junior high school and a suggested course of procedure. Master's, 1932. Iowa. 85 p. ms.

1119. Denny, Catharine. An analysis of teaching problems in Lalo's "Symphonie Espagnole." Master's, 1932. Iowa.

1120. Eberly, Lawrence Edward. Remedial measures in pitch intonation. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series no. 248, 1 p.)

Corrective exercises given to 33 music students, proved that the technique described had value.

1121. Foffel, Donna. Problems for junior high school piano in Kuhlan's Six Sonatinas, opus 20 and 55, with supplementary material. Master's, 1932. Iowa.

1122. Goodrich, Cecil Myron. The status of the development of Oklahoma high-school orchestras. Master's, 1932. Oklahoma. 76 p. ms.

1123 Goodwin, Hazel Ruth. The professional preparation of elementary teachers of music. Master's, 1932. Colo. St. T. C.

1124. Guild, Elliott W. Sociological role of music in primitive cultures. Master's, 1931. Stanford.

1125 Hill, Elzora Kinsolving. An evaluation of the best courses of study in music. Master's, 1932. Peabody. 134 p. ms.

There was a tendency toward creative teaching, a lack of provision for individual differences, need for greater internal integration and more definite suggestions for external integration, and a need for scientific procedure to determine the place of school music in the curriculum, shown in the courses of study examined.

1126. Holl, Helen R. An analysis of classroom activities in music in the elementary grades. Master's, 1932. Northwestern.

*1127. Hughes, Dorothy T. A study of the musical taste of junior high school students in relation to environmental influences. A study of the musical tastes of 762 junior high school students, with emphasis on the significance of music in the worthy use of leisure. Master's, 1932. New York. 137 p. ms.

Data indicate that the musical activities of the school are carrying over into home and community life, and that music is becoming established as a permanent interest and will function permanently as a leisure time activity.

1128. Hyde, Martha L. Interscholastic music contests. Master's, 1932. Oklahoma. 52 p. ms.

1129. Jones, John Paul. Problems in rescoring Tschaikowsky's Fifth symphony, second movement, for high-school orchestra. Master's, 1932. Iowa.

1130. Keith, John Ralph. A comparative study of the effectiveness of three methods of testing pitch discrimination. Master's, 1932. Northwestern.

1131. **King, Chauncy B.** The content and teaching of college courses in music education. Master's, 1932. Northwestern.

1132. **Kittle, James Leslie.** A determination of proper content material for a music survey course. Master's, 1932. Colo. St. T. C.

1133. **Kjerstad, Clara.** A summary of investigations in music education. Master's, 1932. Northwestern.

1134. **Krone, Max Thomas.** A group study of sight singing ability. Master's, 1931. Northwestern.

1135. **Lichti, Edna L.** The influence of public school music on later musical activities. Master's, 1931. Northwestern.

1136. **McAdam, Margaret.** Effect of a six months course in music upon musical taste of seventh and eighth grade children. Master's, 1932. Northwestern.

1137. **McAleavey, Grace A.** Formulation of tests of musical attainment for third grade, forms A and B. Master's, 1932. Northwestern.

1138. **McCauley, Clara Josephine.** A professionalized study of public-school music. Master's, 1932. Tennessee. 629 p. ms.

1139. **McCormick, Raymond.** Music in the high schools of Nebraska. Master's, 1932. Nebraska.

1140. **McKay, Mary.** Vocal difficulties in melody reproduction or creation in 57 cases of children from the first through the fifth grades. Master's, 1932. Northwestern.

1141. **McMahan, Marie Anne.** Teaching problems in Beethoven's piano Sonata, opus 53. Master's, 1932. Iowa.

1142. **Matthews,** *Mrs.* **Willie.** Song interests of pupils in the University junior high school. Master's, 1932. Oklahoma.

1143. **Merrifield, Norman L.** A comparison of racial differences as shown by musical aptitude tests. Master's, 1932. Northwestern.

1144. **Metcalf, Roy F.** Status of music in 4-year and senior high schools of Kansas. Master's, 1931. Northwestern.

1145. **Mohr, Estell E.** A study of representative courses in music in selected teachers colleges and normal schools. Master's, 1932. Colo. St. T. C.

1146. **Monk,** *Mrs.* **Imogene Steeves.** Music appreciation and the radio. Master's, 1932. Columbia.

1147. **Moore, Alice O.** The development of a course of study for the training of elementary grade teachers in music. Master's, 1932. Northwestern.

1148. **Morris, Roger.** Developing the technique of scale construction in the measurement of music appreciation. Master's, 1931. Northwestern.

* 1149. **Moyer, Ella R.** The teaching of music on an appreciative basis in the required courses in state teachers colleges Master's, 1933. New York. 59 p. ms.

Discusses the principles of music appreciation, the present status of music in state teachers colleges, and gives a tentative course of study in music.

1150. **Nelson, John F.** Relation of mental ability to music ability. Master's, 1932. Colorado.

1151. **Norton, Alma Margaret.** Methods of teaching sight singing in the elementary and junior high school. Master's, 1932. Southern California

1152. **Parker, Alan Berthold.** The relationship of grades in music classes to grades in other school subjects in high school. Master's, 1932. Southern California.

1153 **Patton, Grace.** Origin and development of music methods in American public schools Master's, 1932. South. Methodist. 150 p.

* 1154 **Phillips, Mary D.** The subjective treatment of music in relation to art. Master's, 1931. New York. 52 p. ms.

Discusses the elements common to music and painting.

1155. **Pierro, Louis.** The construction of an elective 1-year high-school course in music appreciation. Master's, 1932. Coll. of the City of N. Y. 182 p. ms.

1156. **Plotkin, Eva G.** An experimental study of the factors involved in the appreciation of standard music Master's, 1931. Columbia.

1157. **Rankin, Lois Cornelia.** The development of a check list for self-improvement of music teachers in the elementary grades. Master's, 1932. Northwestern.

1158. **Rarick, Margaret.** Music teaching in the rural schools of four Kansas counties. Master's, 1932. Northwestern.

1159 **Ringo, Lucille.** The development of a supervisory program in music for the elementary grades of a city school system. Master's, 1932. Northwestern.

1160. **Robertson, LeRoy J.** Instrumental combinations and their relation to music. Master's, 1932. Brigham Young.

1161. **Rogers, Gertrude McMichael.** Story telling as an aid to interpretation and appreciation of music. Master's, 1932. Oklahoma A. and M. Coll.

1162. **Rohner, Traugott.** An analysis of practices in the organization and direction of bands and orchestras in selected high schools. Master's, 1932. Northwestern.

1163. **Sanderson, Irene.** An objective study of reading musical notation. Master's, 1932. Northwestern.

1164. **Shapiro, Zellick.** The rhythmic band or orchestra, its organization, administration and evaluation. Master's, 1932. Coll. of the City of N. Y. 57 p. ms.

The rhythm band is valuable for its rhythmic training, the opportunity it affords for introducing musical theory and interesting children in music.

1165. **Shaver, *Mrs.* Francis Woodard.** The contribution of the Phillips crusader boys' military bands of Pueblo to character development. Master's, 1932. Colo. St. T. C.

1166. **Solomon, Evalyn Atterberry.** An evaluation of music courses in certain California junior colleges. Master's, 1932. Southern California.

1167. **Tilson, Lowell Mason.** A study of the predictive value of music talent tests for teacher training purposes. Indiana State Teachers College. Teachers college journal, 3 : 101–29. November 1931.

Data indicate that the Seashore musical talent tests have considerable predictive value as a means of deciding which students should be permitted to enter courses intended for the training of music supervisors.

1168. **Tipton, Gladys G.** A comparison of the effectiveness of two types of vocal music supervision in the first six grades of the elementary schools. Master's, 1932. Northwestern.

1169. **Van Arsdell, H. E. L.** Development and trends of public-school music in the United States. Master's, 1931. Illinois. 94 p. ms.

1170 **Von Almen, M. E.** The measurement of interest in music. Master's, 1932. Illinois.

1171. **Walz, Judith R.** An analysis of music curricula in selected junior high schools. Master's, 1932. Northwestern.

1172. **Warren, Loren.** The relationship of motor control and manual dexterity to success in the study of instrumental music. Master's, 1932. Northwestern.

1173. **Wheelright, Lorin Farrar.** Reaction time in the reading of music. Master's, 1931. Chicago. 80 p.

Reports a laboratory analysis of the reaction time of students in the sight reading of chords and compositions.

1174. **White, Lois C.** A survey of the history and appreciation of music in the high schools of Texas and construction of a course of study for these courses based on the survey. Master's, 1932. Northwestern.

1175. **Wilson, Corinne G.** Object test in music, grades 4–12. Master's, 1932. Chicago. 52 p. ms.

1176. **Young, Min-Chi.** Study of the Kwalwasser test of music information and appreciation and the construction for this field of a more reliable and advanced test. Master's, 1932. Stanford.

See also 200, 201, 294, 615, 1492, 1555, 2183, 2208.

ART

* 1177. **Aznive, Grace Nevart.** The function of art education in secondary schools. Master's, 1932. Boston Univ. 102 p ms.

Data indicate that the field of art education divides itself into art training for the average pupil in appreciations and judgments, and art training for the special talent pupil in technical skill; art education does not carry over into the school life of the majority of pupils; art is not reaching many students in the high schools

1178. **Beug, Hilda M.** The grade correlation of art and other subjects in a second grade. Master's, 1932. Iowa. 91 p.

1179. **Bird, Milton H.** A study in aesthetics Doctor's, 1932. Harvard. 114 p.

Attempts to determine whether or not there is any correlation between intelligence and ability in drawing, and shows that there is a slight relationship between them.

1180. **Calhoun, Catharine Boyd.** Survey of the opinions of leaders in education to determine appropriate material for a general art course for the junior high school. Master's, 1931. Chicago. 132 p.

1181. **Cooper, Lawson Pendleton.** Beginnings of creativeness in art. Master's, 1932. Claremont. 153 p. ms.

1182. **Crosby, Rose M.** Measurement of art appreciation in the Boulder public schools by means of the McAdory art test. Master's, 1932. Colorado.

Tests given 623 children of grades 3, 6, 9, and 12 in the Boulder public schools were correlated for sex, age, and grade differences. Sex differences were evident.

1183. Deldosso, Francis E. A concentrated art appreciation program for Delaware junior high school. Master's, 1932 Colo. St. T. C.

1184. Dixon, Mary Vista. The place of drafting and design in teachers colleges. Master's, 1932. Peabody. 58 p. ms.

1185. Elliott, S. R. Architecture appreciation for secondary schools. Master's, 1932. Colo. St. T. S.

*1186. Engels, Grace W. A study in the psychology of color preferences. Master's, 1932. New York. 42 p. ms.

Color preferences for 30 colors were compared for men and women students in the New Jersey State normal school at Newark

1187. Eurich, Alvin C., *and* Carroll, H. A. Abstract intelligence and art appreciation. Journal of educational psychology, 23 : 214–20, March 1932.

This study leads to the following conclusions: (1) The correlation between the Meier-Seashore and the McAdory tests is positive but very low; (2) The McAdory test appears to be a more reliable instrument; (3) Abstract intelligence has little if any relationship with critical ability in art on the college level; (4) Abstract intelligence at the extreme seems to affect art judgment ability; and (5) Gifted children are superior to borderline children in art judgment ability, but not so superior as they are in abstract intelligence.

1188. Ferguson, Ruth Louise. A comparison: art and other departments in state teachers colleges. Master's, 1932. Peabody.

Art, as compared with other departments of instruction in state teachers colleges for the year 1930–31, is about midway on the ranking scale; it has developed within the last 10 years, but not to the extent of the education and English departments.

*1189. Foster, Helen N. Essentials of historic design as used by students of art in high schools. Master's, 1932. New York. 50 p. ms.

Shows the extent to which historic design is used in the art courses in the high schools of Connecticut, New Jersey, Westchester county and New York City, N Y.

*1190. Gall, Esther. Creative work for children talented in art. Master's, 1932. New York. 81 p. ms.

Aims to show the need for the conservation of the exceptionally talented children in art, and the provisions made for the selection and fostering of talented children with creative ability in art.

*1191. Gordon, Gertrude R. The Cizek method and its influence on art education. Master's, 1931. New York. 67 p. ms.

1192. Green, Daniel. Drawing in the secondary school. Master's, 1932. Minnesota.

1193. Grippen, Velma Bookhart. An analytical study of content of children's drawings. Master's, 1932. Iowa.

1194. Hale, William P. Mechanical drawing content based on consumers' needs. Master's, 1932. Iowa St. Coll. 65 p. ms.

Studied 102 newspapers, 60 magazines, and 158 high-school library books for the number of drawings, kinds of drawings, and combined area of each kind.

1195. Hardman, Maud R. Handbook in teaching art in the elementary grades. Master's, 1932. Stanford.

*1196. Hawley, Cecelia L. Art reference material as an aid for teachers. Master's, 1932. New York. 188 p. ms.

Analyzes the need for art reference material, as expressed by a representative group of art teachers, and shows that if the material is provided, greater art content will result in the general grade content.

1197. **Langsam, Kurt Helmuth.** A comparative study of fine arts education in the secondary schools of the City of New York and Prussia. Master's, 1931. Coll. of the City of N. Y. 66 p. ms.

The Prussian course is much longer, and greater emphasis is placed upon actual performance with stress upon narration, illustration, and abstract beauty, than the course in appreciation given in New York City.

1198. **Leacock, Rose Aileen.** Organization of a preview of the elementary art education curriculum. Master's, 1932. Peabody. 86 p. ms.

1199. **Locker, Mary Joan.** A critique of art in Alabama teachers. Master's, 1932. Peabody. 54 p. ms.

There is a close corelation between the work offered in the teachers colleges and the needs of the grades.

1200. **McLandress, Helen.** The relation of elements and principles of art to everyday life objects. Master's, 1932. Chicago. 65 p. ms.

Color is the most frequently mentioned element of art. Objects of the home are the most referred to objects seen and used in everyday life.

1201. **Marcu, Joseph, *jr.*** Objective fundamentals of aesthetics: the aesthetics of painting. Master's, 1932. Columbia.

1202. **Megenhardt, *Mrs.* Dorothea Tucker.** A tentative art course of study for the senior high school. Master's, 1932. Ind. St. T C 49 p. ms. (Abstract in Indiana State teachers college. Teachers college journal, 3:279–80, July 1932.)

* 1203. **Melhuish, Fannie Elthera.** A study of children's choices of color combinations as conditioned by age. Master's, 1932. Penn. State. 57 p. ms.

Analyzes the color combinations of 669 colored drawings made by 335 children in 16 rural schools of Center county, Pa. No consistent age trends were shown, although the older children tended to use triads, whereas the younger children used the more sharply contrasted analogous colors.

1204. **Moore, Lucy Hunt.** Educational principles and art practices in progressive schools. Master's, 1932. Peabody. 93 p. ms.

1205. **Neal, Catherine.** Some possibilities of everyday materials in art education. Master's, 1932. Peabody. 68 p. ms.

* 1206. **Ray, Bertha Lauretta.** Distribution of emphasis on certain phases of art now taught in the public schools of Pennsylvania. Master's, 1932. Penn. State. 102 p. ms.

Indicates that practically half of the schools studied in Pennsylvania have blackboard drawing in the elementary grades, while there is a decline in the amount of art work taught in the junior and senior high schools, with no art courses in some of the senior high school groups. The Prang color theory is used most extensively in the Pennsylvania public schools

1207. **Ray, Thelma Tipton.** Course of art study for an Imeprial Valley high school. Master's, 1931. Stanford.

1208. **Regnart, Marjorie Jean.** Visual art education. Master's, 1931, Stanford.

1209. **Russell, Edgar F.** Mechanical drawing as a guide to engineering. Master's, 1932. Maryland.

1210. **Sanders, Orpha.** The teaching of art: A study in the historical development of method. Master's, 1932. Iowa.

1211. **Scott, Helen North.** An evaluation of two types of teaching for appreciation of art. Master's, 1932. Indiana. 72 p. ms.

1212 **Shively, Josephine Marie.** The building of an objective examination in art appreciation for college freshmen. Master's, 1932. Colo. St T. C

1213. **Stocklmeier, Adele I.** Course of study in art for the slow, medium, and rapidly progressing pupils of the John Sweet union high school of Crockett, Contra Costa county, Calif. Master's, 1931. Stanford

1214. **Stone, Ada Bell.** Color content in the public-school curriculum Master's, 1932 Colo. St T. C.

1215. **Taylor, Herma Madge.** Children's interests as revealed by their drawings in three grades Master's, 1932. Peabody 60 p. ms.

Children in the kindergarten, first and second grades were more interested in drawing trees and buildings than in any other topic. Sex, grade level, chronological age, and intelligence influenced their drawing interests only slightly.

1216. **Tettelbach, Maude Augusta.** The place of the fine arts in the junior college curriculum. Master's, 1932. Southern California.

1217 **Tubbs, Ruth H.** The teaching of art appreciation in junior high school Master's, 1932. Colo. St. T C.

1218. **Twogood, Arthur P.** Teaching fundamentals of mechanical drawing to beginners by means of film-slides. Master's, 1931. Iowa St. Coll.

* 1219. **Wall, Ernest A.** Aesthetic sense and education. Doctor's, 1931. New York. 415 p. ms

Data were secured by means of questionnaires given to boys and girls ranging in age from 8 to 16 years, in cities, country schools, an duniversity towns in New York and New Jersey. Replies were received for 758 children The questionnaire dealt with art, music, poetry, religion, literature, moving pictures, and games. Data indicate that aesthetic taste is native, intuitive, and universal; and that there are three clearly separated stages in the aesthetic development of children, which seem to fall into the age groups: age 0–8 years, age 8–12 years, and age 12–16 years.

1220. **Woods, Beulah Beatrice.** A study of high-school architectural drawing. Master's, 1932. Southern California.

1221 **Young, Irma O.** A study of the correlation of art with other school subjects in a third grade. Master's, 1932. Iowa.

* 1222. **Zinn, Mary C.** A study of originality in children's drawing. Master's, 1932. Penn. State. 84 p. ms.

Results of a series of four tests given to 1,116 children in the schools of Hanover, York county, Pa. and in the rural districts, and to 100 college students indicate that maturity and experience aid originality in art; that originality is a special skill; and that boys are more original than girls

See also 209, 1067, 1154, 1469, 2971.

DRAMATICS AND ELOCUTION

1223. **Barnes, Emily A., *and* Young, Bess M.** Plays. New York City, Teachers college, Columbia university, 1932. 218 p.

Gives six complete plays with stage directions and an account of the development of scenery, costumes, and other materials. All of these plays were originated, planned, developed, and executed by sixth grade children of the Lincoln school.

1224. **Barnes, Harry Grinnell.** A diagnosis of the speech needs and abilities of students in a required course in speech training in the State University of Iowa. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series no. 248, 1 p.)

Data indicate that large groups of university students may be classified systematically in terms of speech handicaps, inadequacies, and special abilities; that there are great

individual differences; that about 5 percent had correct articulation; about 13 percent were found to be emotionally maladjusted; and that a diagnosis and sympathetic understanding and treatment of each case is necessary for speech improvement

1225. **Baumgardner, Emma M.** Dramatization of narrative literature for slow-moving groups in high schools. Master's, 1931. Pacific.

1226 **Boyd, Neva L., *and* Chorpenning, Charlotte B.** Outlines for recording on clubs and dramatic groups. Evanston, Ill., Northwestern university. 1932.

1227. **Clemensen, Frank Nelson.** The status of debate in the high schools of California. Master's, 1932. Southern California.

1228 **Cook, Ruth Forbess.** The teaching of accredited speech courses in Texas high schools. Master's, 1931. Texas Tech Coll.

1229. **Davis, Musa Evans.** Case for high-school dramatics, including a survey of the status of dramatics in the high schools of California. Master's, 1931. Coll. of the Pacific.

* 1230. **Emory, Marion.** Contemporary drama as a means of educating the high-school student in his emotional life. Master's, 1932. New York. 61 p. ms.

High-school students prefer contemporary drama to classical, their emotional needs demand contemporary literature of emotional appeal.

1231. **Erickson, Marceline.** Speech training in the small high school. Master's, 1932. Iowa.

1232. **Farmer, James C.** A social application of the use of public speaking. Master's, 1932. Ind. St. T. C. 43 p. ms. (Abstract in: Indiana State Teachers College. Teachers college journal, 3: 283–84, July 1932.)

A course in public speaking should include speech composition, extemporaneous talks, and oral composition; debating, dramatics, readings, and orations should be offered as part of the extracurricular activity of the high school

1233. **Fife, Evelyn H.** Exercises for the teaching of pantomime in acting Master's, 1932. Iowa.

1234. **Foster, Ruth Young.** The status of dramatics as an extracurricular activity. Master's, 1932. Colo. St. T. C.

1235. **Johnson, Ela Eglantine.** Contemporary literature on the production of plays in high school. Master's, 1932. Peabody. 142 p. ms.

Studies the growth and value of play production, the types of plays suitable for high schools.

1236. **Kester, Katharine Roome.** An acting edition of the Taming of the shrew and Twelfth night for high-school classes in dramatics. Master's, 1932. Southern California.

1237. **Leiter, Cyril F.** Report on play production activities in the high schools of Allegheny county, Pa. Master's, 1932. T. C., Col. Univ. 14 p. ms.

1238. **Lynch, Gladys Emily.** An objective study of the time, pitch, and intensity factors in the reading of emotional and unemotional materials by experienced and inexperienced readers. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Records were made of 25 tests each of trained and untrained readers by giving them short passages expressing anger, grief, and simple facts Results showed that trained readers read with greater variability of rate, longer pitch range, higher pitch level, greater variability of syllabic pitch, pitch slide, and greater variability of intensity.

1239 **Mathison, Awanda.** Drill book for stage diction for University of Iowa theatre Master's. 1932. Iowa.

1240. **Meyers, Weaver William.** A study of mental imagery as a factor in public speaking. Master's, 1932. Southern California.

1241. **Nichols, Emma Kranz.** Puppetry: Its history and its use in the school. Master's, 1932. Southern California.

1242 **Norvelle, Lee Roy.** Development and application of a method for measuring the effectiveness of instruction in a basic speech course. Master's, 1931. Indiana.

1243. **Seitz, Reynolds Charles.** Measuring the effect of the various emphasis devices that are used in public speaking. Master's, 1932. Northwestern.

1244. **Waltz, Loyd Benson.** A study of the types of students that elect dramatics and their influence on their aesthetic judgments and tastes. Master's, 1932. Southern California.

1245. **Whitney, Leon Kenneth.** Directed speech. Master's, 1932. Denver. 160 p. ms.

1246. **Wilson, Bernice Lloyd.** Junior high school dramatics. Master's, 1932. Southern California.

1247. **Wright, Gaither Cothran.** The effectiveness of dramatization in vitalizing social studies. Master's, 1932. Southern California.

See also 1679, 2456, 2555.

JOURNALISM

1248. **Erickson, George Arthur.** A sociological analysis of selected secondary schools in Oklahoma as indicated by high-school newspapers. Master's, 1932. Okla. A. and M. Coll.

1249. **Fisk, Marjorie.** A comparison of journalistic and literary writing in respect to certain factors of style. Master's, 1932. Iowa.

1250. **Lueck, Clemens Edward.** An analysis of 530 high-school annuals. Master's, 1931. Chicago. 101 p.

1251. **Mattoon, Albert L.** Publication of newspapers and magazines in county school districts. Master's, 1932. Ohio. 108 p. ms.

Studies the 38 counties in 12 states which print magazines or newspapers, and finds little uniformity in staff personnel, methods of publishing, or means of financing.

1252. **Sullivan, Margaret M.** Training of teachers of journalism in secondary schools. A series of lectures prepared for a class of teachers who are or who are in training to be, advisers of the high-school newspaper. Master's, 1932. T. C., Col. Univ. 93 p. ms.

Data indicate that school administrators do not know work of newspaper advisers, that advisers generally are untrained, that teacher-training institutions must assure responsibility for training teachers of journalism and of school newspaper advisers, and that publications reflect work of untrained advisers.

See also 106, 450, 1347.

THRIFT

1253. **Burks, Arthur L.** Teaching thrift in the Shawnee public schools. Master's, 1932. Oklahoma. 68 p. ms.

1254. **Caldwell, Jesse Carter.** A comparative study of the practices of teaching thrift in the elementary, junior, and senior high school. Master's, 1932. Colo. St. T. C.

SAFETY

1255. **Judy, Wayne M.** Accidents and safety education as found in the industrial arts shops of Iowa. Master's, 1932. Iowa St. Coll. 37 p. ms.

The 726 accidents in 16 months in 252 school shops indicate the need for shop safety education.

1256 **Lyon, Kyle A.** Injuries of pupils in the Oakland public schools. Master's, 1931. California.

1257. **Metzger, John.** The rise and development of safety education in the public schools of the United States. Master's, 1932. Butler. 119 p. ms.

PRESCHOOL EDUCATION

1258. **Andrews, Olive.** A study of the effect of maturity on the language development of two sisters of preschool age Master's, 1932. Ind. St. T. C. 156 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 287–88, July 1932.)

Compares the language development of two sisters, one of whom was 5 years of age and had an IQ of 133, the younger sister was 3 years of age with an IQ of 140. Shows a definite relation between size of vocabulary and intelligence, as proven by the fact that the vocabularies of both children were above the average for their age

1259. **Barber, Mildred.** The nursery school and its relation to the child care and development courses of the land-grant colleges with a study of nine nursery school children. Master's, 1932. Louisiana.

1260. **Caille, *Mrs.* Ruth Kennedy.** Resistant behavior of preschool children. Doctor's, 1932. T. C., Col. Univ.

Studies 30 children, ranging in age from 19 to 49 months who were attending the nursery school of the Child development institute at Teachers college, Columbia university. The children resisted other children more than they did adults; the peak of resistance occurred within two months of the third birthday except for language resistance which had its highest point among the oldest children. Physical resistance tends to decrease with age while vocal resistance tends to increase Individual differences were found with regard to the number of instances of each type of behavior and to techniques of resistance.

1261. **Clark, Velma Rose.** The development of the language of nursery school children as determined by direct observation and by vocabulary tests. Master's 1931. Iowa. St. Coll.

1262. **Crook, *Mrs.* Billie Clark.** A scale for measuring the antero-posterior posture of the preschool child. Master's, 1932. Texas.

1263. **Dow, Mildred.** A study of individual and personality differences of preschool children with reference to artistic performance. Master's, 1932. Iowa.

1264. **Driscoll, Gertrude Porter.** Developmental status of the preschool child as a prognosis of future development. Doctor's, 1932. T. C., Col. Univ.

Attempts to determine the reliability of the Kuhlman-Binet and Merrill-Palmer scales, and by use of other indices of development to evaluate general developmental status at the preschool age as a prognosis of future development. Reliability of the Merrill-Palmer scale was found to be lower than the Kuhlman-Binet scale. Prognosis was more accurate from the preschool composite rating than from the preschool IQ rating alone

1265. **Driver, LaVerne.** Prediction of later performance test ability from performance tests at the preschool ages. Master's, 1932. Iowa.

1266. **Grigsby, Olive John.** An experimental study of the development of concepts of relationship in preschool children as evidenced by their expressive ability. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248, 1 p.)

Results of six series of questions given to 83 children of preschool age, indicate that the questions yield grades of maturity affected by mental age more than by chronological age.

*1267. **Hagman, Elizabeth Pleger.** The companionships of preschool children. Doctor's, 1932. Iowa. Iowa City, University of Iowa, 1933. 72 p. (University of Iowa studies. New series, no. 255. Studies in child welfare vol. 7, no. 4.)

Attempts to develop a valid and reliable method for measuring the frequency of companionships in preschool children.

1268. **Jarrell, Mary.** Quantitative experiences of nursery school and kindergarten children. Master's, 1932. Peabody. 188 p. ms.

The children's quantitative experiences were inseparable from their other learning experiences; they employed in their activities elements of all the mathematical processes emphasized in the elementary school.

1269. **Loomis, A. M.** Technique for observing the social behavior of nursery school children. New York City, Teachers college, Columbia university, 1931. 100 p.

A study was made of physical contacts of 27 nursery school children for 2 hours in 15-minute periods. Correlations were found between physical contacts and muscular tension, use of language, and age.

1270. **McCarthy, Dorothea A.** The language development of the preschool child. Minneapolis, University of Minnesota press, 1931. 174 p. (Institute of child welfare monograph series no. 4.)

This is a study of 140 children of 18, 24, 30, 36, 42, 48, and 54 months, in Minneapolis The children represented every strata of society. Each child was observed individually either in his own home, or in some place very familiar to him. Fifty consecutive verbal responses were recorded for each child exactly as they sounded to the experimenter. Data indicate a more rapid development of language among girls, and earlier language development among the children of the upper socio-economic classes. At 3 years of age the child has acquired several thousand words, he has a ready command of all the inflections of the language and can use language for communicating all his thoughts, needs, and desires.

1271. **Mitchell, Eleanor Morgan.** Observations of nursery school children. Master's, 1931. Louisiana.

1272. **Mumford, Mary.** An evaluation of play activity of the preschool child based on potential postural improvement. Master's, 1931. Iowa. St. Coll.

1273. **Phillips, David Pollock.** Techniques for measuring the results of parent education: Eating and sleeping in the case of preschool children in the home environment. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Discussion of methods and materials used in analyzing and solving certain problems of parents in dealing with their children.

*1274. **Roberts, Katharine Elliott.** Learning in preschool and orphanage children: an experimental study of ability to solve different situations according to the same plan. Doctor's, 1932. Iowa. Iowa City, University of Iowa, 1933. 94 p. (University of Iowa studies. New series no. 251. Studies in child welfare, vol. 7, no. 3.)

Compares the mental initiative of 21 4-year-old children in a preschool group of the Iowa welfare research station with 19 children from 4 years, 9 months, to 7 years,

10 months in the Iowa soldiers' orphans' home. Data indicate that learning ability is more closely related to mental age than to chronological age

*1275. **Skeels, Harold Manville.** A study of some factors in form board accomplishments of preschool children. Doctor's, 1932. Iowa. Iowa City, University of Iowa, 1933. 148 p. (University of Iowa studies, new series, no. 249. Studies in child welfare, vol. 7, no 2.)

Describes a series of seven experiments in form board performance with a group of preschool children The ability to discriminate form seems to appear before the ability to see the relationship between two units of the same form

1276. **Strayer, Mary Jane.** Age factors in sociability of children. Master's, 1932. Ohio. 57 p. ms.

Describes a 2-year study of sociability ratings on nursery school children and a group formerly in nursery school.

1277. **Swanson, Lydia V.** Some social needs of the preschool child, and how these are met in the nursery school. Master's, 1931. Iowa St. Coll.

1278. **Wellman, Beth L., *and others*.** Speech sounds of young children. Iowa City, University of Iowa, 1931. 82 p. (University of Iowa studies. New series no. 212. Studies in child welfare, vol. 5, no. 2)

The purpose of this study was to determine the development of preschool children's ability to produce correctly the sounds of the English language in the symbols of the International phonetic association. Findings: The reliability of the test obtained by correlating the number of alternate sounds on the record blank given correctly, was 0.96 ±0.01 for children from 2 to 6 years of age

1279. **Whorley, Katherine.** An experimental investigation of the preschool child's sensitivity to compositional unity. Master's, 1932. Iowa.

See also 209, 278, 283, *and under* Child study, Child welfare.

ELEMENTARY EDUCATION, INCLUDING KINDERGARTEN AND FIRST GRADE

1280. **Beale, Desiree.** Factors influencing vocabularies of intermediate grade pupils of Murray, Ky. Master's, 1932. Peabody 96 p.

It was found that educated parents influence the vocabularies of children; type of training at school, environment, telephone and radios in the homes, newspaper and magazine reading all influence the vocabularies of children.

1281. **Brayton, Margaret.** Classroom difficulties of student teachers in the kindergarten. Master's, 1932. Northwestern.

1282. **Brooks, Frederick E.** Defective vision as a handicap to the elementary school child. Master's, 1932. Washington Univ. 55 p. ms.

1283. **Burke, Emmet.** Life activities in an elementary school. Master's, 1932. Rutgers.

1284. **Cadoo, Sarah E.** An appreciation of occupations in the elementary school. Master's, 1932. Rutgers.

1285. **Crum, Jess Ray.** The comparative merits of the departmentalized elementary school and the junior high school pupil. Master's, 1932. Washington. 61 p. ms.

Compares the scholastic attainment of elementary school and junior high school pupils in a Seattle high school. The junior high school group was superior in IQ, CA, and MA

1286. **Dean, Lura May.** Procedures for the better articulation of kindergarten and primary education. Master's, 1932. Southern California

1287. **Doane, Maude E.** Practices in history in grade 5. Master's, 1932. Chicago. 105 p. ms.

Studies practices in history in grade 5 from 1904 to 1931 in time allotted, course of study, reading materials, and methods.

1288. **Drummond, Nellie M.** Constructive contacts between the home and the primary school. Master's, 1932. Ohio. 93 p. ms.

1289. **Finston, Fanny.** A study of some personality traits in a sixth grade group. Master's, 1932. Columbia.

1290. **Fitzgerald, Agnes Rita.** The influence of seating positions on classwork in a third grade. Master's, 1931. Loyola. 105 p ms.

1291. **Fitzgerald, Josephine C.** Analysis of the rhythm of oral expression of primary children. Master's, 1932. Chicago. 68 p. ms.

Compares the placement and duration of pauses in the reading and oral language of children in the primary grades.

1292. **Gariss, Ferne Grimes.** The present status of the public-school kindergartens of the State of Colorado. Master's, 1932. Colo. St. T. C.

1293. **Grandstrand, Mabel Virginia.** The preparation of a word list for elementary schools. Master's, 1932. Southern California.

1294. **Green, Grace B.** Physical status and school progress of pupils in seventh and eighth grades. Master's, 1932. Chicago. 73 p. ms.

From the records of 299 pupils of Monsarrat school, Louisville, Ky., it was determined that there is a relationship between health and school progress, and that prediction may be made for a group but not for an individual.

1295. **Gregory, Jesse E.** A study of educational achievement in six elementary schools in Smith county, Tenn. Master's, 1932. Tennessee. 133 p. ms.

1296. **Hewell, Elizabeth.** Transition from formal to informal teaching in a first grade. Master's, 1932. Peabody. 41 p. ms.

Sets forth clearly how a transition from a formal to an informal program came about which affected conditions for teaching and learning in a first grade, Parker district, Greenville, S.C. Findings: That the changed set-up of room, schedule, place of teacher and child, subject-matter organization, gave better conditions for teaching and learning.

1297. **Jennings, Edna Carew.** A study of the nutrition work in the elementary schools of the Los Angeles school district. Master's, 1932. Southern California.

1298. **Jones, R. L., *and others*.** Large units of instruction for elementary and secondary schools. Auburn, Alabama polytechnic institute. 1932.

1299. **Kelly-Little, Mary.** Development of the elementary schools of the Seventh Day Adventists in the United States. Master's, 1932. Washington. 100 p. ms.

1300. **Kirkman, Gardie Elizabeth.** The place of the kindergarten in the child's adjustment. Master's, 1932. Peabody. 88 p. ms.

Records of the kindergarten of Peabody college were analyzed. The kindergarten helped the child to acquire a better coordination of his body; improve in his ability to work and play with others; grow in the persistence of an undertaking; use equipment and materials in carrying out his ideas.

1301. **Kohnen, *Sister* Loyola.** A history of St. Elizabeth academy, St. Louis, Mo., 1882–1932. Master's, 1932. St. Louis. 113 p. ms.

1302. **Leichhardt, Nelle Dora.** The time spent on home study by intermediate school pupils of Wichita. Master's, 1932. Wichita. 107 p. ms.

1303. **Lucore, Lois Elizabeth.** Home and school contacts in the kindergarten and first grade Master's, 1932. Colo. St T. C.

1304. **McIntyre, Gloria Q. Montgomery.** The objective measurement of the social adjustment of fifth and sixth grade pupils receiving instruction under an activity curriculum. Master's, 1932. Southern California.

1305. **Mock, Thomas Milton.** A comparative study of the behavior of pre-adolescent elementary school boys. Master's, 1932. Southern California.

1306. **Monroe, Walter S., *and* Streitz, Ruth.** Directing learning in the elementary school. Garden City, N.Y, Doubleday, Doran and company, 1932. 480 p. (Teacher-training series)

Part 1 covers the techniques applicable to all teaching procedures; part 2 gives concrete illustration and expansion of the general principles discussed in the first part by its treatment of specific procedures in reading, language, social studies, arithmetic, handwriting, and arts.

1307. **Mosley, Ira B.** The status of educational achievement of the elementary schools of Lyon county, Kans. Master's, 1932. Kans. St. T. C., Emporia. 241 p. ms.

1308. **Plummer, Helen Corbett.** Cultural content of the public-school curriculum. Master's, 1932. Colo St. T. C.

1309. **Roch, L. M.** The assembly in Texas elementary schools. Master's, 1932. Texas.

1310. **Shank, John W.** Supervisory programs in elementary schools. Master's, 1932. Northwestern.

1311. **Tinker, Charlotte Mae Prichard.** Studies in lesson assignments in elementary grades. Master's, 1932. California. 180 p. ms.

Sets up 10 criteria for judging assignments.

1312. **Tutt, Clara.** Development of a technique to provide for individual differences in a large first grade. Master's, 1932. Northwestern.

1313. **Whitney, F. L., *and* Willey, G. S.** Advantages of small classes. School executives magazine, 51 : 504–506, August 1932.

Reports the results of an experimental study of class size in the elementary schools of Trinidad and Pueblo, Colo.

1314. **Williams, Jessie Wardlaw.** Methods of teaching through activities in the primary school. Master's, 1932. Southern California.

1315. **Williamson, Helen C.** Self-dependence and responsibility in kindergarten children. Master's, 1932. Chicago. 117 p. ms.

Data indicate that age is a positive factor in the attainment of these traits; girls attain self-dependence more quickly than boys; position in family group is a negative factor with relation to these traits.

1316. **Woody, Clifford.** New problems in elementary school instruction. Bloomington, Ill., Public school publishing company, 1932. 66 p. ms. (Educational problems series. No. 15, an extension of no. 3.)

The problems were selected from the author's observation, or from problems referred to him for solution by teachers or by members of his classes. They were prepared primarily for use in universities and normal schools. They were intended to bridge the gap between

theory and practice in the application of the principles of educational psychology to elementary school instruction

1317. Yockey, F. Milton. Thievery in the public schools. Doctor's, 1932. California 83 p. ms.

The outstanding factors contributing to thievery in the public schools were: Lack of facilities to protect property; carelessness on the part of teachers and pupils in leaving valuables accessible; and lack of training to build up standards of honesty and to define clearly the rights of property in the mind of the child.

1318. Young, Isabel Scott. Behavior problems of elementary school children. Doctor's, 1932. Yale.

See also 200, 217–218, 224, 235, 258, 1208, 2509, 2518, 2936, 2960, *and under* Educational tests; Libraries and reading; Professional status of teachers; School administration; School management; Special methods of instruction; Special subjects of curriculum; Teacher training

SECONDARY EDUCATION

1319. Acheson, Joseph H. Study of secondary school accrediting procedures Master's, 1932. Stanford.

1320. Alkire, Ralph H. Person content of the minds of a selected group of high school pupils. Master's, 1932. Chicago. 85 p. ms.

Shows that the choice of the persons considered important by 1,963 high-school pupils was greatly affected by recency, nationality, and that there was no distinction between fame and notoriety

1321. Andrews, Burdette W. A comparative investigation of 22 graduates of Culver military academy and 22 graduates of public high schools. Master's, 1932. Michigan. 116 p. ms.

* 1322. Arnold, Frank J. A study of the cooperative method of education in the New York City high school. Doctor's, 1932. New York. 137 p. ms.

Data were secured from the employers of cooperative pupils in New York City and the school authorities who have had cooperative work under their supervision. Cooperative education refers to the alternate week plan of school attendance and employment and not to other types of part-time schooling and employment. Replies to a questionnaire sent to employers of cooperative pupils seem to indicate that a further extension of the cooperative plan is desirable and practicable.

1323. Ashby, Walter Lyle. Vitalizing the high-school graduation program. Master's, 1931. American Univ. 162 p. ms.

1324. Bailey Edson Martin. The extent of the lack of career motivation for pupils failing in the Manchester high school. Master's, 1932. Vermont. 154 p. ms.

All failures of class of 1931 for three years, class of 1932 for two years, and class of 1933 for one year were studied and analyzed.

1325. Baker, Sewell E. A survey of the abilities, interests, and socio-economic status of the pupils in the Leyden community high school. Master's, 1932. Northwestern.

1326. Bashaw, Stanley J. Some problems of the small high school in Colorado and Nebraska. Master's, 1932. Colo. St. T. C.

1327. Bayles, Ernest Edward. A study of the problems of secondary school teaching, with special reference to the theory and plan of H. C. Morrison. Doctor's, 1932. Ohio. 275 p. ms.

Studies Morrison's plan as presented in "The practice of teaching in secondary schools", together with a discussion of the way out of certain difficulties which his plan presents.

1328. **Bils, Frederick S.** Relation of age, sex, nationality, and paternal occupation to the achievement of a ninth grade pupil. Master's, 1932. Chicago. 84 p. ms.

Finds boys superior to girls in history, geography, and civics; girls superior to boys in spelling and language usage; younger pupils achieve much more than older pupils; Americans superior to the north Europeans who are superior to the south Europeans; and children of the professional and managerial groups superior to the laborer, artisan, and commercial groups.

1329. **Blind, Ruth E.** Vocabulary building in the secondary school. [Master's] 1932. Chicago. 114 p. ms.

A study was made of the junior and senior high school composition textbooks, courses of study, teacher interviews and ninth and twelfth grade composition.

1330 **Brett, William.** Size of classes and teaching load in Illinois high schools. Master's, 1932. Chicago. 88 p. ms.

The study was based on data from 20 Illinois high schools within a radius of 100 miles from Chicago. There was extreme variation in class size and teaching load

1331. **Brodhead, John Andre.** A technical institute program for New Haven. Master's, 1932. Yale.

1332. **Cheesman, Gwendolyn.** Is nonresidence a handicap to the high-school pupil in the Philadelphia metropolitan area? Master's, 1932. Rutgers.

1333. **Chin, Shuyung.** Adaptation of the high-school program of studies to individual differences. Master's, 1931. Stanford.

1334. **Cochran, Paul O.** A study of summer high schools in Ohio. Master's, 1932. Ohio. 108 p. ms.

A study was made of present practices of summer high schools in Ohio, their organization and administration (with recommendations for county adoption)

1335. **Coe, Roger LeHew.** Predicting first year high-school success in a county school system. Doctor's, 1932. Peabody.

1336. **Davis, Edward S.** Occupations and secondary school curricula of the northwest. Master's, 1932. Colo. St. T. C.

1337. **Dowd, Frank.** Personality traits of boys and girls with an academic high-school training and boys and girls of the commercial course. Master's, 1932. Rutgers.

1338. **Draper, Edgar M., *and* Roberts, Alexander C.** Study guide in secondary education. New York City, Century company, 1932. 151 p. (Century studies in education.)

Part 1 consists of 13 sections of library research and correlated laboratory units; part 2 contains 22 supplementary units which may be carried out as laboratory projects or as library research projects; part 3 consists of bibliographies on administration and supervision, modern aspects of secondary education, bibliography of bibliographies useful for students of education, and a bibliography of extensive reading for students of secondary education

1339. **Edwards, Damon P.** Development of non-public secondary schools in a group of counties in northwest Iowa. Master's, 1932. Iowa. 184 p. ms.

1340. **Ellis, Emmett.** An evaluation of state programs of secondary education. Doctor's, 1932. Peabody.

1341. **Ensinger, Earl William.** A study of the reliability of pupil ratings as guidance criteria based upon the records of 1,012 beginning freshmen in the fall semester of 1929–30 at Arsenal technical schools, Indianapolis, Ind. Master's, 1932. Indiana. 91 p. ms.

1342. **Evans, William Ernest.** Community relations of the Knoxville high school, 1931–32 Master's, 1932. Tennessee. 182 p. ms

1343. **Fancher, W. L.** A study of the characteristics of the high-school population of a rural county of New York with reference to secondary education. Doctor's [1932]. Cornell. 175 p. ms.

Compares village and country children ranging from 12 to 18 years of age in a rural county of New York State in educational opportunities and success

1344. **Ferguson, Aleck Leroy.** Survey of the educational program of the Herbert Hoover high school, Glendale, Calif. Master's, 1932. Southern California.

1345. **Garrison, Lloyd A.** A study of home rooms in senior high schools. Master's, 1932. Colo. St. T. C.

1346. **Goetting, M. L.** The development of standards for Ohio high schools to 1932. Doctor's, 1932. Ohio. 419 p. ms.

A study was made of the development of standards for accrediting high schools for the teaching staff, program of studies, buildings and equipment, time requirements, miscellaneous items, and inspection in relation to standards.

1347. **Granberg, G. Gordon.** The present status, trends and objectives of the high-school annual. Master's, 1932. Colo. St. T. C.

1348. **Guiler, Walter Scribner.** Difficulties encountered by high-school graduates in the use of pronouns. School review, 39: 622–26, October 1931.

Investigation was based on an analysis of errors made by 625 high-school graduates on the pronoun section of the Guiler-Henry preliminary diagnostic test in grammatical usage.

1349. ——— Difficulties encountered by high school graduates in the use of verbs. School review, 40: 455–59, June 1932.

Investigation was based on an analysis of errors made by 625 high-school graduates on the verb section of the Guiler-Henry preliminary diagnostic test in grammatical usage

1350. **Gump, Elbert Allen.** Migration of high-school graduates, 1921–1925, from Tama county, Iowa. Master's, 1932. Iowa St. Coll. 102 p. ms.

1351. **Hamburg, Ernest William.** The factors affecting instruction in the small high school. Master's, 1932. Oklahoma. 148 p. ms.

1352. **Hamilton, Sue C.** Programs of studies of girls secondary schools. Master's, 1932. Chicago. 193 p. ms.

Compares programs for grades 11–12 of public and private secondary schools.

1353. **Hamrin, Shirley Austin.** Organization and administrative control in high schools. Evanston, Ill., Northwestern university, 1932. 149 p. (Northwestern university contributions to education. School of education series, no. 6.)

A study was made of 20 high schools in four states by the personal interview method, and of 254 schools by the questionnaire method. The 254 schools were distributed in 45 of the states. The study discusses the administrative personnel; faculty committees; the teaching staff; the superintendent and the administration of the high school; school boards and the administration of the high school; direction and control of the teaching staff; control of pupils and their activities; control of general administrative functions; teacher evaluation of current practices; and characteristics of high-school organization and administrative control, implications.

1354. **Harding, William B.** Organization and administration of the summer high schools of Arkansas. Master's, 1932. Arkansas. 82 p. ms.

1355. **Hearn, Vernice Law.** A study of the high schools in Alachua county, Fla., for the purpose of consolidation. Master's, 1932. Florida. 83 p. ms.

1356. **Higgins, Harold Haskell.** A case study of 43 probation students in Wichita high school north, first school year 1930–31. Master's, 1932. Kansas.

1357 **Hoeven, Henry.** A survey of subjects in Iowa high schools. Master's, 1932. Iowa. 97 p. ms.

1358. **Horner, Chester.** A suggested course in retail merchandising for the Colorado Springs, Colo., high school. Master's, 1932. Colo. St. T. C.

1359. **Hostettler, T. C.** Two- and three-year high schools of Illinois, 1930. Master's, 1932. Chicago. 190 p. ms.

1360. **Ingham, Arthur Blaine.** A study of the educational program of Pacific Grove high school in its service to the community. Master's, 1931. California. 71 p. ms.

1361. **Johnson, Omer C.** Migration of high-school graduates, 1921 to 1925, from Mahaska county, Iowa. Master's, 1932. Iowa St. Coll. 92 p. ms.

1362. **Judy, Edmond Keevil.** Reorganization of secondary education in Kentucky. Master's, 1932. Kentucky.

1363. **Killion, Pearl Errett.** Provisions for differentiated curricula in senior and 4-year high schools in California. Master's, 1932. Southern California.

1364. **Klein, T. S.** The small high school in Maryland: its possibilities and limitations. Master's, 1932. Maryland. 74 p. ms.

Data indicate that most of the small Maryland high schools could be consolidated to their advantage.

1365. **Leonard, J. Paul,** *and* **Weeks, Helen Foss.** A syllabus in fundamentals of secondary education. Ann Arbor, Mich, Edwards brothers, 1932. 109 p.

Experiment with 300 junior students in two colleges to determine the best materials to offer students beginning education. Findings: Carefully planned problems course covering one year's work for students beginning education This course contains the significant issues discussed in such beginning courses as educational psychology, principles of secondary education, educational measurement, history of secondary education, and principles and methods of teaching. It is an orientation course and is designed to replace the above beginning courses.

1366. **Lewman, John F.** A prognostic study of success in high school based on eighth grade marks and on intelligence test. Master's, 1931. Ind. St. T. C. 35 p. ms. (Abstract in. Indiana State teachers college. Teachers college journal, 3: 272–74, July 1932.)

Describes the use of eighth grade marks in arithmetic, history, English, general scholarship average, and IQ's as predictors.

*1367. **McCulloch, Mary.** A study of the written English equipment of freshmen entering the Point Pleasant high school, Point Pleasant, W. Va. Master's, 1932. New York 43 p. ms.

Analyzes the results of Driggs-Mayhew national scales and the Lewis narrative scale used in testing 117 pupils entering high school in September 1928, and 82 pupils entering in September 1930.

1368. **McDonald, Thomas Hobson.** High-school class sponsors: a study of their selection and duties. Master's, 1931. Texas Tech. Coll.

1369. **McGuire, Harry Max.** Migration of high-school graduates, 1921 to 1925, Warren county, Iowa. Master's, 1932. Iowa St. Coll. 79 p. ms.

1370 **Maller, J. B.** Age versus intelligence as a basis for predicting success in high school. Teachers college record, 33: 402-15, February 1932.

The purpose of the study was to determine the relationship between age at entrance to high school, intelligence, and scholastic success in the high school, and the extent to which scholarship can be predicted from age and from intelligence. The study was based on the records of 5,753 high-school graduates from St. Louis, Mo., Springfield, Mass., Trenton, N. J., and Sacremento, Calif. The correlation between age and scholarship was found to be slightly higher than the correlation between intelligence and scholarship. Scholastic success in high school may be predicted from age at entrance with as much (or as little) reliability as from the results of a standard intelligence test.

1371. **Marcell, James D.** A survey of the accredited high schools of Cass county, Nebr. Master's, 1932. Colorado.

1372. **Mary Lourdina, *Sister*.** A survey of the present status of 10 parochial schools conducted by the Dominican sisters of Tacoma, Wash. Master's, 1931. Ohio. 81 p. ms.

1373. **Millerick, Mary Bernidet.** A study of the occupational adjustments of a selected group of white high-school graduates. Master's, 1932. Catholic Univ.

1374. **Mitchell, Erwin Newton.** An investment phase of a course in economics for the secondary school. Master's, 1932. Southern California.

1375. **Morgenroth, Edwin Carl.** The use and value of personality trait rating scales in secondary schools and colleges. Master's, 1932. Southern California.

1376. **Mount, Robert Henry.** Tioga high school and its relation to the community. Master's, 1931. Louisiana.

1377. **Neel, Frederick Guy.** A study of needs for individualization of instruction in the small high schools of Indiana. Master's, 1932. Indiana. 126 p. ms.

1378. **Nevison, Beverly Malcolm.** Factors conditioning the need for study rooms in secondary schools. Master's, 1931. California. 60 p. ms.

Attempts to determine the space for study required for a high-school period of 60 minutes in the "directed study" type of organization, and the study space required for a high school of 40–50-minute periods in the traditional type of organization.

1379. **Norris, Ralph Clarence.** Achievement and progress in Washington county high-school system. Master's, 1932. Colo. St. T. C.

* 1380. **O'Connell, J. Harold.** The present status of commercial law in the public senior high schools of New York State. Master's, 1932. New York. 68 p. ms.

Discusses the objectives, ideas of educators concerning the place of commercial law in the curriculum of the senior high school, opportunities in New York State for teacher training in commercial law, questionnaire data on the teaching of commercial law in the high schools of New York, and the content of commercial law textbooks.

1381. **Olander, Edgar A.** A survey of retail selling programs in secondary schools. Master's, 1932. Colo. St. T. C.

* 1382. **Oye, Ida St. John.** Trends in behavior problems in a senior high school for girls. Master's, 1932. New York. 54 p. ms.

Describes trends and causes leading to behavior problems, deciding factors leading to discharge from high school before graduation, and changes which would tend to reduce the number of unsuccessful high-school careers.

1383. **Pennington, J. A.** A comparative study of day and dormitory students. Master's, 1932. Peabody. 50 p. ms.

1384 **Propst, Alma Scott.** Migration of high-school graduates, 1921 to 1925, Montgomery county, Iowa Master's, 1932 Iowa St Coll. 106 p. ms.

1385. **Puckett, Roswell C.** Making a high-school schedule of recitations. New York City, Longmans, Green and company, 1931. 164 p (Review in Phi delta kappan, 14: 84, October 1931)

Analyzes practices in schedule making in nearly 300 high schools of the country

1386. **Remmers, H. H.** The achievement of our high schools—results of the state high-school testing program, 1930–1931 Lafayette, Ind., Purdue university, 1931. 30 p (Bulletin, vol. 32, no 2, October 1931)

During the first year of the service 101,597 pupil subject tests were used by 240 high schools of Indiana The validity of the tests as related to curricular content is high because they were based on the printed state course of study; they were prepared cooperatively by subject-matter experts in high schools and colleges; and every test item was finally evaluated by from 20 to 50 high-school teachers in Indiana teaching the subject the tests for which they evaluated The coefficients of reliability are in the majority of cases higher than those reported for standardized commercial tests in high-school subjects

1387. **Rogers, John George.** Migration trends of graduates of Iowa county, Iowa, high schools, 1921–1925 Master's, 1932. Iowa St. Coll. 97 p ms

1388. **Rollins, Harry E.** An experiment in determining the efficiency of teaching methods in secondary schools. Master's, 1931. T. C, Col. Univ. 15 p. ms.

Describes an experiment conducted in grades 9–12, in three schools in Massachusetts, and Connecticut covering algebra, chemistry, physics, commercial arithmetic, United States history, and general science.

1389. **Ross, C. R.** Individual differences in senior high school. Master's, 1932. Ohio. 90 p. ms.

Discusses the provision for individual differences in teaching social studies in the senior high school.

1390. **Rundell, Edwin Frederic.** Some sociological and psychological factors affecting the selection of the small secondary school. Master's, 1931. Buffalo.

1391. **Safley, Frances.** The high school in the press. Master's, 1932. Iowa. 48 p. ms.

1392. **Schubert, Cecil.** A survey of the high-school students of Highland Park, Ill. Master's, 1932. Northwestern.

1393. **Schuchardt, Charlotte R.** Scientific thinking among high-school pupils as shown by tests. Master's, 1932. Chicago. 92 p. ms.

Data, based on a study of freshmen, juniors, and seniors at Garfield high school, Akron, Ohio, and at J. Sterling Morton high school, Cicero, Ill., and on eighth grade classes at the Walter Scott school, Chicago, Ill., indicate that there is no noticeable increase in ability to do scientific thinking, as tested by the Downing scientific thinking test, with increase in amount of science instruction.

1394. **Sherbon, Elizabeth.** A study of the relationship between certain measures of motor ability and rhythmic ability in upper grade and high-school girls. Master's, 1932. Iowa.

1395. **Stewart, John Wendell.** A study of trends in high school enrollments in Ohio, 1912–1930. Master's, 1931. Ohio. (Abstracts of theses, p. 202–204.)

Data were collected and tabulated by 3-year periods beginning in 1912 and ending in 1930. The subjects studied were: English, mathematics, foreign languages, social sciences, science, practical arts, physical education and hygiene. There was a shift in enrollments from the academic courses to the practical arts courses.

1396. Stewart, Joseph S., *and* Downs, W. L. The accredited high schools of Georgia. Athens, University of Georgia, 1931. 16 p. (Bulletin of the University of Georgia, vol. 32, no. 1, September 1931. Serial no. 505.)

All accredited high schools of Georgia are placed in two groups. Group 1 represents the best schools in teaching staff, equipment of laboratory, library, and building, and those that have three-fourths of the academic teachers holding degrees from approved colleges. Group 2 represents those schools that have less equipment in laboratory and library, or that do not have three-fourths of the teachers college graduates, but offer 16 units

1397. Symonds, Percival M. Shall the IQ be used for sectioning in the high school? Journal of educational research, 24: 138–40, September 1931.

1398. Terry, John Gayer. A survey of the military secondary schools in the United States. Master's, 1932. Southern California.

1399. Thomas, William Warner. A study of high-school exhibits in the State of Washington. Master's, 1932. Washington. 81 p. ms.

*1400. Tonne, M. Henriette. A survey of the social business subjects in the public senior high schools of the United States to determine and evaluate current practices. Doctor's, 1932. New York. 167 p. ms.

Attempts to determine the present situation in enrollment, aims, content, methods of instruction, supplementary material, testing, administration, and teacher status, and to prevent evaluations of practices in the social business subjects.

1401. Turner, Mary Lillian. Factors that influence attendance in the high schools of rural communities. Master's, 1932. Southern California.

1402. Vickers, James Albert. A statistical report of the secondary schools of the southern states. Master's, 1932. Peabody. 205 p. ms.

The 4-year high school is the most common type in the 16 southern states studied, although 3-year senior high schools and junior-senior high schools are increasing rapidly in number Three-year, four-year, and two-year junior high schools were commonly used in recent years. The junior high school of the 7–8–9 type was reported as most numerous by the southern states.

*1403. Warner, Ira L. The present status of cocurricular activities in the secondary schools of West Virginia. Master's, 1932. West Virginia. 155 p. ms.

Determines the extent and nature of the cocurricular activities; the types of activities organized and the nature of their organization and administration; the preparation of the principals and teachers for organizing and conducting the activities, and their attitudes toward them; the teacher cost of the activities; and the modifications that could be made to increase their service to the pupils.

1404. Washburn, Carl D. The rise of the high school in Ohio. Doctor's, 1932. Ohio. 325 p. ms.

A history of the origins and rise of the public high school in Ohio; its expansion to 1875.

1405. Wedge, Walter B. Instructional needs of Preble county, Ohio, high schools and possible methods of curriculum extension. Master's, 1932. Ohio. 148 p. ms.

A survey was made of the programs of study and costs of instruction in 11 rural centralized and consolidated high schools with proposals for curriculum extension by means of the alternation of courses, the tutorial plan, and correspondence courses.

1406. Weigel, J. Curtis. A study of the influence of the home, the school, and employment upon the educational and vocational plans of employed high school boys in Indianapolis, Ind. Master's, 1932. Indiana. 93 p. ms.

1407. **White, Bruce E.** A study of 160 high-school seniors in an attempt to discover any characteristics peculiar to performers or nonperformers. Master's, 1932. Washington. 120 p. ms.

Finds performers superior to the average in cultural, moral, and religious characteristics, in education of their parents, in interest in school activities, whereas nonperformers have little interest in school activities and are below the average in the other traits studied.

1408. **White, Daisy.** An investigation of the likes and dislikes of high-school pupils. Master's, 1932. Louisiana.

1409. **Whitney, F. L.** How to study in high school. Greeley, Colorado State teachers college [1932].

This is a handbook for high-school pupils, giving in popular form detailed standards for study based on accepted psychological research.

* 1410. **Wilcox, Rothwell.** Private secondary education in the Association of colleges and secondary schools of the southern states. Doctor's, 1932. Johns Hopkins. Baltimore, Md., Johns Hopkins university press, 1932. 151 p. (Johns Hopkins university. Studies in education no. 19.)

Data were secured on the 163 private schools listed in the 1928 yearbook of the southern association. Discusses the relation of the southern private school to health, efficiency of instruction, home, vocational guidance, citizenship, worthy use of leisure time, religious training and the formation of ethical character, problems, and claims of private schools, and the private school and the association.

1411. **Williams, Daniel T.** A study of the department head as supervisor in some large California high schools. Master's, 1931. California.

1412. **Williams, Helen Webster.** A follow-up study of girls who have attended the Redlands high school. Master's, 1932. Southern California.

1413. **Williams, Kenneth Rast.** Classroom supervision in the accredited secondary public schools of Florida. Master's, 1932. Florida. 85 p. ms.

1414. **Yap, Diosdado Maurillo.** Secondary education in the Philippines. Master's, 1931. George Washington. 101 p. ms.

Discusses the historical background of the educational systems, enrollments by curricula and in courses, and shows that the American academic program has influenced education in the Philippines more than has the vocational program.

See also 7–9, 11, 17, 27, 42, 57, 60, 71, 114, 144, 182, 214–215, 222, 228, 230, 310, 817, 2508, 2511, 2523, 2532, 2646, 2674, 2750, 2772, 2928, 2935, 2949, *and under* Commercial education; Education extension; Educational and vocational guidance; Health and physical education; Libraries and reading; Manual and vocational training; Professional status of teachers; School administration; School management; Special subjects of the curriculum; Teacher training.

JUNIOR HIGH SCHOOLS

1415. **Beatley, Bancroft.** Achievement in the junior high school. Cambridge, Mass., Harvard university press, 1932. 92 p. (Harvard studies in education, vol. 18.)

Compares growth in achievement in reading, language, arithmetic, certain aspects of science and the social studies from the seventh to the ninth grade in six Massachusetts school systems. Three of the systems were organized on the 6–3–3 plan and the others on the 8–4 plan. Pupils in the junior high school system were paired on the basis of sex, chronological age, intelligence quotient, and educational age at the beginning of the seventh grade, with similar pupils in the non-junior system. Data indicate that neither type of school has demonstrated its superiority over the other type in furthering gains in achievement in fundamentals.

1416. Bietry, J. Richard. Problems in teaching speech in secondary schools. Master's, 1932. Southern California.

1417 Bowles, James O. The advisory system in the Woodrow Wilson junior high school. Master's, 1931. Ind. St. T. C., 128 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 274–75, July 1932.)

Finds the advisory program helpful in improving student conduct, enriching interests of superior students, helping students who were continual failures, and in reducing truancy and elimination

1418. Burtis, Edith. A study to determine how the junior high schools in Southern California handle those functions generally conceded to be the work of a visiting teacher. Master's, 1932. Southern California.

1419 Butler, William Fay. Some effects of the motion picture upon junior high school children. Master's, 1932. Southern California.

1420. Byrn, John W. Junior high school in action: a survey of the Roosevelt junior high school of San Jose, Calif. Master's, 1932. Stanford.

1421. Clark, Ronald W. Status of the junior high school in Illinois. Master's, 1932. Chicago. 108 p. ms.

A study was made of the status of the junior high school in Illinois (outside of Chicago) with respect to the administrative and teaching staff, the curriculum, and general organization and administration.

1422. Cline, Mildred Anne. The history and present status of speech education in the Los Angeles evening high school. Master's, 1932. Southern California.

1423. Creel, Rankin Ernest. Migration of high-school graduates, 1921–25, from Cherokee county, Iowa. Master's, 1932. Iowa St. Coll. 69 p. ms.

1424. Dodrill, Ellsworth. A study of the relation of achievement in particular fields in high school to achievement in particular fields in college. Master's, 1932. Kans. St. T. C., Hays. 54 p. ms.

Compares high-school and college grades of 280 freshmen who enrolled at Fort Hays Kansas State college in September 1930, and finds that grading systems in high schools vary greatly; and that differences in high-school preparation caused variation in college success.

1425. Dugan, John Edward. The junior high school. Doctor's, 1932. Rutgers.

1426. Fox, Elvira. The relationship between the economic status and the mentality of junior high school pupils. Master's, 1932. Northwestern.

1427. Haberman, Samuel John. Current practices in the organization and administration of junior high school curricula in certain cities of the United States. Master's, 1932. Southern California.

1428. Harrington, Harold Leontine. A score card for the mechanical organization of junior high schools. Doctor's, 1931. Michigan. 292 p. (Abstracts of dissertations and theses in education, 1917–1931. p. 70–73.)

1429. Hibbert, Bernice Bradford. Improving study in junior and senior high school. Master's, 1932. Oklahoma. 131 p. ms.

1430. Himebaugh, *Sister* Mary Cecelia. Theories concerning junior high school curricula with their practical application to the junior high schools of Chicago. Master's, 1931. Loyola. 76 p. ms.

1431. Howland, Stanley Ford. The comparative effectiveness of three plans of ability grouping in junior high school. Master's, 1932. Southern California.

1432. **Kelly, James Joseph.** The junior high school is justifiable as an effective educational agency. Master's, 1932. Boston Coll.

1433. **Kelly, Sherman.** Survey of the withdrawals from the Roosevelt junior high school of New Brunswick, N. J., December, 1931. Master's, 1932. Rutgers.

1434 **Kelsey, Ruth Marie.** The comparison of scholastic standing among children of native-born parents with children of foreign-born parents. Master's, 1932. Denver. 159 p. ms.

Data indicate that groups of foreign-born children are more consistent in making higher median grades than are groups of native-born children; the foreign born show no greater handicap in the use of English than do the native born; the foreign born are superior in effort to the native born.

1435. **Knapp, Max.** A survey of a Brooklyn, N. Y., junior high school made with the view of discovering what correlation exists between the trades taught and the trades practiced by its graduates. Master's, 1932. Coll. of the City of N. Y. 57 p. ms.

1436 **Kropf, Glenn S.** An analysis of junior high school newspapers. Master's, 1932. Chicago. 77 p. ms.

An analysis of 401 junior high school newspapers secured from 177 schools in 105 cities located in 30 states, District of Columbia, and Territory of Hawaii

1437. **Layton, Warren Kenneth.** A study of pubescence in junior high school boys. Doctor's, 1931. Michigan. 342 p. (Abstracts of dissertations and theses in education, 1917–1931, p. 76–79.)

Finds, from a study of 547 boys in the Foch intermediate school, Detroit, Mich., that attendance and punctuality records and marks in school citizenship were poorer; teacher's ratings of conduct indicated poorer adjustment on the part of pubescent boys than for either prepubescent or partially pubescent boys.

1438. **Loeffler, H. W.** Home-room activities in Texas junior high schools. Master's, 1932. Texas.

1439. **MacLeod, Bruce.** A survey of the printing equipment in the junior and senior high schools in the United States. Master's, 1932. Colo. St T. C.

* 1440. **Marsden, Carl A.** A critical and experimental empirical study of homogeneous grouping in a public junior high school. Doctor's, 1932. New York. 261 p ms.

Describes an experiment in homogeneous grouping carried out in the Al-Mar, N J, junior high school.

1441. **Merwin, Eula R.** What the high-school girl expects of her dean of girls. Master's, 1932. Nebraska. 71 p. ms.

1442. **Mumford, Tracy E.** Remedial treatment of disciplinary problems in certain high schools in Nebraska. Master's, 1932. Nebraska 60 p ms.

1443. **Phinney, Royal Victor.** The 2-year junior high schools of Kansas, a survey. Master's, 1932. Kansas.

1444. **Redfern, Barton.** The home room in the accredited high schools of Nebraska. Master's, 1932. Nebraska. 124 p. ms.

* 1445. **Rosenfeld, Joseph.** Leisure-time activities of junior high school boys: a study of the lower East side of Manhattan. Master's, 1932. New York. 49 p. ms.

Discusses the environment of the boys studied, the noncommercial public recreational facilities, semipublic, commercial, and unorganized recreational facilities.

1446. Selleck, Eugene Roy. Organizing a 2-year junior high school for Des Plaines, Ill. Master's, 1932. Northwestern.

1447. Stanforth, Della L. Work activities of boys and girls in junior high schools in Denver. Master's, 1932. Chicago. 127 p. ms.

Finds that the out of school activities of pupils varied greatly, boys do a great deal of housework, and older children in the junior high school have more responsibilities than the younger children.

1448 Stephens, M. H. A case study in planning a junior high school. Master's, 1932. Iowa. 150 p. ms.

1449. Strain, Roy Quincy. Pupil achievement in the Compton junior high schools. Master's, 1932. Southern California.

1450. Strang, Ruth. Knowledge of social usage in junior and senior high schools. School and society, 34 : 709–12, November 21, 1931.

1451 Sturges, Earl W. A study of the noon-day activities in the junior high schools of Southern California. Master's, 1932. Southern California.

1452. Sullivan, Ethel MacKenzie. Case studies of graduates of a Los Angeles junior high school. Master's, 1932. Southern California.

1453. Wooledge, Lucile Roberts. The content of junior high school handbooks. Master's, 1932. Northwestern.

See also 208, 210, 215, 260, 2510, 2520, 2750, 2758, 2057, 2059, 2091 ; *and under* Commercial education ; Education extension ; Educational and vocational guidance ; Health and physical education ; Libraries and reading ; Manual and vocational training ; Professional status of teachers ; School administration ; School management ; Special subjects of curriculum ; Teacher training.

JUNIOR COLLEGES

1454. Adams, Harold Bertram. Some aspects of the popularizing function of the junior college. Master's, 1931. Claremont. 180 p. ms.

Finds that students prefer college-preparatory to terminal courses, and that many students now attending junior colleges would formerly have attended universities and colleges of liberal arts.

1455. Baldwin, Clayton Martin. Building provisions for a 2-year junior college in California. Master's, 1932. Southern California.

1456. Chamberlain, Leo M., *and* Gard, Paul D. Study habits of junior college students. Lexington, University of Kentucky, 1931. 39 p. (University of Kentucky, Bulletin of the bureau of school service, vol. 4, no. 1, September 1931.)

Data were secured on 15 private junior colleges of Kentucky during the school year 1930–31. Data indicate that the working load of the students averaged 2.43 hours for each semester hour of credit, differences in the study habits of the students do not favor either the men or women students ; evidence indicates that there are wide variations among the instructors within a single junior college, and among all instructors of the colleges studied, in the average amounts of work obtained from students per week per semester hour of credit ; the average load per week per semester hour of credit ranges from 5 38 hours for the commercial subjects to 2.08 hours for psychology ; there is little variation in the study load effected by class size after the number of students enrolled exceeds 30 ; when the students of the 15 colleges are considered as one group, it appears that the heavier the carrying load of the student, the less will be the amount of preparation for each semester hour of work ; there is little variation in the unit measure of preparation effected by the credit value of a course as long as the number of semester credits is not fewer than two nor more than four.

1457. Clement, John Addison, *and* Smith, Vivian Thomas. Public junior ollege legislation in the United States. Urbana, University of Illinois, 1932. 1 p. (University of Illinois bulletin, vol. 29, no. 58, March 18, 1932. Bureau f educational research. Bulletin no. 61.)

Data were secured from school laws of the various states, state statutes or codes in the aw library of the University of Illinois, recent studies of several phases of junior ollege legislation, and replies to a questionnaire received from 43 states There are 12 junior colleges in 35 states, in 20 of which there is some kind of junior college legis- ation. Recent legislation tends to standardize the junior college rather than encourage it. 'he laws and state department standards of the states recognize the junior college as an nstitution on the secondary level but insist that it do work of college grade

1458. Conrad, Esther J. A personnel study of junior college women. Master's, 1932. Southern California.

1459. Eells, Walter Crosby. California junior college mental educational urvey. Educational record, 11: 281–91, October 1931.

1460. Gillenwater, Lester M. The mortality of the junior college in the outhern states. Master's, 1932. Peabody. 83 p. ms.

1461. Hale, Wyatt Walker. Assimilation, success, and attitude of junior ollege graduates in higher institutions. Doctor's, 1932. Stanford.

The purpose of this study was to ascertain the extent to which junior colleges have been uccessful in preparing their graduates for advanced work and the student life in chools of higher education. Cooperation of 116 junior colleges and 318 higher institu- ions was enlisted and records of 4,100 graduates of junior colleges from 1926 to 1929 vere studied. Findings show that graduates of junior colleges assimilate the work and ctivities of higher institutions; the junior college is performing its service of preparing upils for higher schools in a relatively satisfactory manner.

1462. Hibbs, W. R. Follow-up study of the graduates of junior colleges in the states of Kansas and Illinois, 1928–1931. Master's, 1932. Illinois.

1463. King, Homer P. Personnel study of junior college men from rural 'arms. Master's, 1932. Stanford.

1464. Kuehn, Truman Claire. Analysis of the duties and functions of the registrar in the junior college. Master's, 1932. Southern California.

1465. Leighton, Arthur Whiting. The place of the junior college in tech- nical education and in relation to engineering education. Doctor's, 1932. Harvard.

1466. Mawe, Vesta Milrae. The status of merchandising education in the junior college. Master's, 1932. Southern California.

1467. Moses, Virginia Holmes. Articulation in business education between junior colleges and higher institutions in California. Master's, 1932. Southern California.

1468. Moyse, George U. Vocational guidance of junior college students in California with especial study of the Glendale junior college. Master's, 1932. Southern California.

1469. Mullins, Vernon Howard. Survey of junior college curricula with regard to occupational opportunity in art. Master's, 1932. Southern California.

1470. Paige, Katherine Asher. The organization of a training course for playground directors adapted to the junior college level of education in Cali- fornia. Master's, 1932. Southern California.

1471. **Peterson, *Mrs.* Lydia.** Student problems in a denominational junior college Master's, 1932. Nebraska. 103 p. ms.

1472 **Schlauch, Gustav H.** A study of public junior colleges in Washington. Doctor's, 1932. Washington. 180 p. ms.

The public junior colleges in Washington are fulfilling in a creditable manner the claims made for them Their students feel that they have been successful in spite of lack of funds and the junior college transfers in higher institutions are earning grades practically equal to those earned by "native" students at these institutions, in spite of the fact that so far as high-school averages are an indication of ability, the junior colleges are receiving students slightly inferior to those entering the freshman year of the higher institutions.

1473. **Whitney, F. L.** Recent legislation affecting the junior college. School review, 39: 775–81, December 1931.

Surveys state laws on the junior college passed at the last legislative assemblies of the 48 states.

1474. **Whytock, Norman Robert.** Achievement and remediation of entering junior college freshmen in certain fundamental processes relating to the study of English. Doctor's, 1932. Southern California.

1475. **Worthy, Elmer Thomas.** Orientation courses in junior colleges. Master's, 1932. Southern California.

See also 161, 249, 595, 953, 1166, 1216, 2242, 2422, 2732, 2797, 2855, 3056.

TEACHER TRAINING

1476. **Amland, Harold J.** A personnel study of teachers in training at the University of Iowa. Master's, 1932. Iowa. 50 p. ms.

1477 **Ballard, Ray H.** The training of teachers of physical education in selected high schools of Oklahoma. Master's, 1932. Oklahoma. 217 p. ms.

1478. **Bankhead, Richard M.** The relation of training, experience, and tenure to the salaries of elementary teachers of Texas. Master's, 1932. Colorado.

1479. **Fairchild, Raymond A.** Administrative practices in the improvement of teacher education in state teachers colleges. Doctor's, 1932. Northwestern.

1480. **Feig, Chester A.** The effectiveness of correspondence study as compared with campus study in teacher training. Doctor's, 1932. Penn. State.

1481. **Filinger, Charles J.** Preparation of mathematics teachers in Colorado high schools. Master's, 1932. Colorado.

1482. **Fish, Leward Fessenden.** The development of teacher training in Kansas. Master's, 1932. Kans. St. T. C., Emporia. 131 p. ms.

1483. **Goode, Louise H.** Study of teacher training in Colorado. Master's, 1932. Sanford.

1484. **Hagerty, *Sister* Agnes Clare.** Critical points in the construction of a teacher-training curriculum. Doctor's, 1932. California. 197 p. ms.

Aims to present the status of current curricular practice in 4-year teachers colleges concerning certain critical points, to identify correct procedures and rectify defects, and to construct a set of policies supported by the facts and principles inherent in the data

1485. **Hagan, M. R.** Commercial teacher training as a function of universities. Master's, 1931. Illinois. 79 p. ms.

* 1486. **Hall, Mary-Ethel.** A study of the need of laboratory experience in the professional preparation of teachers of physical education limited to the

organization and administration of laboratory experience in teaching at the University of Colorado. Master's, 1932. New York. 49 p. ms

1487. **Hitechew, William Howard.** The training, experience, tenure, and salary of teachers in the accredited high schools of Georgia. Master's, 1932. Emory

1488. **Hoffman, Erwin W.** Preparation of teachers of social science subjects. Master's, 1932. Wyoming. 79 p. ms.

1489. **Hurd, A. W.** Summaries of a factual questionnaire on the training of prospective teachers of science. Science education, 16 : 134–49, December 1931.

1490. ——— What is professionalized subject matter in teacher training? Science education, 16 : 238–43, February 1932.

*1491. **Jackson, Margaret Merle.** The training of high-school English teachers in Texas and New Mexico. Master's, 1932. N. M. St. T. C. 54 p. ms.

1492. **Jones, Archie N.** The training, experience, and activities of 176 Minnesota music teachers and supervisors. Master's, 1931 Minnesota. 125 p. ms.

*1493. **Jones, Henry Lane.** A study of the fitness of the high-school teachers of Tennessee to teach as evidenced by their college transcripts. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 163 p. (Contribution to education, no. 90.)

This study confines itself to a study of the transcripts of the Tennessee high-school teachers who taught in the 4-year county high schools of the state during the session 1929–30; to an interpretation of their fitness to teach, based on their college transcripts, the subjects they taught during the session 1929–30 as shown by their reports to the State department of education

1494. **Keller, Adrian Deboe.** An evaluation of the adequacy of the teacher-training courses offered by the state of California by means of the opinions of beginning industrial arts teachers and their principals. Master's, 1932 Southern California.

1495. **Liu, Henry Chao.** Origin and development of teacher training in California. Master's, 1931. Stanford.

1496. **McCandless, Harrison Phelps.** How to prepare or qualify for the teaching profession. Master's, 1932. Southern California.

1497. **Maclin, Edward Silver.** Subject matter and professional preparation of high-school teachers in West Virginia. Master's, 1932. Peabody. 91 p ms.

Studies, statistically, the subject matter and professional preparation of high-school teachers in first, second, and third class high schools, together with the number of fields in which each teacher teaches

1498. **Merrill, Reynold Cluff.** The efficacy of special as compared with a general methods course in a teacher-training program for elementary schools. Doctor's, 1931. California. 83 p. ms.

1499. **Montgomery, John Fleshman.** Avenues to advancement in the teaching profession. Master's, 1932. Southern California.

*1500. **Pannell, Henry C.** The preparation and work of Alabama high-school teachers. Doctor's, 1932. T. C, Col. Univ. New York City, Teachers college, Columbia university, 1933. 118 p. (Contributions to education, no. 551.)

Investigation of the principles underlying the preparation and work of high-school teachers in Alabama, and suggestions for a program of improvement. Data from 2,018 white teachers in accredited schools during 1928–29, and from records in the state

department of education were collected Conclusions: The small high school should be eliminated, definite standards for the training of high-school teachers should be maintained; strict compliance with these regulations should be exacted, sound minimum salary schedule devised to reward individual merit and training

1501. **Peterson, Francis.** Philosophies of education current in the preparation of teachers in the United States. A study of 4 state teachers colleges, 12 normal schools and 9 liberal arts colleges. Doctor's, 1931. T C, Col. Univ.

Data indicate that the members of each of the teaching staff often differ widely among themselves in their point of view on educational problems; teacher opinions are often "sloganized"; the staffs of the teachers colleges tend to approximate a 50–50 conservative-liberal score more often than do the normal schools; liberal arts college faculties tend to be more academic and formal in educational thought and practice than the separate teacher-training institutions.

1502 **Quackenbush, George McConkey.** Study of the professional preparation of the industrial scholarship group of State teachers college, Buffalo, N.Y. Master's, 1931. Buffalo.

*1503. **Ridgway, Carroll William.** A comparative study of the training and teachers combinations of Kansas high-school teachers. Master's, 1931. Kans St. T C., Emporia. Topeka, Kansas State printing plant, 1931. 31 p. (Bulletin of the graduate division, Kansas State teachers college of Emporia. Studies in education, no. 5. October 1931)

Attempts to determine the common teaching combinations; the percent of Kansas high-school teachers who have majored or minored in college in the subjects they are teaching in high school; the percent of teachers who are teaching one, two, three, or more subjects in fields which were not considered as majors or minors in the college course of the teacher; the subject fields in which teachers are paid the best salaries; and the differences in salaries paid the graduates of the different Kansas colleges.

1504. **Rouse, Laurance Tunnicliffe.** A further study of the value of social education in the professional preparation of teachers. Master's, 1932. Colo. St. T. C.

*1505 **Shannon, Edith Reed.** The professional education of teachers in New Jersey. History of its origin and development. Doctor's, 1932. New York. 431 p. ms.

Part 1. Early history of teacher education in New Jersey from 1662 to the establishment of the first normal school, 1855; part 2. Development of the program for the professional education of teachers; part 3. Era of complete expansion of the state program for educating teachers; part 4 Present status of the program for the professional education of teachers in New Jersey.

*1506. **Smith, Travis Edwin.** The rise of teacher training in Kentucky. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 194 p. (Contribution to education, no. 99.)

Discusses the educational status of pioneer Kentucky, the early influences on the training of teachers, the influence of educational organizations, the department of education, and of private institutions on the professional education of teachers, and the convergence of various influences on the final establishment of state normal schools in Kentucky.

*1507. **Spanton, William T.** Training teachers in supervised farm practice methods. The pre-employment training of teachers of vocational agriculture to conduct supervised farm practice in all-day schools. Doctor's, 1932. American Univ. Washington, United States Government printing office, 1932. 125 p. (U. S. Federal board for vocational education. Bulletin no. 165. Agricultural series no. 42.)

Data were tabulated from reactions secured from the head of every teacher-training department and from each state supervisor in the United States except one, and from a total of 267 teachers in 47 states.

* 1508. Street, Claude W. State control of teacher training in the United States. Doctor's, 1932. T. C., Col. Univ. Pittsburg, Kansas state teachers college, 1932. 105 p (Kansas state teachers college Educational monograph, no. 2.)

This is a study of five fairly distinct types of state control of teacher-training institutions Data were secured from constitutional and statutory laws of the 48 states; surveys of state educational systems and other studies in the fields of education and American government; and check lists Findings. Provision of an effective plan for the control of teacher training is dependent on having a properly constituted state educational organization; general education policies should be determined by legislative rather than constitutional decree; suggestions are made for the formulation of a state board of education, for the choice of a state commissioner of education, and of a specialist in teacher training; the state board of education should have direct control of all state institutions exclusively for the preparation of teachers

* 1509. Townsend, Marion Ernest. The administration of student personnel services in teacher-training institutions in the United States. Doctor's, 1932. T. C., Col Univ. New York City, Teachers college, Columbia university, 1932. 115 p. (Contributions to education, no. 536.)

The study discusses the various phases of personnel services, selection, orientation, advisement, health services, extracurricular activities, placement, follow-up, research in personnel, organization of programs, and desirable staffing in an attempt to aid the administrator in setting up and evaluating his program

1510. Uhlken, Sophia M. Trends in professional training for high-school instructors in teachers colleges. Master's, 1932. Stanford.

1511. Wilson, Robert B. Training, salary, tenure, experience, and subject combinations of the science teacher in the accredited public non-North central high schools of Michigan. Master's, 1931. Michigan, 41 p. (Abstracts of dissertations and theses in education, 1917–1931, p. 131–32.)

The study included 98.7 percent of the accredited non-North central public high schools in Michigan for the school year 1929–30, reports on the other 1 3 percent were not available. Data indicate that there is little relationship between the salary received and the training of the teacher; between the salary received and tenure; and between the training of the teacher and tenure.

See also 106, 172, 278, 450, 645, 698, 755, 1036, 1123, 1147, 1167, 1252, 1590, 1593, 1603, 1619, 1624, 1634, 1656, 1658, 1680, 1723, 2022, 2320, 2588, 2669, 2687; *and under* Commercial education; Manual and vocational training, School supervision.

NORMAL SCHOOLS

1512. Cole, Abbie. Distribution of men and women on the faculties of normal schools and teachers colleges. Master's, 1931. Minnesota. 100 p. ms.

1513. Eastern State normal school, Madison, S.Dak.—Types of lesson plans from Eastern State normal school, Madison, S Dak 1932. 81 p. ms.

Study includes arithmetic, English, art, hygiene, social science, spelling, music, physical education, penmanship, reading, science, character education, and activities.

1514. Flokstra, Lambert J. The development of the state normal schools in Michigan. Master's, 1932. Chicago. 82 p. ms.

A historical study including the European and American backgrounds to Michigan normal school development.

* 1515. Jeffery, Eber W. History of private normal schools in Indiana. Doctor's, 1932. New York. 221 p. ms.

A total of 27 institutions of varying size and strength were studied, based on data contained in the reports of the United States Commissioner of education from 1873–1916 and on data in the secretaries' offices of five of the larger schools, and from catalogues on file in various libraries.

* 1516. **Wampler, Richard L.** Social adjustment of normal school students. An analysis of the social background of normal school students at New Britain for curriculum purposes. Doctor's, 1932. New York. 170 p. ms.

The study of the social background of the New Britain normal school students was limited to the senior class of 1931, and the freshman and senior classes of 1932. It is concerned primarily with the amounts and kinds of social experiences the students have when they come to the normal school, and to show what experiences and guidance are needed

1517. **Ward, Mary A.** Development of individual instruction at San Francisco state normal school, 1913–1917. Master's, 1932. Stanford.

See also 34, 709, 898, 931, 1145, 2815.

TEACHERS COLLEGES

* 1518. **Baker, Barney K.** The status of the department of education and the functions of its head in state teachers colleges and normal schools. Doctor's, 1931. Kansas. Peru, Nebraska State teachers college, 1932. 15 p.

Surveys the status of the department of education and the functions of its head in state teachers colleges and normal schools; notes variations and significant differences with reference to the status of the department and the functions of its head; evaluates a list of functions which the head of the department of education sometimes performs; makes suggestions with reference to the stabilization of the department of education and the functions of its head in state teachers colleges and normal schools. Data were received from 94 state teachers colleges and normal schools.

1519. **Bentley, Imogene.** Secondary education courses in southern state teachers colleges. Master's, 1932. Peabody. 74 p. ms.

Covers secondary education courses in the state teachers colleges that are members of the Southern association of colleges and secondary schools and finds that there is little or no uniformity of titles or any of the items that go to make up the catalogue description of the courses; many different texts are used in each of the 12 groups of courses included in this study.

1520. **Black, Lula Kent.** Clothing inventory of women students in teachers college. Master's, 1931. T. C., Col. Univ. 14 p. ms.

1521. **Bowden, A. O.** What is the per capita cost of educating teachers in the teacher-training institutions of the United States? School and society, 35: 748–50, May 28, 1932.

Data were collected to determine the per capita outlay of educating teachers in teachers colleges, to determine the percentage of this cost which goes to salaries, and to determine the percentage which is paid for by students' tuition and fees, etc. There is no significant relationship between size of the school and the student per capita cost; with faculties of equal training, teachers colleges are cheaper to maintain than universities; there is a direct relationship between student cost and number of curricula offered.

1522. **Callender, Leslie H.** The professional preparation of industrial education teachers from Iowa State teachers college. Master's, 1932. Colo. St. T. C.

* 1523. **Case, Gilbert E.** Student participation in school government in teachers colleges and normal schools. Doctor's, 1932. New York. 155 p. ms.

Data were secured from questionnaires submitted to 20 teachers college and normal school administrators, and 20 outstanding educators, and from visits to 19 teachers colleges and normal schools The study established some 42 criteria for the proper conduct of student participation in school government.

1524. **Cook, Harris Malone.** The training of state teachers college faculties. Nashville, Tenn., George Peabody college for teachers, 1931. 143 p. (Contribution to education, no. 86.)

Data indicate that teachers in teachers colleges, who are training teachers for high-school positions have relatively the same collegiate preparation as is required for high-school teachers.

1525. **Cromer, Meredith D.** A study of some influences attracting students to the Kansas State teachers college of Emporia. Master's, 1931. Kans. St. T. C., Emporia. 82 p ms.

1526. **Ely, Wayne H.** The scholastic success of students from small high schools versus students from large high schools as shown by a study of the records made by the freshmen of Indiana State teachers college in 1925, 1926, 1927 and 1928. Master's, 1931. Ind St. T C. 43 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 269–70, July 1932.)

1527. **Emerson, Daniel Webster.** The State teachers college as an agency in the training of rural elementary teachers in service. Doctor's, 1932. Oklahoma. 300 p. ms.

1528. **Hard, Ruby Maude.** Training of elementary education majors. Master's, 1932. Peabody. 202 p. ms.

Approximately one-fourth of the majors in elementary education entered Peabody on the junior college level, while nearly three-fourths entered on the senior college level; there was much duplication in the work done before coming to Peabody The rank order of fields in which the students have had training were: English, science and mathematics social science, psychology, languages, education, practical and fine arts, health, philosophy.

1529. **Kindred, Royal McKinley.** Industrial education at Colorado State teachers college: An evaluation of the course of study. Master's, 1931. Colo. St. T. C.

* 1530. **McGinnis, Howard J.** The state teachers college president. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 187 p. (Contribution to education, no. 104.)

Describes the historical development of the office of teachers college president, and the principles and tendencies in college administration, based on replies to a questionnaire filled out by 32 presidents of state teachers colleges, personal interviews with 25 teachers college presidents, 11 deans, and instructors in these institutions, and personal letters from superintendents of public instruction, officers of state boards of education, and presidents and other employees of 18 state teachers colleges.

* 1531. **Odam, George Allen.** Research in State teachers colleges and normal schools of the United States. Doctor's, 1932. New York. 200 p. ms.

Finds that research work in teachers colleges should be confined to studies dealing with internal and public-school problems

1532. **Piper, Edwin E.** A study of representative education courses in selected teachers colleges and normal schools. Master's, 1932. Colo. St. T. C.

1533. **Scott, Lettie.** An analysis of representative English courses in selected teachers colleges. Master's, 1932. Colo. St. T. C.

1534. **Starbird, Avery.** A survey of the employment conditions of the women students at the Colorado State teachers college who were engaged in domestic service. Master's, 1931. Colo. St. T. C.

1535. **Stephens, Roy A.** Teacher training of industrial education at Colorado State teachers college. Master's, 1932. Colorado St. T. C.

1536. **Travers, Michael.** The present status of extra academic activities in teachers colleges and normal schools of the Eastern States association of professional schools for teachers. Master's, 1932. Rutgers.

1537 **Ullrich, Fred T.** Teachers colleges in relation to the training of Smith-Hughes teachers of agriculture in high schools. Platteville, Wis., State teachers college, 1932.

1538. **Upshall, C. C., *and* Masters, Harry V.** Evaluation of a course designed to foster individual initiative Bellingham, Washington State normal school, 1932. 23 p. ms.

The course was arranged so that the student was held responsible for the subject chosen for study, treatment of the subject, organization of the subject matter, and amount of help secured from the faculty member to whom he was assigned. The course was evaluated by the faculty members in terms of quarter hours of credit.

1539. **Whitney, F. L.** Effective factors of teachers training in the teachers college. Phi delta kappan, 14: 73–78, October 1931

Finds that the teachers college should make an organized attempt to improve the public-school curriculum, and should organize its own curriculum to meet actual teaching needs.

1540. ——— *and* **Milholland, John.** The relationship of teachers college preparation to subjects taught after graduation. Greeley, Colorado State teachers college.

Detailed report is made for Colorado State teachers college classes of 1926 and 1929, of courses taken in college and actual subjects taught under contract.

1541. **Wright, Frank L.** A comparison of college and university graduates with graduates of teachers colleges in their preparation as prospective secondary school teachers. Washington university, St. Louis, Mo. Educational administration and supervision, 17: 453–61, September 1931.

*1542. **Wrinkle, W. L.** An analysis of the difficulties of beginning student teachers with particular reference to Colorado State teachers college. Doctor's, 1932 New York. 96 p. ms.

See also 709, 728, 931, 1145, 1149, 1184, 1188, 1479, 2815, 3050; *and under* Libraries and reading.

PRACTICE TEACHING

1543. **Anderson, Diana Wroughton.** Supervision of student teaching of physical education for women in teacher-training institutions. Master's, 1932. Southern California.

1544. **Armentrout, W. D., *and* Wrinkle, W. L.** Directed observation and teaching in secondary schools. New York, The Macmillan company, 1932. 399 p.

Analyzes the preliminary preparation and gradual induction of students into the teaching activity.

1545. **Braswell, Mamie.** Supervision of practice teaching in mathematics departments of teachers colleges. Master's, 1932. Peabody. 105 p. ms.

Studies reports from 84 critic teachers in 70 teachers colleges, and finds that practically all of the teachers meet the standards approved by the various accrediting associations with respect to academic degrees, professional preparation, specific subject preparation, number of pupils per critic teacher, and number of student teachers per critic teacher.

1546. **Cisne, W. G.** Comparison of practice teaching facilities in on- and off-campus schools. Master's, 1932. Chicago. 98 p. ms.

Compares practice teaching in 56 teachers colleges and finds that off-campus schools are used extensively to increase practice facilities as to extent and to various levels upon which practice is carried out; off-campus schools afford a more typical teaching situation than the on-campus school.

1547. **Cline, William Rodney.** Study of student teaching in Louisiana. Master's, 1932. Louisiana.

*1548. **Flowers, John Garland.** The content of student-teaching courses designed for the training of secondary teachers in state teachers colleges. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 83 p. (Contributions to education, no. 538.)

Finds there are 102 major activities in the course in student teaching designed to train secondary teachers.

1549. **Hertzler, Silas.** Duties of critic teachers in the secondary schools of Indiana. Peabody journal of education, 9: 90–97, September, 1931. (Reprint.)

A study was made of what the critics thought their duties were, and this study was compared with their own statements as to what they actually did in directing the activities of the student-teachers. The total time given per semester for individual guidance averaged 15 clock hours, or a little less than an hour a week.

1550. **Horn, Ralph.** The integration of theory and practice in the program for student teaching. Doctor's, 1932. Ohio. 199 p. ms.

A study of the relation of theory and practice in relation to historical development of student teaching and a suggested program for improved integration

1551. **Hoyman, Verna A.** The selection and assignment of student teachers in state teachers colleges. Master's, 1932. Northwestern.

*1552. **Jarman, Arthur M.** The administration of laboratory schools. A study of laboratory schools connected with departments, schools, and colleges of education in state universities. Doctor's, 1932. Michigan. Ann Arbor, Mich., George Wahr, 1932. 158 p.

Data were secured from 49 institutions by a study of catalogs and other official publications, professional literature, reports to regional accrediting agencies, questionnaires, and visits to 10 of the institutions. The study attempts to present a picture of laboratory school procedure, and to formulate tentative administrative guides related to the various aspects of laboratory school procedure.

*1553. **Nichols, Augusta Matilda.** The value and procedure in using schemes for evaluating student teachers with special reference to New Hampshire. Master's, 1932. Boston Univ. 147 p. ms.

Takes up the necessity of rating teachers; the history of rating and objective measurement; common practices in rating teachers; the situation in New Hampshire; criteria for judging good teaching technique of instruction; critera for judging good teaching based on the personality of the teacher, community reactions, and the standpoint of superintendents and headmasters; practice teaching as a prediction of teaching success.

*1554. **Voelker, Otto H.** Provision for laboratory school experiences in New York State. A study of the available laboratory school facilities for systematic observation of teaching and for apprentice or supervised student-teaching in the State teacher-training institutions of New York and of the prevailing administrative and supervisory policies and instructional practices of these institutions related thereto. Doctor's, 1932. New York 137 p ms.

Data were secured by personal interviews with responsible officials of the state teacher-training institutions; a check sheet on the administrative and supervisory policies and instructional practices in each of the laboratory schools; a study of year books, bulletins, catalogs, and other printed and mimeographed material from each of the State normal schools and teachers colleges.

1555. **Westhoff, Margaret M.** Current practices in supervised practice teaching in public-school music in certain normal schools Master's, 1932. Northwestern.

See also 1486, 1489, 2624.

PROFESSIONAL STATUS OF TEACHERS

1556. **Babb, Clarence T.** The status of the teacher of industrial arts education in Colorado. Master's, 1932. Colo. St. T C.

1557. **Bennet, Aubrey T.** A study of teachers' faculty meetings in Denver. Master's, 1932. Denver 62 p. ms

1558. **Black, Harvey M.** Teaching personnel in the elementary schools of Pittsburg and McCurtain counties. Master's, 1931. Okla. A and M. Coll.

1559. **Cain, Richard Frederick.** The position of the superannuated teacher in Ohio, 1921–1930 Master's, 1931. Ohio 108 p. ms.

1560. **Coleman, Lawrence L.** A personnel study of the teaching force in Harrison county, Ind. Master's, 1931. Ind. St. T. C. 109 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 274–75, July 1932.)

1561. **Congdon, Nora A.** The relationship of teaching success to preparation in subjects taught. Master's, 1932. Colo. St. T. C.

1562. **Evans, Albert Robinson.** Academic freedom in the higher institutions of learning. Master's, 1932. Kentucky.

1563. **Hardesty, Cecil Donald.** Indicia of teaching success. Master's, 1932. Southern California.

1564. **Harris, Molly Mae.** A study of the academic needs of teachers of intermediate grade reading. Master's, 1932. Minnesota. 138 p. ms.

1565. **Hayden, Harry Eugene.** What is the relation between teachers' judgments and scores derived from tests of intelligence and achievement? Master's 1932. Vermont. 31 p. ms.

The study deals with elementary schools of North Adams, Mass

1566. **Herbein, William B.** The organization and administration of teachers' meetings in secondary schools of Berks county. Master's, 1932. Pennsylvania, 74 p. ms.

1567. **Hunter, Eula Frances.** A study of the out-of-school activities of junior and senior high school teachers. Master's, 1932. Colo. St. T. C.

* 1568. **Jones, William Clarence.** A comparative study of certain phases of the status of graduates of state teachers colleges and liberal arts colleges in the teaching profession (Missouri and Texas). Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 75 p. (Contribution to education, no. 102.)

The study included 1,002 teachers who received their baccalaureate degrees from a selected group of Missouri and Texas colleges in 1925 and 1926, and covered positions held, salaries received, pupil enrollment of schools taught, amount of transiency, tenure, membership in state education associations, and amount of graduate work completed.

* 1569. **Kuhlmann, W. D.** Teacher absence and leave regulations. Doctor's 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 75 p. (Contributions to education, no. 564.)

Purpose of this study is to devise a logical absence regulation based on facts and principles related to the temporary absence of teachers. Data were secured from records of teachers, correspondence, and field trips. Discusses granting pay for employees necessarily absent from duty, showing trends; absence regulations providing for security of the teacher are suggested.

1570. **Lisenby, John B.** Comparative study of single and married women teachers in Louisiana high schools. Master's, 1932. Louisiana.

1571. **Luker, Leonard J.** Extent to which teachers in South Dakota high schools are teaching subjects outside their major and minor fields and the causes for such variation. Master's, 1931. South Dakota.

1572. **Mallary, Benjamin Elisha.** The use of objective techniques in selection of trade and industrial teachers. Doctor's, 1932. California. 207 p. ms.

Evaluates the program of selecting trade and industrial teacher trainees carried on by the Division of vocational education of the University of California, at Berkeley, during the years 1925 to 1931, inclusive.

1573. **Mann, Philander L.** The visiting teacher. Master's, 1932. New Hampshire. 35 p. ms.

1574. **Mattson, Martha M.** The work and status of supervising teachers in eight southern and south central states. Master's, 1932. Minnesota. 158 p. ms.

1575. **Meints, Viola Catherine.** Incomes and expenditures of Iowa state college faculty families. Master's, 1931. Iowa St. Coll.

1576. **Onsted, Raymond W.** A study of the health of teachers in Defiance, Henry and Williams counties, Ohio. Master's, 1932. Ohio. 76 p. ms.

* 1577. **Pinkel, Ray B.** Changing status of commercial teachers in the state of Pennsylvania. Master's, 1932. New York. 76 p. ms.

Compares the number of commercial teachers with the number of noncommercial teachers in 1920–21 and 1928–29, the length of their teaching experience, their preparation, certification, and salaries.

1578. **Popenoe, Herbert.** A study of attitudes among public-school teachers. Doctor's, 1932. Stanford.

Tests were given to 795 public-school teachers in San Jose and Oakland, Calif., which included 308 elementary, 247 junior high, and 240 senior high school teachers, representing 20 elementry, 5 junior high and 3 senior high schools. The test results represent 90 percent of the teachers in each school. Findings indicate that the attitudes of public-school teachers vary. Techniques employed can be used to analyze and measure attitudes toward conditions and relationships.

1579. **Sarten, Okla R.** Comparative study of the teachers of Sevier county, Tenn., with the teachers of Dickson, Hickman, Morgan, and White counties, Tenn. Master's, 1932. Tennessee. 72 p. ms.

1580. **Seuter, Andrew Franklin.** The relation of grades made in college by 27 teachers and their success in teaching. Master's, 1932. Kansas.

1581. **Smith, Helen Alden.** Verbal responses of experienced and inexperienced teachers to certain hypothetical behavior problems. Master's, 1932. Southern California.

1582. **Snyder, Agnes,** *and* **Alexander, Thomas.** Teaching as a profession, guidance suggestions for students. New York City, Teachers college, Columbia university, 1932. 69 p. (Teachers college bulletin, 23rd series, no. 3, January 1932.)

The study takes up beginnings and growth; opportunities and the preparation needed; some practical aspects; and the teacher.

1583. **Starkey, Earle R.** A personnel analysis of married women teachers in Iowa. Master's, 1932 Iowa. 131 p. ms.

1584. **Swan, Nora.** Teachers' activities in primary reading. Master's, 1932. Minnesota. 412 p. ms.

1585. **Thomas, Harold Prescott.** An analysis of the time factor in the distribution of school duties among teachers. Doctor's, 1932. Harvard

1586. **Turner, Robert C.** Status of high-school mathematics teachers in Kentucky. Master's, 1932 Peabody. 153 p. ms

Studies of salaries, general and specific qualifications, tenure in present position, total tenure, and teaching combinations of all mathematics teachers of the public white high schools of Kentucky for 1931–32

1587. **Waits, Logan A.** A study of the status of married women teachers in the public schools of Ohio. a comparative study of efficiency in teaching. Doctor's, 1932. Ohio. 187 p. ms.

Data were secured from literature on the subject, annual reports to the state department of education for 1929–30, and from an investigation carried on by the writer The efficiency of married and single women teachers was measured by a special efficiency report form and by the use of standard educational tests. Data indicate that there should be no discrimination against married women teachers by school officials or the public

1588. **Williamson, Anne O'H.** Social intelligence—a basic factor in teaching efficiency Master's, 1932. Ohio. 98 p. ms.

Describes a diagnostic exercise involving teacher-social relationships administered to senior teachers in training and outlines a proposed program for teacher-training institutions to allow for guidance in social intelligence

* 1589. **Wotring, Clayton W.** The legal status of married women teachers in the public schools of the United States as determined by judicial decisions and legal opinions (from 1778 to March 29, 1932). Doctor's, 1932. New York. 108 p. ms.

Attempts to ascertain the basic legal principle controlling the status of single women teachers who marry while in service, and the right of married women teachers to continue to serve as revealed in the judicial decisions of the highest courts in the various states and the federal courts, including the Supreme Court of the United States. Data were secured by a study of the reports of the various courts in the several states, from replies to a questionnaire sent to the state commissioners of education. Approximately 60 percent of the cities of 2,500 population or more do not employ married women as new teachers; approximately 50 percent of the single women teachers who marry may continue to teach, about one-fourth are required to resign at once, and about one-fourth are required to resign at the end of the school year.

See also 2022.

APPOINTMENT AND TENURE

* 1590. **Adams, Walter H.** The placement of students in teaching positions as carried on by teacher-training institutions, including normal schools, teachers colleges, colleges, and universities. Doctor's, 1932. T. C., Col. Univ. Abilene, Tex., Abilene Christian college, 1933. 131 p.

Finds that 87 percent of the teacher-training institutions have some kind of organized placement, in most cases the duties have been assigned to an administrative officer whose principal work was other than placement.

1591. **Blackwell, Robert Henry.** Employment of home talent and married women teachers in Texas. Master's, 1932. Peabody. 99 p. ms.

Studies 189 Texas cities of from 2,500 to 50,000 population and finds that few of the boards of education have rules favoring the employment of home talent women teachers, but the practice of 47.5 percent of the schools is to favor home talent women when employing teachers, 31 percent of the schools have rules which discriminate against married women as teachers

1592. **Carr, Herman Wesley.** The legal status of teacher tenure in the United States. Master's, 1931. Ohio. 119 p. ms.

*1593. **Dean, Council.** A study of the tenure, training, salary, sex, age, experience, and position of Arkansas teachers and of the wealth of counties, size of towns, and types of schools in that state. Doctor's, 1931. New York. 107 p. ms.

Analyzes data on 3,091 teachers of Arkansas from forms sent in to the Arkansas state department of education. Data indicate that the typical Arkansas teacher is inadequately paid, poorly trained, lacks experience, and enjoys little tenure.

1594. **Doe, Chester W.** The induction of teachers into service a factor in creative supervision. Master's, 1932. New Hampshire. 33 p. ms.

*1595. **Foote, Irving P.** Tenure of high-school teachers in Louisiana. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 120 p. (Contribution to education, no. 93.)

Data were secured from 1,068 principals and teachers in white state-approved high schools of Louisiana, ranging in size from 8 to 20 teachers, collected in April and May 1931. It attempts to determine the differences in tenure on the basis of position, sex, marital status, accredited status of schools, salary, size of school, size of community, hours of professional training, and teaching fields, rate of turnover for the session 1930–31; the average tenure in high-school positions as well as in other positions; causes teachers have given for changing positions; and causes given by teachers for remaining in positions held longest.

*1596. **Holmstedt, Raleigh W.** A study of the effects of the teacher tenure law in New Jersey. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 111 p. (Contributions to education, no. 526.)

Evaluates the effects of the teacher tenure law of New Jersey on the stability of the teaching staff, the professional improvement of teachers, and procedures of personnel administration.

1597. **Hunter, Florence.** The tenure law in California—opinions of teachers. Master's, 1931. Claremont. 102 p. ms.

1598. **Jeffery, Gilbert.** A study of teacher placement in Kansas. Master's, 1932. Kans. St. T. C., Emporia. 110 p. ms.

1599. **London, H. B.** Teacher tenure. Master's, 1931. South. Methodist.

1600. **Poore, Earl Y.** A critical analysis of teachers' contract forms used in 120 selected public-school systems of Michigan. Master's, 1932. Northwestern.

1601. **Price, John C.** Study of the teacher tenure in California. Master's, 1931. Claremont. 136 p. ms.

1602. **Ramsay, Calvin Henry.** The cost of living and the economic status of the teachers in Missouri. Doctor's, 1932. Missouri.

1603. **Robinson, Jessie Owen.** Length of service in present positions and training of teachers in Texas high schools. Master's, 1931. South. Methodist.

1604. **Schwindt, Martin D.** Rate and causes of teacher turnover in San Mateo, Santa Clara, and Monterey counties. Master's, 1931. Stanford.

1605. **Shanks, William Albert.** The married vs. single woman teacher in Tulsa, Okla. Master's, 1932. Peabody. 80 p. ms.

Includes 720 teachers in Tulsa. The critical ratio of the difference in ability is insignificant.

1606. **Willis, Marshall Porter.** Teacher turnover in the public schools of Henderson county, Tex., during the last five years, 1926–1931. Master's, 1932. West. St. Coll. 60 p. ms.

The average annual turnover in the independent districts was 43 percent; in the rural districts 67 percent; and in the consolidated districts 71 percent.

See also: 1647

CERTIFICATION OF TEACHERS

1607. Cushing, Herbert L. The present status of certification in Nebraska. Educational research record, 4: 73–87, 90, February 1932. (University of Nebraska publication, no. 93, February 1932.)

There are eight distinct agencies authorized by law to issue teachers' certificates in Nebraska, of which seven are actually issuing certificates. The study discusses each of these agencies, and finds that the present procedure is unsatisfactory, and suggests that a conference made up of representatives of the present certificating agencies, school administrators, school board members, teachers' associations, farm organizations, and business organizations be called to work out a practical plan for certification.

1608. Davis, Gilbert J. County examination and certification of teachers in California. Master's, 1931. Stanford.

1609. Kelley, Earl Lewis. The state certification of business education instructors in the United States. Master's, 1932. Southern California.

1610. McMullen, Raymond Fay. Reciprocity among the states in the certification of teachers. Master's, 1932. Ohio. 162 p. ms.

1611. Martin, Walter Alfred. A survey of the certification of teachers, principals, and superintendents of the United States. Master's, 1932. South Dakota. 125 p. ms.

*1612. Stine, Mark E. State certification as a potential influence on the education of teachers in service. Doctor's, 1932. New York. 200 p. ms.

Studies the certification regulations of the several states relative to the in-service education of teachers on the basis of requirements for the renewal and exchange of state teacher certificates. Life certificates are issued in all states except Arizona, Delaware, Maryland, Massachusetts, and Virginia. Nearly all states differentiate among certificates.

1613. Wold, Eva. The history of certification of teachers in Minnesota. Master's, 1931. Minnesota. 134 p. ms.

IMPROVEMENT OF TEACHERS IN SERVICE

*1614. Brown, Francis James. College and university education for teachers in service. (A survey and evaluation.) Doctor's, 1932. New York. 171 p. ms.

Determines the nature and extent of all activities conducted by colleges and universities for the in-service education of teachers; secures an evaluation of the activities from the point of view of the producer and the teacher in service; recommends ways of conducting the activities to be of assistance to the teachers. Data were secured from 39 colleges and universities; from 1,010 administrators and teachers in 182 cities scattered throughout the country, and from catalogs and other printed material of the colleges and universities from which replies to questionnaires were received. Data indicate that the majority of colleges and universities are not providing the comprehensive and significant program of in-service education of which they are capable.

1615. Clark, Emmett. Improvement of teachers in service. Master's, 1932. 105 p. ms.

*1616. Craig, Victor Young. A study of the sources from which rural teachers in service seek and receive aid in teaching and school management. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 136 p. (Contribution to education, no. 92.)

Discusses aid given to teachers in six counties in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia, for the school year 1930–31. Teachers received more aid than they sought, and received it from source from which they did not seek it. The school board and the State department rank low in amount of aid given. Correspondence courses were rated as a poor source of aid.

1617. **Davis, Doris D.** Teacher's meetings in an elementary school. Master's, 1931. T. C., Col. Univ. 44 p. ms

Finds teacher's meetings an important aid for training teachers in service

1618. **Liming, Sherman O.** Critical analysis of in service training of teachers. Master's, 1932. Ohio. 89 p ms.

Deals with supervision teachers' meetings, demonstrations lessons, summer schools, professional reading, extension courses, and certification

* 1619. **Pickett, Lalla H.** An analysis of the in-service training programs of 25 selected normal schools and teachers colleges. Doctor's, 1932. New York. 165 p. ms.

The purpose of the study was to analyze the in-service training of teachers through a survey of the training as offered by 25 selected professional schools for teachers; to present the outstanding features in their programs; to present the evaluation of the in-service education offered by teachers colleges and normal schools from the point of view of 1,010 consumers; and to indicate current tendencies in in-service training.

See also: 1527, 1612.

RATING OF TEACHERS AND PROGNOSTIC TESTS

1620. **Armstrong, Noble Boyd.** Teacher accounting records for large cities. Doctor's, 1932. Peabody.

1621. **Booker, Paul Estle.** The relation of teachers' scholarship and intelligence scores to teaching success determined by achievement of pupils. Master's, 1932. Washington. 75 p. ms.

1622. **Brooks, B. P.** Ability of high-school seniors to judge teacher failure. Master's, 1932. Peabody. 75 p. ms.

Determines that in Mississippi high-school seniors are able to judge teacher failure.

1623. **Dobbins, Ernest Otto.** The construction and standardization of a test in classroom organization and management. Master's, 1932. Ind. St. T. C. 55 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 295–96, July 1932.)

1624. **Hughes, Edna Effie.** A comparison of the experience and training of social science teachers of Los Angeles county with their success rating. Master's, 1932. Southern California.

1625. **Simmons, Edna.** Correlation of administrative ratings of teachers' and pupil achievement. Master's, 1932. Peabody. 97 p. ms.

A study was made of the relationship that existed between progress made over a period of time by 1,047 children in grades 3–8, inclusive, and ratings given 40 teachers by three competent administrators. It was found that there is little, if any, relation between the ratings given the teachers on the basis of a score card and the ratings given teachers as a result of the progress made by the children under her influence when this progress is measured by a standardized test.

TEACHER LOAD

1626. **Dunn, Clarence Edwin.** Teacher-load in the junior high school in Fort Worth, Tex. Master's, 1932. Peabody. 59 p. ms.

This study included number of hours spent by teachers in activities connected with classroom instruction, activities not directly connected with classroom instruction, and number of hours in actual classroom instruction.

* 1627. **Griffin, Grace Alice.** The teacher's load in the public high schools of Massachusetts. Master's, 1932. Boston Univ. 54 p. ms.

Attempts to discover the results of a direct, planned relationship between the instructional and extrainstructional load assigned to full-time teachers in the public high schools of Massachusetts.

1628. Hagood, L. R. A comparative study of the teaching load of inexperienced high-school teachers in Nebraska, 1927–28 and 1931–32. Master's, 1932. Colo. St. T. C.

1629. Reed, Rufus D. Range of subjects taught, teaching load and preparation of science teachers of New Jersey. State teachers college, Montclair, N.J. [1931]. Journal of chemical education, 9: 326-43, February 1932.

Studies, as title indicates, the range of subjects taught, teaching load, and preparation in science of science teachers of more than 90 percent of the junior and senior high schools of New Jersey. Findings · About two-thirds taught science only. The median load preparation was 3 years' biology, 3 years' chemistry, 1 year's physics and less than one-half year of earth sciences.

1630. Rogers, Gladys. Teacher load in the junior high schools in Detroit, Mich. Master's, 1932. Peabody. 85 p. ms.

* 1631. Spigelmyer, John R. A study of the effect of certain instructional elements on teacher load in Pennsylvania public high schools. Master's, 1932. Penn State. 27 p. ms.

Studies the time required for teaching various subjects as conditioned by the nature of the subject, the years of teaching experience, the number of teaching fields, and the number of different preparations required.

1632. Stevens, Leila. Extra class school work of the kindergarten-primary teacher. Master's, 1932. Chicago. 117 p. ms.

Discusses preparation for instruction, professional improvement, physical care of children, and housekeeping of the schoolroom. Activities of a low level type received a great deal of the teacher's time.

1633. Sutton, David H., *and* Holy, Thomas C. The effect of the total teaching load in high school. Columbus, Ohio State university, 1932.

An experiment conducted at Akron to discover whether teachers could teach all large classes as effectively as all small classes. The mean gains of the students as determined by test scores showed no significant differences.

1634. Weil, Anna. An analysis of teaching load, training, and salaries of teachers of Whittier Union high school for the first semester of 1930–31. Master's, 1932. Southern California.

1635. Yoakum, C. S. Functions of the faculty: the work load. A historical survey. Ann Arbor, University of Michigan press, 1932. 64 p. (University of Michigan administrative studies. Vol. 1, no. 2.)

This is a brief summary of material relating to the work load of members of faculties in institutions of higher education.

See also 1497, 1503, 1561, 1571, 1585.

TEACHER SUPPLY

1636. Anderson, Earl W., *and* Foster, Richard R. Teacher supply and demand in Ohio, 1929–30. Columbus, Ohio State university, 1932. 170 p. (Ohio State university studies. Bureau of educational research monographs, no. 11.)

Part 1 deals with teacher supply and demand in the elementary schools. Part 2 takes up teacher supply and demand in the high schools.

1637. Campbell, Doak S. Beginning teachers in the accredited secondary schools of the Association of colleges and secondary schools of the southern states. A report to the commission on secondary schools. [Nashville, Tenn., George Peabody college for teachers, 1931.] 84 p.

Considers the availablee annual supply, within the southern association, of college graduates with bachelors' degrees and 12 semester hours in education, the annual demand for beginning teachers in the accredited secondary schools of the association, and the training and teaching assignments of the beginning teachers in the accredited secondary schools of the association in 1930–31

1638. **Devricks, Robert K.** Teacher supply and demand in Indiana. Indiana State teachers college. Teachers college journal, 3:171–92, March 1932.

Studies the enrollments for the fall of 1930, the number of graduates for 1929–30, and the employment of graduates in 1930–31.

* 1639. **Hubbard, Frank William.** Teacher demand and supply in the public elementary and secondary schools of the United States. Doctor's, 1931. T. C., Col. Univ. Washington, D. C., National education association, 1931. 100 p.

Attempts to show the major teacher supply and demand problems, to point out the significance of these problems to the welfare of the professions, and to arouse the interest of state departments of education and other agencies in making careful investigations

1640. **Peterson, E. T., Lindquist, E. F., *and others*.** Teacher supply and demand in Iowa. Iowa City, University of Iowa, 1932. 464 p. (University of Iowa studies. Studies in education, vol. 7, no. 2, new series no. 229, June 15, 1932.)

Deals with rural and city elementary teachers; junior and senior high school teachers; elementary, junior high, and senior high school principals; and school superintendents.

1641. **Ullrich, Oscar A.** Taxation and oversupply of teachers. Williamson county sun, December 26, 1931. 4 p. (Reprinted.)

Statistical data were obtained from the 26th biennial report of the Texas State department of education, 1928–1930, vol 7, no 3, March 1931. In the teaching force there is a lack of understanding the purpose of the public-school system due to the low standards required for the certification of teachers; to the enormous turnover in the teaching personnel; and to the overwhelming proportion of young and immature teachers. Data indicate that the taxpayer pays for training about 10 teachers for every one that is needed.

TEACHERS' PENSIONS

1642. **Haulot, Leona M.** Teacher retirement system for Arizona. Master's, 1931. Stanford.

* 1643. **Wang, Chee.** State retirement systems for public-school employees. Doctor's, 1931. New York. 99 p. ms.

Discusses the theory underlying the provisions for teacher retirement and the early history of the movement; the legal provisions of state systems for public-school employees; deduces the underlying principles of retirement systems and classifies them for use

TEACHER'S PERSONALITY

1644. **Ewing, Gertrude.** Individual personality studies. Master's, 1932. Ind. St. T. C. 253 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3:176–77, July 1932.)

Compares scholarship, citizenship, and intelligence records in showing how a teacher might study her pupils.

1645. **Hoffman, Ivan M.** Rating of teacher characteristics by high-school pupils. Master's, 1932. Washington Univ. 78 p. ms.

1646. **Wadsworth, Loda Mullen.** A study of pupils' opinions regarding their teachers. Master's, 1932. Southern California.

1647. **Walker, Harold Brooks.** Pupils' attitudes towards teachers as a basis for selection, placement, and rating of teachers. Master's, 1932. Southern California.

1648. **Worrall, *Mrs.* Sue D.** Characteristics of junior high school teachers which their pupils like or dislike. Master's, 1932. Nebraska. 59 p. ms.

See also 1553.

TEACHERS' SALARIES

1649. **Barney, Eugene Festus.** The salaries of high-school teachers of Oklahoma for 1931–32. Master's, 1932. Oklahoma. 108 p. ms.

1650. **Farnsworth, Philo T.** A study of wages and salaries paid in Utah. Utah educational review, 25 : 355–56, April 1932.

Compares the salaries paid to teachers in Utah in 1930 with the standard wages paid to workers in various trades in the state.

* 1651. **Hinson, Murphy Roy.** Equations for predicting senior high school teachers' salaries in Florida. Doctor's, 1931. Peabody. Nashville, Tenn., George Peabody college for teachers, 1931. 48 p. (Contribution to education, no. 96.)

Compares the use of age, training, experience, and tenure in predicting teacher's salaries in 1923–24 and in 1930–31.

1652. **Holy, Thomas C., *and others.*** Cleveland teachers' salaries. A study sponsored by the Cleveland teachers federation in cooperation with the Cleveland board of education. Columbus, Ohio State university, 1932. 196 p. (Ohio State university studies. Bureau of educational research monographs, no. 16.)

Attempts to answer the questions: What salaries do the Cleveland teachers merit as compared with other groups of similar training and experience? and What can the Cleveland school district afford to pay its teachers? The cities with which conditions in Cleveland were compared were: Baltimore, Boston, Buffalo, Detroit, Pittsburgh, St Louis, and San Francisco. Usable replies to a questionnaire were received from 3,257 Cleveland teachers 48.5 percent of the high-school teachers, 40.8 percent of the junior high school teachers, and 53.2 percent of the elementary teachers received the maximum or above for standard training in October 1931. The percentage of all taxes going to schools is larger in Cleveland than in the other comparable cities. Two-fifths of the staff were appointed without experience and three-fifths with previous teaching experience. Recently there has been a slight tendency to employ a larger proportion of new teachers between 20 and 35 years of age.

1653. **Ludeman, W. W.** Teachers' salaries versus other prices. Nation's schools.

Teachers' salaries over a series of years were translated into index numbers and compared with index numbers of farm and food prices. Findings: It was found that up until 1922 teachers' salaries lagged behind other prices. Since then teachers' salaries have been higher.

1654. **Noall, Irvin S.** Real wages of teachers. Utah educational review, 25 : 350–55, April 1932.

Presents the basic facts regarding the salaries paid and the real wages received by the teachers of Utah from 1915–16 through 1930–31.

1655. **Pence, A. C.** Compensation of teachers when absent from duty. Master's, 1932. Ohio. 70 p. ms.

1656. **Pulliam, Nolan D.** Correlation of experience and training as factors in determining the salary of elementary school teachers of Arizona. Master's, 1932. Stanford.

1657. **Shaw, James Carydon.** Relation of the salaries to the qualifications of the high school teachers of Oklahoma. Master's, 1932. Okla. A. and M. Coll.

1658. **Southern, Clarence E.** Comparison of experience and training as factors in determining the salary of high-school teachers in Arizona. Master's, 1932. Stanford.

See also 1478, 1487, 1503, 1511, 1593, 1634.

HIGHER EDUCATION

1659. **Anderson, E. W., Alberty, H. B., *and* Lewis, E. E.** An attempt to determine for what positions the College of education should train students. Columbus, Ohio State university, 1932.

A list of educational positions for which the college trains students was developed

1660. **Anna, Anthony Eusebius.** The written vocabulary of freshmen in their first semester at the University of Kentucky. Master's, 1932. Kentucky.

1661. **Armentrout, W. D.** Improving college teaching by consulting the consumer. School executives magazine, 51 · 476–77, July 1932.

Presents the results of using the Purdue rating scale for instructors in Colorado State teachers college.

1662. **Arnesen, Arthur Erlynn.** Effect of shortened period of preparation on college work. Master's, 1932. Chicago. 42 p. ms.

Studies success as college freshmen at the University of Utah of a group of 384 graduates of the Salt Lake City high schools, part of whom graduated under the 12-year plan and part under the 11-year plan.

1663. **Asher, E. J.** Relations of tested intelligence to scholarship at the University of Kentucky. Master's, 1931. Kentucky.

1664. **Badgley, Herbert H.** Study of fellowships and scholarships in universities. Master's, 1931. Stanford.

1665. **Bakeman, Albert R.** A study of the Springfield alumni. Master's, 1932. Y. M. C. A. Coll. 120 p. ms.

1666. **Batcheller, Delmar Elliott.** A study of certain traits differentiating superior from inferior freshmen. Master's, 1931. Buffalo.

1667. **Bay, Clinton Otto.** A study of the counseling activities of college deans of men. Master's, 1932. Southern California.

1668. **Beiser, Mack J.** Information required from new students by colleges and universities. Master's, 1932. Michigan. 41 p. ms.

* 1669. **Bildersee, Adele.** State scholarship students at Hunter college of the City of New York. Doctor's, 1932. T. C, Col. Univ. New York City, Teachers college, Columbia university, 1932. 138 p. (Contributions to education, no. 540.)

Data indicate that the scholarship of state scholars at Hunter college amply justifies the state in awarding the scholarships.

* 1670. **Brody, Alexander.** The relation of government to higher education. A study of the legal, political, and constitutional status of American state universities. Doctor's, 1932. New York. 301 p. ms.

Discusses higher education and the rise of the national state; legal administrative distinctions between the common school system and higher education; juristic nature of state universities; mechanics of the administration of state higher education; the university as a corporate entity; higher education as an independent function of state; universities as independent agencies of the state government and as quasi-independent agencies of the state government.

1671. **Brown, Edwin J.** A study of the facts and conditions involved in the problem of college admissions. Topeka, Kansas State printing plant, 1931. 56 p. (Bulletin of the graduate division of Kansas State teachers college of Emporia. Studies in education, no. 4. April 1931.)

Based on a study of college admission requirements, a proposed plan on admission was prepared and sent to colleges and high schools From a study of the replies of

977 high-school principals and of 331 college officials it seems that it would be undesirable and impracticable to attempt to secure entire uniformity in the matter of college admissions.

1672. **Bullock, Henry Morton.** A history of Emory college, 1834–1915. Doctor's, 1932. Yale.

1673. **Butler, Ethel Lois.** A study of the distribution of grades in Loyola university. Master's, 1931. Loyola. 166 p. ms.

1673. **Caine, James Patrick.** A study of Newman's theory of higher education. Master's, 1932. St. Louis. 57 p. ms.

1675. **Comstock, Kathryn V.** A comparative study of native versus imported students at Ohio State university. Master's, 1932. Ohio. 125 p. ms.

1676. **Connor, Jerome Alton.** Survey of housing conditions for students at the University of Florida. Master's, 1931. Florida.

1677. **Cooney, Juanita Mae.** Adaptability of cooperative purchasing to campus organizations. Master's, 1932. Okla. A. and M. Coll.

1678. **Cowley, W. H.** A study of the relative merits of the quarter and semester systems. Report of faculty committee, approved by the faculty and board of trustees of the Ohio State university. Columbus, Ohio State university, 1932. 52 p

The six major problems investigated in the study were: The quality of instruction; effectiveness of examinations; the better plan for the student body; the better plan for the instructional staff; administrative efficiency; and the success and quality of the summer session. Questionnaires were filled out by members of the faculty; graduate students who had studied under both systems; professional students who had studied under both systems; undergraduates who had studied under both systems; and by 519 students who had studied under the quarter system only. The recommendation that the university continue on the quarter system was adopted almost unanimously.

1679. **Crink, Cedric L.** Specifications for stage lighting equipment for a university theatre. Master's, 1932. Iowa.

1680. **Davis, Eva M., *and* Distad, H. W.** A plan for vitalizing the teaching of two courses in education. Educational administration and supervision, 18: 178–84, March 1932. (Reprinted.)

Describes an attempt to carry out principles of learning and teaching in two classes in education during the 1931 summer session at New Mexico State teachers college.

1681. **Dobbin, Paul Robinson.** A study of Sterling college with special reference to its educational investments and educational contributions. Master's, 1932. Kansas.

1682. **Eurich, Alvin C.** Enlarging the vocabularies of college freshmen. English journal (college edition), 21: 135–41, February 1932.

Reports the results of an experiment designed to enlarge the vocabularies of college freshmen. The study was conducted in freshman English classes during the academic year of 1929–30. Students in the experimental group were given intensive drill on 100 words each week throughout the fall quarter. The members of the control group did not participate in the special exercises. Both groups were given final tests at the end of the fall, winter, and spring quarters. The evidence reveals significantly greater gains in vocabularly for the experimental group than for the control group. This difference persists three and six months after the training period.

1683. ——— Improvement in scholarship during the probationary period. School and society, 35: 129–34, January 23, 1932.

Data indicate that the reading ability of probation students is inferior to that of other students of equal mental ability who are succeeding with their college work; poor students

improve their scholarship during the probationary period; improvement does not seem attributable to the program of special training

1684 ——— Should freshman composition be abolished? English journal (college edition), 21: 211–19, March 1932.

*1685. **Findley, Warren George.** Specialization of verbal facility at the college entrance level. Doctor's, 1932. T. C, Col. Univ. New York City, Teachers college, Columbia university, 1933. 76 p. (Contributions to education, no. 567.)

Discusses the possibility of differentiating between a general scientific vocabulary and a general literary vocabulary at the college entrance level in a population of 72 at Cooper Union, in a population of 35 pre-engineering students at Yale university, and in a population of 45 liberal arts students at Yale university.

1686. **Ford, Edith G.** Relation between academic success and self-support while in college. Master's, 1931. Kentucky.

1687. **Fraser, Mowat G.** Plans for the American college. A critical study of underlying assumptions and their implications. Doctor's 1932. T. C., Col. Univ.

Formulates and applies criteria for evaluating the aims and methods used in liberal arts colleges.

1688. **Froehlich, *Mrs.* Aleen K.** Opportunities for women in colleges. Master's, 1932. Ohio. 435 p. ms.

1689. **Garrison, Carmi L.** Orientation for college students, a textbook. Master's, 1932. Colorado.

1690. **Gerberich, J. R.** Scholastic success of graduates from the University of Arkansas, 1927 to 1930. Fayetteville, University of Arkansas, 1932. 10 p. ms.

*1691. **Glover, John George.** Functional organization of purchasing in university administration. Doctor's, 1932. New York. 205 p. ms.

Discusses the historical development of the purchasing activity; the organization and operation of the purchasing function in the Federal government; analyzes textbooks on purchasing; principles of purchasing, and scientific requirements for the functional organization of purchasing in modern American colleges and universities.

*1692. **Godfrey, Noel Davis.** Some phases of collegiate and university education in Maine—historically studied. Doctor's, 1931. New York. 191 p. ms.

Discusses higher education in Maine from the standpoint of sources of support, conditions of entrance, methods of college teaching, system of electives and prevocational courses, and the evolution of the college curriculum.

1693. **Gordon, Mary Agnes.** Sigma values for scholarship marks at the University of Kentucky. 1931. Lexington, University of Kentucky.

1694. **Gould, Gertrude.** The value of remedial exercises in reading for college freshmen. Master's, 1932. Wyoming. 141 p. ms.

1695. **Grant, Lars J.** The success of college students from public high schools and from private schools. Master's, 1932. Iowa. 58 p. ms.

1696. **Guiler, Walter Scribner.** Background deficiencies. Journal of higher education, 3: 369–72, October 1932

Analyzes background deficiencies of college freshmen, as revealed by tests in reading, spelling, computational arithmetic, and grammatical usage; and attempts to evaluate the potency of individualized remedial work in overcoming deficiencies in spelling, capitalization, punctuation, sentence structure, and grammatical usage; to determine the permanency of the learning which results from individualized remedial instruction.

1697. ——— Improving college freshmen in spelling. Journal of educational research, 24: 209–15, October 1931.

Describes an experiment conducted with 350 college freshmen in an attempt to discover how much improvement may be expected from a technique of learning which helps each student discover his own difficult words and then enables him to identify the crucial point or points in each troublesome word.

1698. ——— Remediation of college freshmen in capitalization. Educational method, 11 · 540–44, June 1932.

Attempts to discover the amount of improvement which may be expected from an individualized remedial program in capitalization.

1699. ——— Remediation of college freshmen in punctuation. Peabody journal of education, 9: 152–58, November 1931.

The purpose of an experiment, which involves 116 college freshmen, was to discover the extent of improvement which may be expected from an individualized remedial program in punctuation.

1700. **Hahn, Harold E.** An analysis of the academic progress of the 1930–31 State university of Iowa freshmen. Master's, 1932. Iowa. 53 p. ms.

1701. **Hamm, William Conrad.** Applications of Dewey's philosophy of education to college education. Master's, 1932. Yale.

1702. **Hardy, Margaret Boude.** Preprofessional requirements in schools of education. Master's, 1931. George Washington.

Compares course requirements by semester hours in major subject fields in publicly controlled universities, privately controlled universities, publicly controlled colleges, and privately controlled colleges, and by totals.

* 1703. **Harris, Daniel.** The relation to college grades of some factors other than intelligence. Doctor's, 1931. Columbia. New York City, Columbia university, 1931. 55 p. (Archives of psychology, no. 131.)

Studies 456 members of the freshman class of the College of the City of New York, homogeneous as to cultural background, classified according to various criteria, and compares the groups as to grades and average Alpha scores. Studies school attitude, personality, books and periodicals, recreations, extracurricular activities, sports, course, subjects studied, vocational choice, age, race, economic status, social background, physical health, and outside work.

1704. **Hartmann, William C.** An investigation of the growth and present status of private business colleges. Master's, 1932. Ohio. 86 p. ms.

1705. **Heilman, J. D.** The reliability of college teachers classroom tests. Educational administration and supervision: 17: 535–43, October 1931.

The reliability coefficients of college teachers' tests vary from 0.60 to 0.95. About one third of the tests are highly reliable, about one third are fairly reliable, and about one third are very unreliable Teachers' tests vary widely in length, some containing five times as many items as others. They also vary enormously in difficulty. The average class score is 56 percent of the total in some cases and 88 percent in others. The average college teacher requires a test or series of tests with 300 items to obtain a satisfactory degree of reliability.

1706. **Hillman, Louis Frederick.** Do Indiana university graduates follow a vocation for which they are trained? Doctor's, 1932. Indiana. 347 p. ms.

1707. **Howes, Norman Ellsworth.** The significance of personality traits as factors in college success. Master's, 1932. Colo. St. T. C.

1708. **Hung, Ko-Wong.** Student tuition and fees in American universities, 1889–90 to 1929–30. Doctor's, 1932. Stanford.

Data indicate that most of the state universities charged no tuition in the college of arts and sciences during the period studied; those charging fees increased them during the past decade; total student charges increased from 1889–90 to 1929–30.

1709. **Irvine, Jessie F.** A comparison of fraternity and nonfraternity groups in the University of Kentucky as to mortality in college. Master's, 1931. Kentucky.

1710 **Johnson, Anna Mayrell.** The relation of age, intelligence, and certain other factors to the persistence of freshmen in college. Master's, 1932. Kentucky.

1711 **Johnson, Palmer O.** A comparison of enrollment trends at combined and separate land-grant institutions Minneapolis, University of Minnesota, 1932. 25 p. ms.

Data indicate that the trend at state universities has not deviated widely from that of the separate land-grant institutions.

1712. ——— The occupational stability of university graduates. Minneapolis, University of Minnesota, 1932. 99 p. ms.

Studies the initial and present occupational distribution of 4,500 university graduates; their intervening occupational history; the relation between the field of specialization and occupation entered, factors in the selection of the initial positions; and the expectation of occupational stability.

1713. ——— The University of Minnesota faculty personnel. Minneapolis. University of Minnesota, 1932. 150 p. ms.

* 1714. **Kelley, Henry O.** The case of military training in American schools and colleges. Master's, 1932. Boston Univ. 91 p. ms.

The study gives a history of military training in American schools and colleges, the National defense act of 1920 and R O. T. C., other types of training, the extent and status of military training at the present time, study of arguments for military training found in catalogs of military schools, and a study of opinions of educators

1715. **Keys, Alice.** Relationship of student load to scholarship and intelligence. Master's [1931]. Kentucky.

1716. **Knode, Jay C.** Problems of freshman scholarship in a small state university. Albuquerque, University of New Mexico press, 1931. 39 p. (University of New Mexico bulletin, vol. 5, no. 4. Education series, whole no. 203. November 1, 1931.)

A study was made of the social backgrounds, and of the ranking of seven suggested courses, by students at the University of New Mexico; by members of the faculty; by parents and public-school officials.

1717. **Kurtz, Paul Russell.** Entrance requirements to state and certain private or endowed universities. Master's, 1932. Southern California

1718. **LaBorne, Paul Charles.** The written language difficulties of Master of arts candidates. Master's, 1931. Colo. St. T. C.

1719. **Leach, Edgar S.** A study of certain factors conditioning choice of college and selection of occupation of Evanston township high-school seniors of the class of 1931. Master's, 1932. Northwestern.

1720. **Lloyd-Jones, Esther McD.** Pertinent opinions of deans of women: [redacted] study of change in social attitudes. New York City, Teachers college, Columa university, 1932. 15 p. ms.

[redacted]A study of the attitudes of 36 deans of women in graduate study at Teachers college, [redacted] measured by a revision of the G. Watson test of opinion. The test was given the [redacted]up again after an 8-months' period of study Findings The group, as a whole, was [redacted]te conservative.

[redacted]721. **Lockridge, *Mrs.* Elsie Shockley.** Prognostic significance of the re[redacted]ts of a composite test for college freshmen as shown by a critical study of [redacted]e component scores. Master's, 1931. Indiana.

1722. **Lupo, Madeline.** A study of the value-tendencies of 63 college girls. Master's, 1932. Columbia.

*1723. **McCafferty, Lucy A.** Preprofessional and professional training in Catholic women's colleges. Doctor's, 1932. New York. 154 p. ms.

Data were secured from the catalogs of the large majority of the 4-year Catholic women's colleges; questionnaires sent to the graduates of a sampling of the 4-year Catholic women's colleges; answers to personal letters sent to the presidents or other administrative officials of certain of the colleges; and answers to letters sent to representatives of certain educational agencies. The cultural aim is paramount in these colleges. Most of the colleges prepare their students to teach in secondary schools rather than in elementary schools. Music and home economics are taught in the Catholic women's colleges. The majority of their graduates are engaged in teaching.

1724. **McCain, John Walker, *jr.*** The development of financial support for the University of South Carolina, the Citadel, Clemson college, and Winthrop college as revealed in legislative action. Master's, 1932. Duke. 204 p. ms.

1725. **McLendon, J. Arnold.** A study of the first freshman class of the Texas technological college, September 1925 to January 1926. Master's, 1931. Texas Tech. Coll.

1726. **McMurtrey, George Winnette.** A study of the scholastic achievement of the intellectually lowest 10 percent of the freshmen who entered the college of liberal arts of the State University of Iowa, 1920–1929. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series no. 248. 2 p.)

Of the work undertaken by 803 students who ranked in the lowest decile on the Iowa qualifying examination during a 10-year period, 22 percent was of non-passing quality, and 29 percent was above the level required for graduation; 71 percent of these students do not do satisfactory work in the standard liberal arts course; yet it is not advisable to deny admission to all students of this level of ability; the wide variation in difficulty of freshmen and sophomores suggests the advisability of a modified curriculum for students who may be on the campus not more than two years, since nine-tenths of the low decile students who drop out do so before the beginning of the third year.

*1727. **MacNeel, Joseph Raymond.** A study of some problems encountered in the admission of students as candidates for the degree of Master of arts at Teachers college, Columbia university. Doctor's, 1931. T. C., Col. Univ., New York City, Teachers college, Columbia university, 1932. 91 p. (Contributions to education, no. 524.)

The purpose of the study was: (1) to determine the relative effectiveness of various types of undergraduate preparation for graduate work in education at Columbia university; (2) to study the records made at undergraduate institutions and at Teachers college by 509 persons who received the degree of Master of arts from Columbia university during the years 1928–29 and 1929–30; (3) to determine the relationship between certain items in these records and success at Teachers college; (4) to determine if the results of such comparisons can be used in predicting degrees of success in graduate work in education; and (5) to make recommendations regarding the admission to graduate work in education at Columbia university of candidates for the degree of Master of arts.

1728. **Mahan, Harry C.** The relative ability and scholarship of college students coming from accredited and non-accredited high schools. Master's, 1931. Ohio. 36 p. ms.

Students from accredited high schools were found to be higher in intelligence measured by the Ohio State university entrance examination; difference in scholarship did not decrease during the seven semesters studied, and was not as great as the difference in intelligence.

1729. **Maine. University.** Survey of higher education in Maine. [New York City, Teachers college, Columbia university, 1932]. 430 p.
H S. Boardman, director.

Discusses the needs of Maine for higher education; the ability of the State to satisfy the needs; surveys the four colleges—Bates, Bowdoin, Colby, and the University of Maine—in respect to their physical plants, teaching staffs, student bodies, finances, organization and administration, and alumni.

1730. **Maller, J. B.** Personality of the candidates for the Edison scholarship School and society, 35: 438–42, March 26, 1932.

A survey of the records of 98 candidates for the Edison scholarship during 1928–29 and 1929–30 found that the candidates were of superior intelligence and achievement in the study of science.

1731. **Mallon, Wilfred Michael.** The Jesuit college: an investigation into factors affecting the educational efficiency of the Jesuit colleges in the central states. Doctor's, 1932. St. Louis. 600 p. ms.

1732. **Mandrey, William Henry.** Facilities for higher education available to the youth of Connecticut. Doctor's, 1932. Yale.

* 1733. **Mason, Mary Elizabeth.** Registration in relation to the advisory system during registration periods, School of education, New York University. Master's, 1932. New York. 51 p. ms.

Part 1. Analysis of undergraduate registration in relation to the advisory system during registration periods, School of education, New York University, September 1929–September 1930. Part 2. Analysis of graduate registration in relation to the advisory system during the registration periods, School of education, New York University, September 1929–February 1931.

1734. **Miller, Leon.** The organization and efficiency of intra-mural programs in colleges and universities. Master's, 1932. Iowa.

1735. **Minnesota. University.** Laws and regulations governing the University of Minnesota compiled from the statutes of the United States, statutes of Minnesota, regulations of departments of the Federal government, minutes of the board of regents, acts of the university senate. Minneapolis, University of Minnesota press, 1931. 501 p.

1736 **Mirus, Maxine.** Language errors of college freshmen. Master's, 1932. Washington Univ. 42 p. ms.

* 1737. **Parker, Lockie.** Factors in the development of the higher education of women in the United States. Master's, 1932. New York. 90 p. ms.

Discusses learned women before the Restoration; the Reformation; the dissenting sects and the American colonies; the new nation and natural rights, 1775–1825; education of women from 1826–1870; and the growth of institutions for higher education of women from 1870 to the present.

1738. **Parr, F. W.** The status of how to study work in State universities. School review.

Questionnaire data were received from 41 out of a possible 45 institutions

1739. **Polonsky, Israel B.** A comparative study of Phi beta kappa men ith others at the College of the City of New York. Master's, 1932. Columbia.

1740. **Qualls, Orron Alvan.** Relation of high-school subjects to student suc- s at Fresno State college. Master's, 1931. Stanford.

741. **Reeves, Floyd W., Russell, John Dale, *and others*.** The liberal arts ege, based upon surveys of 35 colleges related to the Methodist Episcopal rch. Chicago, Ill., University of Chicago press, 1932. 715 p.

art 1: The service and administration of colleges; part 2 · Physical plants, equipt, and libraries; part 3: College instructional facilities, part 4: Student personnel colleges; part 5: College finance; part 6: Future of the college.

1742. **Robinson, Sallie Elizabeth.** An analysis of the content of orientation courses for freshmen in American colleges and universities. Master's, 1931. Chicago. 91 p.

The study is a questionnaire investigation of the extent of use and present practices of orientation courses in 107 universities and colleges.

1743. **Schaal, Eugene A.** A comparative study of the opinions and attitudes of students of four undergraduate classes in 10 colleges and universities in Maryland, Delaware, and the District of Columbia. Doctor's, 1931. American Univ. 158 p. ms.

* 1744. **Schwiering, Oscar C.** Curricular reorganization in the lower division of state universities with special application to the University of Wyoming. Doctor's, 1932. New York. 240 p. ms.

Data were secured from catalogs of state universities, and from replies to questionnaires sent to the deans of the colleges of liberal arts, education, commerce, agriculture, and engineering in the state universities, to show the present trends as to practices in administrative organization and function, changes being introduced, the nature of the changes, and expert opinion regarding the desirability of certain of the changes. A detailed study was made of 380 freshmen of 1930–31, and of the graduating class of 1931 of the University of Wyoming. Deans of colleges of liberal arts, education, and commerce of state universities seem to favor the segregation of the lower division of the curriculum by a distinct line of demarcation or a junior college organization, while deans of the colleges of agriculture and engineering favor segregation to a much lesser degree.

1745. **Sebern, H. W.** An analysis of achievement of dormitory and fraternity freshmen. Master's, 1932. Iowa.

1746. **Sensing, Thurman.** College business management. Master's, 1932. Peabody. 7 p. ms.

Studies college business management in general and the business management of 124 teachers colleges in the United States.

1747. **Shofstall, Weldon Perry.** Relative value of freshman-sophomore courses as predictors of scholastic success in the professional schools and colleges of Missouri. Doctor's, 1932. Missouri.

1748. **Silverman, Y., *and* Jones, Vernon.** A study of early entrance to college. Journal of educational psychology, 23; 58–72, January 1932.

Studies a large number of students who entered college at a young age. Follow-up study indicates that the young students are not, as a general rule, placed at any disadvantage in college due to their age.

1749. **Storey, Millie Eugenia.** The status and objectives of the dean of women in the small colleges. Master's, 1932. Washington. 52 p. ms.

1750. **Taylor, William David, *jr.*** A study showing the vocational opportunities obtainable through the academic channels of the University of Washington. Master's, 1932. Washington. 290 p. ms.

* 1751. **Tewksbury, Donald G.** The founding of American colleges and universities before the Civil War with particular reference to the religious influences bearing upon the college movement. Doctor's, 1932. T. C., Col. Uni New York City, Teachers College, Columbia University, 1932. 254 p. (Co tributions to education, no. 543.)

The study takes up the moving frontier and the American college; the founding denominational colleges before the Civil War; and the founding of the state universi before the Civil War.

1752. **Timothy, Ralph Killion.** Study of a group of university men qualified because of poor scholarship. Master's, 1931. Stanford.

1753. **Tyler, Ralph W.,** *and others.* Service studies in higher education. Columbus Ohio State university, 1932. 283 p. (Ohio State university studies. Bureau of educational research monographs, no. 15.)

Contents: (1) Methods followed in the teaching of general botany, by Homer C Sampson and Lewis H. Tiffany, p. 3–42; (2) Construction of examinations in botany and zoology, by Ralph W. Tyler, p. 43–51, (3) Reorganization of the elementary courses in zoology, by William M. Barrows, p 52–71, (4) Special treatment for superior students in general zoology, by David F. Miller, p. 72–78; (5) An experiment in sectioning students in the second course in zoology, by John W Price and John A. Miller, p. 79–92; (6) Remedial instruction for students having difficulty in zoology, by Blanche B. M. Meyer, p. 93–108; (7) Certain administrative procedures in botany and zoology, by Ralph W. Tyler, p 109–22; (8) Adapting instruction to the ability of the student in the romance languages, by Robert E. Monroe, p. 123–34; (9) Adapting elementary German to the needs of the gifted student, by Walter Gausewitz, p. 135–40, (10) Psychology for beginners, by Floyd C. Dockeray, p 141–50; (11) Some recent developments in history instruction, by Arthur H. Noyes, p. 151–56; (12) Courses in applied English, by Sada A. Harbarger, p. 157–68; (13) Revision of the elementary course in textiles, by Eve Elizabeth Turnbull and Marion E. Griffith, p 169–86; (14) Survey of agriculture, by H. W. Nisonger, p. 187–205; (15) Forecasting academic success in the college of commerce and administration, by Charles Wells Reeder, p. 206–20; (16) Encouraging the superior freshman students in the college of arts and sciences, by Huntley Dupre, p. 221–30.

1754. **Ullrich, Oscar A.** Higher education and more taxes. Georgetown, Tex., Southwestern university, 1932.

1755. **Umstattd, J. G.** Independent study plan 1930–31. Minneapolis, University of Minnesota, 1932. 95 p. ms.

1756. ——— The Minnesota freshmen of 1929. Minneapolis, University of Minnesota, 1931. 107 p. ms.

Studies age, college aptitude, birthplace of father, occupation of father, occupation of mother, and size of home town.

1757. **Upshall, C. C.,** *and* **Masters, Harry V.** The achievement of freshmen who take sophomore and junior courses. Bellingham, Washington State normal school, 1932. 5 p. ms.

The students in all sophomore, junior, and senior classes were classified according to the number of quarters of college work they had taken. Of 580 students registered in these courses 80 were found to be freshmen. The achievement of these 80 freshmen was studied in detail. Findings: Slightly better than average freshmen were admitted to these courses. In spite of the supposed handicap that they experienced in entering advanced courses they were able to make slightly better than average grades. Only 1 of the 80 freshmen students received a failing grade in the courses primarily designed for sophomores, juniors, and seniors

* 1758. **Walker, Hubert C.** The change in international and interracial attitudes from the freshman to the senior year in some schools of the Pennsylvania State college. Master's, 1932. Penn. State. 29 p. ms.

The test of international attitudes was administered to groups of freshmen and seniors in the schools of liberal arts, engineering, and agriculture at Pennsylvania State college A total of 145 freshmen and 134 seniors took the test. Data indicate that the seniors were more liberal than the freshmen. Little effort seems to have been made by the college to make the student more liberal minded.

1759. **Walker, Minnie McLaughlin.** Future of the small college as suggested by Dr. William Rainey Harper in 1900. Master's, 1931. Stanford.

1760. **Warren, Noah.** Relation of college specialization to vocational occupation. Master's, 1932. Emory.

A study of the relation between departmental speecialization and subsequent occupations of the graduates of the department of commerce of the Georgia school of technology.

1761. Watson, Goodwin, *and* Green, Geraldine. Scientific studies and personal opinion on sex questions. Journal of abnormal and social psychology, 27: 130–46, July-September 1932.

A comparison was made of expectations in minds of graduate students of education with actual findings of Hamilton-Davis. Variability among student estimates was large; no one type was especially well informed; there were 20 points of agreement and 20 points of disagreement

1762. Weaver, U. Grant. Factors associated with success of graduate students in the College of education of the University of Colorado. Master's, 1932. Colorado.

1763. Wesley, Emory Jones. A relation of vocabulary and academic achievement in college. Master's, 1932. Kentucky.

1764. Whitney, F. L. Success of students in college. Colorado school journal, 47; 27–28, November 1931.

This is a committee statement relative to what constitutes college success and the responsibilities of the college for the success of its students.

1765. Williams, Robert L. A comparative study of enrollments and costs in the State college for women. Columbus, Mississippi State college for women, 1932. 7 p. ms.

The study included enrollment data of all types of state-supported schools in states operating colleges for women. Findings: (1) Retention of students in state colleges for women compares favorably with retention of students in state universities and other state-supported schools; (2) practice of charging fees (amounts, type, etc.) varies greatly in all schools

1766. ——— A partial survey of collegiate alumnae relations in 106 colleges. Journal of higher education.

1767. ——— Present practices in administering quality points in 107 American colleges and universities. Columbus, Mississippi State college for women, 1931. 9 p. ms.

Replies to a questionnaire were received from 172 colleges having 500 or more students. Practices in awarding quality points vary greatly from one school to another.

1768. Wilson, Jessie Louise. Degrees received, geographical locations, occupations followed, and distinct achievements attained by the alumni of the University of Kentucky. Master's, 1932. Kentucky.

* 1769. Witherington, Henry Carl. A history of state higher education in Tennessee. Doctor's, 1931. Chicago. Chicago, Ill., University of Chicago, 1931. 271 p.

The study took up the progress of state higher education from an institutional point of view; the social and economic conditions which caused indifference towards education for a century; and the rise of new forces and conditions which determined a new trend of higher education after about 1900.

1770. Wolf, Lyle Havener. Orientation of high-school graduates in certain fields of collegiate specilization. Master's, 1932. Chicago, 100 p. ms.

1771. Yearsley, Elizabeth. A study of 147 small colleges from 1920–192? Master's, 1932. American Univ. 58 p. ms.

See also 189, 273, 324, 832, 1424, 1461, 1467, 1485, 1501, 1541, 1552, 1562, 1[illegible], 1685, 1963, 1984, 2095, 2143, 2152, 2238, 2513; *and under* Education of women; Ed[illegible]tional and vocational guidance; Educational history; Health and physical educat[illegible] Home economics; Libraries and reading; Manual and vocational training; and Sp[illegible] subjects of the curriculum.

STUDENT PERSONNEL PROBLEMS

1772. **Beaumont, Henry.** Student employment at a state university. Lexington, University of Kentucky, 1931. Personnel journal, 11: 17–19, June 1932.

* 1773. **Collins, Charles P.** An employment blank to be used in school of education placement bureaus. Master's, 1932. New York. 111 p. ms.

An analysis of the registration blanks used by university and college placement bureaus

1774. **Cowley, W. H.** The personnel bibliographical index. Columbus, Ohio State university, 1932. 433 p.

This is an annotated bibliography of the best writings on problems of student personnel administration.

1775. **Culver, Benjamin F.** Study of the vocational intentions of students with advanced standing at Stanford University. Master's, 1932. Stanford.

* 1776. **Distler, Theodore A.** A case study of 65 men who were dropped for poor scholarship from the University college of New York University in February, 1930. Master's, 1932. New York. 139 p. ms.

A study was made of the high-school entrance credentials, the 4-years high-school record, the personal application for admission to college, the record of the psychological examination, and the college record of each of the men students who were dropped for poor scholarship.

1777. **Eurich, Alvin C.** College failures. Minneapolis, University of Minnesota, 1932. 39 p. ms.

In this study a student is considered as a failure if he has failed a particular course two or more times, or if he has failed three or more courses. The records of these students show that within the college of science, literature, and art, only a small proportion of failing students reach the junior and senior years (4 percent).

1778. ——— A comparative study of probation, average, and honor students. Minneapolis, University of Minnesota, 1932. 94 p. ms

The differences between probation, average, and honor students are presented in this study under the headings: Personal history, home background, the home, college life, ability of groups, and interests. The most striking differences appear in scholarship, intelligence, reading ability, and reading interests.

1779. ——— The photographic eye-movement records of successful and unsuccessful college students. Minneapolis, University of Minnesota, 1932. 10 p. ms.

In this study the photographic records of eye-movements for probation students are compared with similar records for nonprobation students. The groups have been matched on the basis of ability as measured by the Miller analogies test. The results reveal a tendency indicating that the probation students are slower readers than nonprobation students. The differences, however, are not significant.

1780. ——— The reliability and validity of photographic eye-movement records. Journal of educational psychology. 24: 118–22, February 1933.

In this study the photographic eye-movement records of 173 college students are shown to be fairly reliable. However, when reading comprehension and rate tests, intelligence tests, achievement tests, and college marks are used as criteria, the records do not appear to be valid. The group of subjects used in this study is larger than any heretofore in investigations of this kind.

1781. **Friswold, I. O.** The measurement and utilization of student reactions in the study of college problems. Minneapolis, University of Minnesota, 1931. [illegible] p. ms.

A survey of literature, 1912 to 1931, dealing with the measurement and use made of student reactions—interests, attitudes, and judgments—in studying various problems in the college and university level.

1782 Gerberich, J. R. Persistence in attendance of students entering the University of Arkansas as freshmen in September 1927 and 1928. Fayetteville, University of Arkansas, 1932. 28 p. ms.

Data indicate that persistence in college of initial registration varied from college to college; percentage of graduation in the various colleges was affected by other factors than mere persistence; intellectual selection accompanying persistence varied from college to college.

1783. ——— Prediction of general scholastic success and of specific subject success in the University of Arkansas, 1928–29 to 1931–32. Fayetteville, University of Arkansas, 1932. 11 p. ms.

Correlation and tabular methods were used in showing the relationships between mental ability and general scholastic success and between aptitude for and success in specific subjects. Satisfactory relationships were found, both for standardized and locally constructed aptitude measures. Tests used in the Arkansas educational guidance survey for high-school seniors were found to be predictive of college success.

1784. ——— *and* Cade, George N. The "reading and methods of study" course at the University of Arkansas, 1931–32. Fayetteville, University of Arkansas, 1932. 5 p. ms.

A controlled study to determine the value of remedial training in reading for freshmen deficient in reading ability and study methods. Students of the special course achieved higher general grades than control students. Students allowed to drop the special course after 4 or 10 weeks of training because of improved reading ability surpassed in scholarship those continuing in the course.

1785. ——— Reading background and interests of students entering the University of Arkansas as freshmen in September 1931. Fayetteville, University of Arkansas, 1932. 15 p. ms.

Data were secured from the answers to a questionnaire filled out by about 350 entering freshmen in September 1931. Data were also secured on 50 students who because of reading deficiencies were obliged to take a course in reading and methods of study. The special students had a background less conducive to the development of reading ability and interest than the average freshman.

1786. Gillette, Annette L. A study of the Thurstone personality schedules of well-adjusted and maladjusted college freshmen. Master's, 1932. Columbia.

1787. Johnson, Palmer O. The collegiate destination of high school graduates. Minneapolis, University of Minnesota, 1932. 25 p. ms.

Discusses the collegiate destination of the graduates of approximately 3,100 high schools accredited by the North central association of colleges and secondary schools according to the distribution of students among the several types of institutions within and without the State of residence; the public and private universities most frequently selected; the comparative drawing power of specific State institutions.

1788. ——— Factors associated with student ability and accomplishment. Minneapolis, University of Minnesota press, 1932. 82 p.

A consideration of the achievement and ability of students according to classification in college; the elimination and survival of students; the relation of ability to achievement; scholarship and ability of students not planning to be graduated; the association of ability and achievement of students with: Types of elementary and secondary schools attended; the size of home community; age of college entrance; reading interests; subject-matter interests; fields of specialization; time spent in college activities.

1789. ——— Resident and nonresident students of land-grant institutio Minneapolis, University of Minnesota, 1932, 25 p. ms.

Deals with the enrollment of students in their home institutions; the proportio resident to nonresident students; the proportion of nonresident students by classes; source of nonresident students; state interchange of students.

1790. ——— The student personnel of the College of agriculture, forestry, and home economics. Minneapolis, University of Minnesota, 1932. 55 p. ms.

Studies the occupational classes represented; the education and economic status of parents; the attitude of parents toward higher education; the motivating factors in college attendance, the type and character of activities engaged in residence; student plans subsequent to graduation.

1791. **Kinney, Ernestine Adele.** An analysis of the student personnel problem in the small college. Doctor's, 1931. California. 144 p. ms.

Studies the plans of student personnel work in certain large institutions, in representative small colleges, and formulates a plan of organization incorporating the best in student personnel procedures for the small college

1792. **Kirkpatrick, Mary S.** Emotional adjustment among freshman women. Master's, 1932. Texas.

* 1793. **Krugman, Abraham.** A comparison of grades of scholarship students and all students in the Washington Square college of New York university. Master's, 1932. New York. 47 p. ms.

Finds the distribution of grades of scholarship students considerably higher than the normal and college distributions in percentage of A's and B's, and considerably lower than both in percentage of C's, D's, and F's

1794. **Lehman, Edward N.** A comparative study of the records of the students of Townsend Harris Hall with those of students of the general high schools of the City of New York in both high school and college. Master's, 1932. Coll. of the City of N.Y. 225 p. ms.

1795. **Leonard, Eugenie A.** Problems of freshman girls: a study of mother-daughter relationships and social adjustments of girls entering college. New York City, Teachers college, Columbia university, 1932. 139 p. (Child development monographs, no. 9.)

1796. **Lloyd-Jones, Esther McD.** College and character. New York City, Teachers college, Columbia university, 1931. 250 p. ms.

Studies 150 representative seniors in three colleges to determine the factors in college experience which were most influential in character development. Findings show home still of paramount importance, friends next, with courses of study and professors a close third.

1797. **McCarthy, Ruby G.** The personal interview as a technique in student personnel service. Master's, 1932. Iowa.

1798. **McKay, Nathalie.** A study of certain characteristics of University of Texas freshman women participating in extracurricular activities. Master's, 1932. Texas.

* 1799. **Maxwell, Elizabeth.** College and university placement bureaus. Doctor's, 1932. New York. 281 p. ms.

Data were secured from a study of the catalogs of 374 educational institutions located throughout the United States, and from 166 replies to a questionnaire sent to each of the 275 colleges whose catalogs indicated any form of placement. Findings: 48 of the bureaus concentrate on the placement of students in permanent positions; 33 place candidates in permanent, temporary, and summer positions; 14 in permanent and temporary positions; and 81 give no data; 92 bureaus confine their recommendations to direct calls; 88 use both direct and indirect calls.

1800. **Rhulman, Jessie Luella.** A student personnel program for the college education. Master's, 1932. Ohio. 150 p. ms.

1801. **Schaefer, Fred W.** A survey of scholastic probation. Master's, 1931. Kentucky.

1802. Smith, Earl Dillon. Engineering personnel service for universities. Master's, 1932. Iowa St. Coll.

*1803. Smith, Herbert Pelham. Methods of improving the reading rate of college students. Doctor's, 1931. New York. 165 p. ms.

The purpose of the study was to determine the actual reading rate of 654 students in the required course in educational psychology at New York University during the period 1928–30 in relation to their mental abilities as measured by an intelligence test, and to discover the degree of improvement in reading rate shown after a brief period of instruction and practice. Experiments were conducted with classes in educational psychology during the school years 1928–29 and 1929–30. Data indicate that college students may improve their reading rate 20 to 25 percent by 5 minutes practice a day for two or three weeks

*1804. Stratton, Dorothy C. Problems of students in a graduate school of education. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 169 p.

The major personal problems reported were finance, leisure and recreation, part-time work, placement, and social relationships; the most important academic problems were courses, degrees, study, and advisement.

1805. Touchstone, Thomas Nolan. Study of personnel work in Mississippi colleges. [Master's] 1932 Peabody. 56 p. ms.

The purpose of this study is to ascertain to what extent Mississippi colleges are doing personnel work in order to adjust and hold the first year students attracted to them. Certain needed reform was found in both high schools and colleges.

1806. Umstattd, J. G. Limited honors course, College of education, University of Minnesota, 1930–31. Minneapolis, University of Minnesota, 1931. 57 p. ms.

Compares the organization and administration of this course with similar courses offered in other universities. Studies the achievement of honors course students and regular students of equal ability.

1807. ——— Student self-support at the University of Minnesota. Minneapolis, University of Minnesota press, 1932. 205 p. ms.

Gives a detailed study of the kinds of jobs filled, the amounts earned, the effect of employment on scholarship, health, and participation in extracurricular activities, and discusses the relationships existing between student and employer, student opinion regarding gainful work, the vocational value of jobs held by employed students, and the employment aids furnished by the university.

See also 447, 1471, 1476, 1523, 3053.

SCHOOL ADMINISTRATION

1808. Adkins, DeWitt Talmadge. The legal status of the pupil as it bears on public-school administration. Master's, 1932. Southern California.

1809. Aitken, Malcolm D. Organization and administration of an evening high school. Master's, 1931. Stanford.

*1810. Aldrich, Benjamin McCall. A critical study of certain factors determinative of school organization with special reference to secondary school divisions. Doctor's, 1931. California. McGill, Nevada, Public schools, 1931. 5

Deals with the articulation of the secondary school divisions with other units of public-school system.

*1811. Arnett, Claude E. Social beliefs and attitudes of American school board members. Doctor's, 1932. Columbia. Emporia, Kans., Emporia gazette press, 1932. 237 p.

Data were secured from 1,076 replies to a questionnaire received from school board members in 45 states. The board members studied were well above the average cit

in education, income, and occupation. The Harper attitude test was slightly modified for use in this study Approximately 60 percent of the 71 questions were given conservative responses, while 40 percent of the items received varying degrees of nonconservative responses from the board members

1812. **Binney, James Albert.** The cost of voluntary written publicity in certain school districts of Western Pennsylvania. Master's, 1931. Pittsburgh. (Abstracts of theses, 7: 256–57, 1931.)

The territory covered in this study includes the independent districts of Allegheny county (excluding Pittsburgh), Beaver county, and Lawrence county About the same number of smaller nonindependent districts, selected at random from the map, are included, as well as other districts not in these three counties A total of 47 districts was studied. The cost of written publicity varies among the different schools, and seems to be relatively greater in small schools Local conditions differ even in communities close together, which would make the establishment of standards difficult

1813. **Buckles, Maynard Robert.** Activities of deans of boys as an administrative position in California high schools. Master's, 1932 California. 119 p. ms.

Attempts to ascertain the current practices in the field of administrative activity in California high schools in order that some bases for the training of these special boys' officers and for assignment to their tasks may be determined.

* 1814. **Butler, Katharine Tredwell.** A study of administrative assistants in continuation schools. Master's, 1932. New York. 72 p ms.

Data indicate that there is no widespread uniformity of administrative organization and procedure in continuation schools, and that the position of administrative assistant is not well established.

1815. **Carter, William Z.** Rules of school boards pertaining to custodians. Master's, 1932. Chicago. 70 p. ms.

One hundred and fifty sets of rules were analyzed to determine the type of custodial service required by school boards.

1816. **Chilton, Carl S.** Certification for school administrators in Texas. Master's, 1932. Texas.

1817. **Clark, Amos Edwin.** Rules and regulations of the City board of education. Master's, 1931. California. 101 p. ms.

Considers present practices of city boards of education as set forth in their printed rules and regulations, as compared with certain fundamental principles of sound school organization as set forth by recognized authorities in the field of educational administration, particularly with regard to the relation of the superintendent to the board.

1818. **Compton, Cromwell Dennis.** Popular control of state and county school systems in Tennessee. Master's, 1932 Peabody. 68 p. ms.

Each of the state constitutions proclaims the people the ultimate source of governmental authority, but neither reserves to the voters any direct control of public education; immediate sovereignty rests with the general assembly and much control of public education given to voters came through the laws which it enacted; the general school law has never provided for the election of county superintendents by popular vote; since 1923 the issuance of county school bonds must have popular sanction.

1819. **Coop, Walter Farris.** Status of Kentucky boards of education. Master's, 1932. Kentucky.

1820. **Cressman, George Righter.** Local units for educational administration; studies in selected counties in Pennsylvania and Maryland. Doctor's, [illegible]. Pennsylvania. Philadelphia, University of Pennsylvania, 1932. 266 p.

Detailed administrative, financial, and supervisory studies were made of a sampling of seven counties in both Pennsylvania and Maryland Data indicate that the Maryland plan of county administration is superior to the township, borough, and city plan in Pennsylvania.

*1821. **Dienst, Charles F.** The administration of the public-school and institutional endowments of Idaho. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 131 p. (Contributions to education, no. 560.)

Deals with the problems of administration of public-school and institutional endowments of Idaho from the federal land grants to the state. A program for improvements in the endowment administration by a business organization with an able official in charge, to take the place of the political and traditional organization, is defined.

*1822. **Engleman, James Ozro.** Centralizing tendencies in educational administration in Ohio since 1900. Doctor's 1932. Ohio. 280 p. ms. Kent, Ohio, Kent state teachers college, 1933. 186 p. (Kent state college quarterly, vol. 20, no. 2, February 1, 1933.)

1823. **Fox, Daniel W.** Filing practices in the office suite of the high-school principal. Master's, 1932. Ohio. 250 p. ms.

The study of the common filing practices and the equipment covered 200 high schools of 500 enrollment and up in 41 states is limited to the office suite of the principal.

1824. **Froseth, Hilbert Ingwald.** By-laws of boards of education of small cities. Master's, 1932. Colo. St. T. C.

1825 **Frushour, John H.** A plan of equalization of educational opportunities in some Indiana counties. Master's, 1932. Ind. St. T. C. 125 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal. 3:297 98, July 1932.)

Finds inequalities between Indiana school communities in resources, population, school enrollment, school expenditures, financial ability, and in educational burden.

1826. **Gilbert, Roy W.** Direct powers of the electorate in local school districts. 1932. Peabody. 245 p. ms.

The local unit of administrative control, the location of the state, and the date of entrance of the state into the union, all seem to bear some relation to the direct powers of the electorate. Specialists favor the direct authorization of but a very few of the powers now being exercised directly by the electorate.

1827. **Hall, Florence M.** The long assignment versus informal procedure. Master's, 1932. West Va.

1828. **Hanson, Agnes Natalie.** Procedures involved in asking questions in the classroom. Master's, 1932. Southern California.

1829. **Haugan, Stella.** Student participation in school control in the high schools of North Dakota. Master's, 1932. North Dakota.

1830. **Hemphill, Franklin Clay.** How to secure suitable publicity for a city school system. Master's, 1932. Southern California.

1831. **Howard, Gertrude Grinnell.** An experimental study of the comparative achievement of pupils with unified subject matter and a single teacher and with subject divisions and departmentalization. Master's, 1932. Southern California.

1832. **Jones, Georgia R. Bathe.** A study of the duties and activities heads of departments of English in secondary schools. Master's, 1932. Southern California.

1833. **Jones, John Mason.** Status of rural school board members in I, county. Master's, 1932. Ohio. 60 p. ms.

A study was made of 100 rural board members of Ross county, Ohio.

1834. **Kenley, C H.** A method of registration for high schools. Mast 1932. Texas.

1835. **Leifur, Conrad.** School publicity in North Dakota. Master's, 1932. North Dakota.

1836. **Lura, Casper P.** Public-school property insurance in Iowa. Doctor's, 1932. Iowa. 337 p. ms.

* 1837. **Neal, Daniel R.** Responsibility of the board of education and recreation commission in the promotion of play, physical education, and community recreation. Master's, 1932. New York. 55 p ms.

Discusses the factors of space, time, leadership, facilities, and administration of play, physical education, and community recreation for children and adults.

1838. **Nebraska. University.** Practical economies in school administration, prepared by members of the staff of the department of school administration and others. Lincoln, 1932. 212 p. (Educational monographs, no. 3.)

Discusses general administrative procedures and control; securing and safeguarding school funds; purchasing, handling, and utilization of supplies; instructional service; operation of the school plant, maintenance of the school plant, fixed charges; capital outlay; debt service; auxiliary agencies, how school costs can be reduced by the elimination of small school units; equalizing the tax burden of education; value of well-trained leadership and steps in securing it; present-day opportunities and responsibilities faced by superintendents who show themselves capable of educational leadership; and a check list for evaluating present administrative practices

1839. **Nicewarner, Joe Bailey.** County school lands and county endowment funds in Texas Master's, 1932. Peabody. 82 p. ms.

Studies constitutional provisions, legislative acts, and supreme court rulings in regard to the granting, disposal, and investment of the revenues derived from the sale of county school lands.

1840. **Odell, C. W.** Special school features reported by Illinois superintendents and principals. Urbana, University of Illinois, 1932. 11 p. (University of Illinois bulletin, vol. 29, no. 37. January 5, 1932. Educational research circular no. 56.)

Data were secured from 84 superintendents and principals, including 9 county superintendents, 37 city superintendents, and 38 high-school principals The special features suggested were: Accounting and budgetary procedures, activity programs, character and social education, community relations, curriculum construction and content of courses, general organization, guidance, personnel, and disciplinary work, health and physical education, instructional methods, libraries, records and reports, supervision, teachers, testing and marking, and a number of miscellaneous items.

1841. **Otto, Henry J.** Current practices in the organization of elementary schools. Evanston, Ill., Northwestern university, 1932. 118 p. (Northwestern university contributions to education. School of education series, no. 5.)

A total of 420 replies to a questionnaire were received from superintendents of schools in cities ranging in population between 2,500 and 25,000, in 31 states. The study discusses the development of elementary school organization; the unit for the administration of elementary schools; classification of children; organization of the program for instruction; administration of the curriculum; promotion of pupils; and the administration of special classes.

1842. **Patterson, J. P.** Investigation of liability of California school districts for injuries arising from negligence. Master's, 1932. Southern California.

1843. **Patton, Arlye Douglas.** Fire insurance on Oklahoma school property. Master's, 1932. Oklahoma. 104 p. ms.

1844. **Phillippe, Martin J.** The opinions of members of boards of education concerning the duties of superintendents of schools. Master's, 1932. Oklahoma. 187 p. ms.

1845. Pritchard, E. H. Public-school publicity in the newspapers of Kansas. Master's, 1932. Chicago. 90 p. ms.

Daily and weekly papers in first, second and third class city newspapers were analyzed for the year 1930. The phases of education that have been neglected are finance and the curriculum.

1846. Quam, Edwin A. County school officers' associations in North Dakota. Master's, 1932. North Dakota.

1847. Raberding, Orville R. Survey of the public-school property insurance of Sandusky county, Ohio. Master's, 1932. Ohio. 35 p. ms.

Inadequate records and accounting systems were found. Economies would be possible through longer term policies. The reduced rate co-insurance clause was used in only a few schools. There was no system of evaluation of property; values of school property were mere estimates. Fund insurance system is not feasible for a small county system.

1848. Robertson, Fred F. The dean of boys in the North central association. Master's, 1932. Colorado.

1849. Rogers, V. Zue. Public-school fire insurance in Texas. Master's, 1932. Texas.

1850. Russell, Floyd Orville. A study of the administrative and supervisory practices in Ohio in the light of principles of educative leadership. Doctor's, 1932. Ohio. 250 p. ms.

1851. Senn, Carl Milton. A survey of methods used in school news presentation in Ohio high schools. Master's, 1932. Ohio. 60 p. ms.

1852. Strayer, George D., Engelhardt, N. L., *and others*. Supplementary bibliography for problems in educational administration. New York City, Teachers college, Columbia university, 1932. 50 p. ms.

1853. Thomas, Pearl W. Effects of compulsory education in Ohio. Master's, 1932. Ohio. 128 p. ms.

A study was made of 1,295 cases taken from the village schools of Hardin county, whose age range from 18 to 18. Two and one-half percent of the total number of cases are affected by Ohio's compulsory education law.

* 1854. Van Kleeck, E. R. Local school news in weekly newspapers in certain incorporated villages in New York State. Master's, 1932. Cornell. 180 p. ms.

During the 22 weeks in the second term of the school year 1931–32 covered by the study, the school news in each of 43 weekly newspapers was classified, measured, and tabulated. Data indicate a marked lack of proportion in the division of the school news space among the various classifications or subjects; the amount of school news reported varies from week to week.

1855. Willis, James Gill. Composition of boards of education of Limestone county, Texas. Master's, 1932. West. St. Coll. 49 p. ms.

1856. Yaden, J. L. A proposed reorganization of the common school system of Georgia. Master's, 1932. Mercer. 52 p. ms.

1857. Zeiler, Harold E. The present status of State boards of education. Master's, 1932. Colo. St. T. C.

See also 25, 32–33, 39, 56, 103, 106, 109, 201, 1819, 1853–1854, 1448, 1479, 1601, 2037 2603, 2634, 2900.

EDUCATIONAL LEGISLATION

*1858. **Brooks, Ralph Gilmour.** A proposed codification of the Nebraska school laws. Master's, 1932. Nebraska. 178 p. ms.

The purpose of the study is to codify the present school laws so that tney may be made conveniently accessible to the layman.

1859. **Bryan, Mildred.** School health legislation in the various states of the North central association. Master's, 1932. Nebraska

1860. **Chenoweth, John Anthony.** A study of the laws governing the issuing of school bonds in the 48 states. Master's, 1932. Washington.

Compares the laws and regulations governing the issuing of school bonds as found in the school codes and laws of the 48 states.

1861. **Clove, James, *jr.*** The legal liability of the school district for damages. Doctor's, 1932. Southern California.

1862. **Davis, Ward W.** A legal handbook for Ohio teachers. Master's, 1932. Ohio. 140 p. ms.

A study was made of all statutes in the general code of Ohio and all decisions of Ohio courts which have affected teacher status. The teacher in Ohio is chiefly an employee of a school corporation and is subject to its rules and regulations, within limits.

1863. **Garber, Lee O.** The legal implications of the concept of education as a function of the state. Doctor's, 1932. Chicago. 224 p. ms.

Data were taken from reports of constitutional conventions and court decisions. Finds that education is a function of the state. The courts refer to this concept continually in arriving at the solution of many problems involving educational matters.

1864. **Hammond, William R.** An examination of federal legislation affecting public education. Master's, 1932. Peabody. 145 p. ms.

A study based on the original land grants to vocational education and rehabilitation. A consideration of these federal statutes reveals one consistent policy up to 1862, and a radically different policy since then; the evolution of the federal subsidy system.

1865. **Harding, George Carlton.** Analysis of the nature and frequency of supreme court decisions of the various states of the United States for 1929 and 1930 in respect to their application to school administration. Master's, 1932. Southern California.

1866. **Hauge, Edwin.** Supreme court decisions affecting North Dakota public schools. Master's, 1932. North Dakota.

1867. **Hogue, Charles Francis.** A comparative study of the three types of high-school laws operative in Kansas in 1930. Master's, 1932. Kans. St. T. C. Emporia. 119 p. ms.

1868. **Kester, Glenn E.** A summary of the outstanding state school finance legislation proposed and enacted during the year 1931. Master's, 1932. Ind. St. T. C. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 291–93, July 1932.)

Public-school finance legislation taken up in the United States during the year 1931, [illegible]lt with equalizing educational opportunity, equalizing the financial burden of school [illegible]pport, and relieving property of the excessive burden of school taxes.

[illegible]869. **Le Doux, Alma Catherine.** The legal relation of boards of health [illegible] boards of education. Master's, 1932. Chicago. 150 p. ms.

[illegible]iscusses the legislative acts and court decisions of the 48 states in the union with [illegible]tion to health administration in the schools.

*1870. Leech, Carl Graydon. The constitutional and legal basis of education in New Jersey. Doctor's, 1932. Pennsylvania. Philadelphia [University of Pennsylvania], 1932 462 p.

The study aims to determine the constitutional and legal provisions upon which education in New Jersey is based, and to discover the legal principles lying at the foundation of these provisions, insofar as the principles are expressed or implied in the constitution and laws of the state, and in the decisions or rulings of the courts or of other established authority.

1871. Markle, Arthur D. Essentials to an understanding of the New Jersey school law. Master's, 1932. Rutgers.

1872. Matthews, Elbert Hardin. Legal basis of consolidation in the 48 states. Master's, 1932. Peabody. 56 p. ms.

A study of school laws and literature on consolidation. Trends and laws are for consolidation.

1873. Schiller, Leonard Lawrence. Judicial decisions relating to the creation, alteration and existence of school districts. Master's, 1932. Chicago. 66 p. ms.

A study of the judicial decisions in the various supreme courts of the states in the United States which dealt with the creation, alteration, and control of school districts. Many legal principles are not clearly given by statute.

1874. Sheldon, Edwin R. A critical study of Kansas supreme court opinions as handed down in public-school law cases. Master's, 1932. Kans. St. T. C., Emporia. 116 p. ms.

1875 Stoaks, Charles E. Educational legislation in France during the Revolution and the Napoleonic era. Master's, 1932. Columbia.

1876. Thompson, Amon G. Legal status of school transportation in the United States. Master's, 1932. Peabody. 392 p. ms.

The study includes the investigation of actual statutes and is not concerned with court decisions or other legal interpretations concerning the legal status of school transportation in the United States. It was found that 46 States have legal provisions concerning school transportation, though the mention by some is very brief. All states have school transportation in some form. The laws concerning school transportation are by no means uniform and are rather meager in details.

1877. Vincent, Harold S. An analysis of the Ohio supreme court decisions relating to public-school administration. Master's, 1932. Ohio. 200 p. ms.

All decisions rendered by the Ohio supreme court since 1880 (about 160) were studied. The study developed 117 fundamental principles of judicial interpretation.

1878. White, Frank D. Legal aspects of public-school transportation, with special reference to Iowa. Master's, 1932. Iowa. 100 p. ms.

See also 24, 29, 32, 43, 55, 280, 449, 1457, 1473, 1508, 1589, 1592, 1596–1597, 1610, 1648, 1670, 1724, 1735, 1808, 1818, 1826, 1839, 1945, 1948, 2068, 2128, 2539, 2590.

CONSOLIDATION AND TRANSPORTATION

1879. Anderson, Alexander. The executive of the consolidated schools in western Kansas. Master's, 1931. Kans. St. T. C., Hays. 67 p. ms.

1880. Butterworth, J. E. A study of the Groton (N.Y.) area from the point of view of centralization. Ithaca, N.Y., Cornell university, 1931. 10[illegible] p. ms.

1881. Cantrell, W. E. Some advantages of school consolidation in Bosque, Coryell, Hill, Lampasas, and McLennan counties. Master's, 1931. Sout[illegible]

1882. Carl, Wilbur. A logical program for the consolidation of the schools of Osnaburgh township, Stark county, Ohio. Master's, 1932. Ohio. 88 p. ms.

A study was made of the school requirements for one entire township The three districts could unite and save approximately $9,000 per year in operating expenses and also give the youth a better educational program.

1883 Crowder, Leonard M. Reorganization of the public-school system of Coal county, Okla. Master's, 1932. Oklahoma. 76 p. ms.

1884. Domer, Dilman S. The present status of the noon hour in consolidated schools of the state of Iowa. Master's, 1932. Northwestern.

1885 Duncan, Jo es Jenkins. Greater school centralization for western Jackson county, Okla Master's, 1932 Oklahoma. 122 p. ms.

1886. Fenwick, Russell Willard. The history of consolidation and centralization of schools in Ohio. Master's, 1931. Ohio. 112 p.

1887 Glandon, John F. A redistricting and consolidation program for Jackson county, Ohio. Master's, 1932. Ohio. 141 p. ms.

A survey was made of the schools of Jackson county with reference particularly to the high-school centers. There are three logical high-school centers in the county

1888. Graves, Isaac Trilby. A reorganization of the schools in Foard county, Tex. Master's, 1932. Okla. 79 p. ms.

1889. Hames, Thomas Freelin. Consolidation of schools in Payne county. Master's, 1932. Okla. A. and M Coll.

1890. Johnson, Edwin C. A merger plan for 21 rural school districts in Burke county, N. Dak. Master's, 1932. North Dakota.

1891. Lawson, Jalmar William. Escondido union high school district consolidation survey. Master's, 1932 Southern California.

1892. Locke, Will Matt. Public owned and contracted school busses in Arkansas. Master's, 1932. Peabody. 79 p. ms.

Studies costs and service of the two types of busses over a 3-year period, 1928–1931.

1893. McGuire, Honora Elizabeth. The safety of the pupil on the way to and from school. Master's, 1932. Southern California.

1894. Magill, Emund Charles. A study of the cost of travel for teachers of agriculture. Blacksburg, Virginia polytechnic institute, 1932. 6 p ms.

1895. Masterson, C. G. A proposed consolidation plan for the schools of Hamilton county, Tex. Master's, 1932. Texas

1896. Miles, *Mrs.* Otho. A plan of consolidation of the rural schools of Cass county, Tex. Master's, 1932. Texas.

1897. Miller, H. H. A plan of systematic consolidation of the schools of Erath county, Tex. Austin, University of Texas, 1932.

A first-hand study of rural schools of the county and comparison with urban schools.

1898. Mitchell, C. M. A plan of consolidation of the rural schools of Parker unty, Tex. Master's, 1932. Texas.

1899. Rabenold, Rodney D. Analysis of school transportation in Hardin unty. Master's, 1932. Iowa 93 p. ms.

1900. Robe, Thurlow Scott. A proposed superconsolidation in Licking and skingum counties. Master's, 1932. Ohio. 189 p.

1901. Romaker, Herman B. Comparative achievement in 8- and 9- months' teacher consolidated and village schools. Master's, 1931. Ohio.

1902. Rugland, Gerhard. A study of bus transportation of high-school pupils. Master's, 1932 Iowa. 69 p. ms.

1903. Silverman, H. H. A survey of pupil transportation of the Wyandot county schools. Master's, 1932. Ohio. 42 p. ms.

1904. Squires, F. Boyd. A study of the school consolidations that have actually taken place within the county units of Utah. Master's, 1932. Utah.

1905. Wiley, Lota King. Survey of advantages of reorganization of education in Grays Harbor county. Master's, 1932. Washington. 97 p. ms.

1906. Williams, L. D. Possibilities of consolidation of Ellis county schools. Master's, 1931. South. Methodist.

See also 100, 1855, 1872, 1876, 1878.

EDUCATIONAL FINANCE

1907. Alexander, Carter. Educational finance studies summaries and evaluations for school administrators of recent educational finance dissertations at Teachers college, Columbia university. New York City, Teachers college, Columbia university, 1931. 92 p.

This book covers the recently printed dissertations at Teachers college dealing wholly or in part with the money-getting and money-spending activities of schools.

1908. Althaus, C. B., *and* Twente, J. W. The organization and financing of rural high schools in Kansas. Lawrence, University of Kansas, 1932. 48 p. (Bulletin of the University of Kansas, vol. 33, no. 13, July 1932.)

Discusses the organization of rural high schools from the passage of the township high-school law in 1911 and the rural high-school law in 1915 to 1931; and shows the development of rural high schools from 1916 when there were 25 rural high schools with an enrollment of 376 pupils, to 1930 when there were 803 rural high schools with an enrollment of 19,240 pupils. A suggested plan for the reorganization of rural high schools in Kansas is given.

1909. Anama, C. Charles. The Elliott law and its effect on educational finance in Iowa. Master's, 1932. Iowa. 68 p. ms.

1910. Angel, Arthur D. Finance of public elementary and secondary education in California. Master's, 1931. Stanford.

1911. Archer, Glenn C. The educational program in Kansas in relation to the State's ability to support public education. Master's, 1932. Kans. St. T. C., Hays.

Kansas has sufficient wealth and income to continue with its program of education without it becoming a serious burden upon the people.

1912. Barnett, James Calvin. A comparison of holding power and costs in six types of school organization in Oklahoma. [Master's, 1932.] Oklahoma. 120 p. ms.

1913. Beasley, William Marcellus. Unit costs in a Little Rock junior high school. Master's, 1932. Peabody. 92 p. ms.

The factors affecting the costs are: Size of classes, setting costs, supply costs.

1914. Breuer, Leo William. Methods of financing school building construction with emphasis on the State of Washington. Master's, 1932. Washington. 94 p. ms.

1925. **Holy, Thomas C.** A comparison of the 1930 and 1931 real estate valuation in Ohio school districts. Columbus, Ohio State university, 1932.

It was found that the total shrinkage in value was $1,010,000,000 for the state. The decline averaged 2.9 percent in exempted villages, 10.3 percent in cities and 12.1 percent in county school districts.

1926. ——— *and* **Sutton, D. H.** Financial status of Ohio city and exempted-village school districts. Columbus, Ohio State university, 1932. 75 p. (Ohio State university studies. Bureau of educational research monographs, no. 13.)

Analyzes the school bonded indebtedness and taxation rates for a 4-year period, 1926-1929, and the amount, purpose, and disposition of bond issues and special levies for the 2-year period, 1928 and 1929.

1927. **Hungate, Charles R.** Income tax for educational revenue in California. Master's, 1931. Stanford.

1928. **Ikenberry, Oliver S.** Comparative inequalities in school finance. Master's, 1932. Colo. St. T. C.

1929. **Jarvis, Joseph S.** Trends in public expenditures of money for roads and for public schools in Utah county during the 10 years, 1920-1930. Master's, 1932. Brigham Young.

1930. **Johns, R. L.,** *and* **Clements, D. W.** Receipts and methods of distribution of federal, state, county, and local school funds for elementary and secondary schools in Alabama. Auburn, Alabama polytechnic institute, 1932.

1931. **Keyser, Jesse A.** Unit cost in New Concord high school and two neighboring schools. Master's, 1932. Ohio. 70 p. ms.

1932. **Lancaster, William Hugh, *jr.*** A county tax unit for Colorado. Master's, 1932. Denver. 33 p. ms.

1933. **Lanning, Charles Wesley.** Statutory and departmental requirements in annual school financial reports made to the State departments of education. Master's, 1932. Colo. St. T. C.

1934. **Lauver, Dee Seth.** Financial accounting in the 11 rural high schools of R[illegible]o county, Kans. Master's, 1932. Kansas.

* 1935 **Lawler, Eugene Stallcup.** A technique for computing the amount of new aid required for state equalization programs. Doctor's, 1932. T. C., Col. [illegible]nv. New York City, Teachers college, Columbia university, 1932. 46 p. (Contributions to education, no. 547.)

Devises a technique whereby the fundamental data for the school districts of any state may be so arranged that a minimum of time and effort will be consumed in finding the total amount of new aid required to equalize up to any given level of program with any given rate of local contribution. Data were secured on 358 of the independent school districts of Oklahoma.

1936. **Lee, Vernet Charles.** Tort liability of school districts of the State of Washington. Master's, 1932. Washington. 110 p. ms.

1937. **Lindahl, Glenn W.** Equalization of the burden of taxation for the support of education in Kansas. Master's, 1931. Stanford.

* 1938. **Little, J. Kenneth.** A critical study of public-school costs in Kansas from 1898 to 1928. Master's, 1931. Kans. St. T. C., Emporia. Topeka, Kansas State printing plant, 1932. 58 p. (Bulletin of the graduate division of Kansas State teachers college of Emporia. Studies in education, no. 6, March 1932.)

Shows the mounting costs of education in Kansas from 1898 to 1928; the various factors involved in producing the increase; evidences of greater educational service ren-

1915. Burnett, John Elliott. Inequitable distribution of State school funds in Texas. Master's, 1932. Colo. St. T. C.

*1916. De Young, Chris A. Budgetary practices in public-school administration. Doctor's, 1932. Northwestern. Evanston, Ill. Northwestern university, 1932. 152 p (Northwestern university contributions to education. School of education series, no. 8.)

Discusses the preparation, presentation and adoption, and the administration of the budget, and gives an appraisal of budgets and budgetary practices.

1917. Edmunds, Samuel. A comparative study of the actual cost per pupil-hour of teaching industrial arts and the average cost of teaching all other subjects in the high schools and junior high schools of 39 cities in the State of Missouri for the year 1929–30. 1932. Iowa St. Coll. 192 p. ms.

The average cost of teaching industrial arts is 31.92 cents per pupil-hour and the average cost of teaching other subjects is 18.48 cents per pupil-hour.

1918. Fish, Silas L. The expenditures for government and the expenditures for education in Arizona 1912–1929. Master's, 1931. California. 110 p. ms.

Attempts to determine what part of the net expenditures for governmental purposes in Arizona is used for education and what part for governmental functions other than education, and the relationship between the two. There have been large increases in the total and per capita costs of education and of governmental functions other than education in Arizona during the period studied.

1919. Friswold, I. O. How the schools petty cash may be handled: petty cash practices and procedures in small school systems. Minneapolis, University of Minnesota. American school board journal, 85: 31–32, 83, August 1932.

A survey of practices found in 85 school systems in nine mid-western states with suggestions for their improvement from the viewpoint of good business management and financial accounting. Three types of petty cash procedures are commonly found in public-school systems; individual donor, miscellaneous extracurricular fund, and the specialized petty cash fund. The first two types are objectionable in practice, so the third should be employed when possible because it complies with the requirements both of good business and of approved accounting procedure.

1920. Gaiser, Paul F. The taxation of public utilities for school support in Washington. Doctor's, 1932. Washington. 300 p. ms.

Study of 1,000 Washington school districts to determine objectively what part the system of taxing public utilities by school districts and counties plays in creating inequalities of school support.

1921. Green, William Samuel, *jr.* The school bond situation in Colorado. Master's, 1932. Denver. 62 p. ms.

Data found in the biennial reports of the State superintendent of public instruction regarding indebtedness were carefully analyzed, and studied, and a questionnaire was designed which gave much information on the type of bonds, length of term, rate of interest and purposes of the issues.

1922. Hamilton, J. Edward. School costs in Knoxville and comparable cities. Master's, 1932. Tennessee. 97 p. ms.

1923. Harton, John James. School plant costs in Pulaski county, Ark. Master's, 1932. Peabody. 143 p. ms.

Studies the costs of maintenance, operation, and insurance of public-school buildings. Two-story buildings have lower costs per unit than one-story buildings. Larger buildings have lower costs per unit than small buildings.

1924. Hewitt, Olton. The control in income and debt service in the school districts of Traill county, N. Dak. Master's, 1932. North Dakota.

dered, and points out the possibilities of waste and inefficiency in school expenditures; the relation of teachers' salaries to increased costs.

1939 **McCanless, Clarence Audrey.** Borrowing for current expenses of education in Tennessess counties Master's, 1932. Peabody. 97 p. ms.

Studies borrowing for current expenses of education in short-term notes and on bonds, and investigates the issuance of school warrants in payment for current expenses when the county trustee has no available funds on hand or on deposit with which to redeem the warrants.

1940. **Macy, C. Ward.** An evaluation of sources of public revenue in Iowa with special attention to the selection of proper sources of revenue for public education. Doctor's, 1932. Stanford.

Compares the sources of revenue for public education in Iowa with those of other states, and recommends changes for the improvement of economic and social welfare of the state

1941. **Madden, Amy Lee.** Financial aspects of school administration in Montana, with special reference to Silver Bow county. Master's, 1932. Washington. 95 p. ms.

1942. **Noll, Linus A.** A study of the proposed tax-liquidation amendment and its probable effect upon schools in Kansas Master's, 1932. Kans. St. Coll.

1943. **Nuetzman, A. F.** A comparative study of school expenditure and school support in Polk county, Minn. Master's, 1932 North Dakota.

1944. **Oberlitner, E. B.** Study of the inheritance tax in the United States as a basis for consideration of its use for school support in Ohio. Master's, 1932. Ohio. 105 p.

*1945 **Odell, William R.** Gifts to the public schools. Doctor's, 1932. Columbia. New York City, William R Odell, publisher, 1932. 133 p

Discusses the attitude of public-school administrators toward donations to the schools; analyzes the types of donations which have been made to the public schools; discusses public-school support programs of educational foundations, describes case studies of 13 outstanding donations to the public schools; describes the effect of large gifts upon community attitude toward the support of education and other governmental functions.

1946. **Ollendike, Clarence J.** A study of the method of assessment and tax collection in Lackawanna county, Pa., and a comparison of school costs for the years 1920–1925–1930 of the second, third, and fourth class districts of the county in order to make certain recommendations. Master's, 1932. Penn. State. 117 p. ms.

Recommends a more economical and efficient plan of administering the finances of the school districts of Lackawanna county.

1947. **Owens, Seth J.** A study of the comparative costs of secondary education in Chautauqua county, Kans. Master's, 1932. Kansas.

*1948. **Perrin, Harry Ambrose.** The administration of the state distributive fund in Illinois. Doctor's, 1932. Chicago Chicago, Ill., University of Chicago libraries, 1932. 152 p.

Discusses school finance legislation in Illinois; history of the distributive fund; school support; school costs; administration of equalization funds in other states.

1949. **Pollard, C. O.** Ability and effort to finance public education in 15 east Texas school districts. Master's, 1932. Texas.

1950. **Quinsey, D. L.** Illegal expenditures of school funds by boards of education as interpreted by judicial decisions. Master's, 1932. Illinois. 120

1951. Robertson, Luther Grover. Comparative study of the economic ability of the State of Oklahoma to support education. Master's, 1932. Okla. A. and M. Coll.

1952. Scarborough, Homer A. The ability of second class cities in Kansas to support public education. Master's, 1932. Iowa. 62 p. ms.

1953. Seyfried, J. E. Public-school budgetary procedure in New Mexico. Albuquerque, University of New Mexico press, 1932. 27 p. (University of New Mexico bulletin. Education series, vol. 6, no. 1. Whole no. 210. July 1, 1932.)

The study answers the questions: How does New Mexico public school budgetary procedure conform to the recommendations of authorities in educational administration, and what do New Mexico public-school administrators think of the present budgetary plan as they see it in practice? Data were secured from 128 inquiry blanks sent to New Mexico public-school administrators. Findings: The New Mexico plan places financial matters too much in the hands of noneducational boards, and makes it necessary to determine educational needs mainly on the basis of arbitrary rules and according to inexpert opinion. A majority of the superintendents favor the present plan of determining school budgets, and the most important parts of it. Opinion is divided and enough oppose it to indicate that changes are needed.

1954. Smith, Edgar L. Distribution of expenditures in Oklahoma public-school systems of different size; with comparison to national average. Master's, 1931. Okla. A. and M. Coll.

1955. Smith, Eugene. Problems of finance affecting the schools of Cimarron county, Okla. Master's, 1932. Oklahoma. 78 p. ms.

1956. Smith, Maurice Lemuel. A study of the inequalities in the burden of school support and in educational opportunities in the state of Michigan. Doctor's, 1932. Stanford.

Discusses the present method of school support, its inequalities, especially in the rural districts; its relation to taxes and educational opportunities. Data were obtained from the Michigan State department of education, state tax commissioner's reports, state assessor's reports, county school directories, and two reports by the county school commissioners. Twenty-five typical counties are studied, classifying the schools on the basis of number of teachers. Causes of inequalities are established, the method for their removal is pointed out, and information is furnished for formulating remedial legislation.

1957. Steinsultz, George T. Trends in shifting support of public schools to larger territorial units. Master's, 1932. Southern California.

1958. Stiewig, William Bryan. Variation in ability to finance education among the districts of Pittsburg county, Okla. Master's, 1932. Oklahoma. 111 p. ms.

1959. Strickland, I. C. State taxes for the support of public schools. Master's, 1931. Louisiana.

1960. Sutton, David H., *and* Holy, Thomas C. The extent of financial proposals to be submitted by Ohio county school districts on November 4, 1930. 1931. Columbus, Ohio State university.

1961. Templeton, Payne. A study of comparative costs in 13 Montana hig schools. Master's, 1932. Chicago. 112 p. ms.

A study was made of unit costs of instruction and current expense in 13 Monta high schools between 240 and 1,900 in size.

1962. Troncin, John B. A comparative study of State relief and non-St relief units in Indiana. Master's, 1932. Butler.

1963. Ullrich, Oscar A. Higher education and more taxes. Georgetown, Tex., Southwestern university, 1931. 1 p.

A study of Texas colleges and the University of Texas shows that they are giving away education to nonresident students and that tuition fees in all State-supported institutions are so low as to create a burden on the taxpayer.

1964. Wakefield, Harold. A uniform accounting system for the schools of North Dakota. Master's, 1932. North Dakota.

1965. Waterman, Ivan R. Equalization of the burden of support for education. Berkeley, University of California press, 1932. (University of California publications in education, vol. 6, no. 5, p. 285–358, March 1932.)

The purpose of the study is to develop a technique for the apportionment of state school funds so as to equalize more adequately the financial burden among the several units of support. Data on elementary and high-school districts in California for the years 1927–28 were obtained from the annual reports of the county superintendents of schools. Actual equalization of the burden of support for education is conditioned upon the adoption of larger units of support and is based on the principles Each of the local units for the support of education should levy the same tax rate for the provision of the equalization program; the state should apportion to each local unit of support a sum equal to the difference between the amount available by application of the local tax and the amount necessary to finance the equalized program. Increased state aid for the support of education is involved in the equalization of the burden of support.

1966. Willis, Robert L. Taxation and public-school finance in Texas. Master's, 1932. West. St. Coll. 126 p. ms.

1967. Wilson, I. Duane. The identification and classification of items of public-school expenditures. Master's, 1932. Iowa. 187 p. ms.

* 1968. Wrightstone, J. Wayne. Stimulation of educational undertakings: a study of school support in New York cities and villages under earmarked and nonearmarked state subsidy plans. Doctor's, 1932 T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 76 p. (Contributions to education, no. 562.)

Accounting records of 56 cities and villages were examined in a study of the fiscal program of education for 1922–1926 and 1927–1931. It was found that the various educational undertakings which were subsidized under reward for effort have shown increased growth in unit expenditures since 1927.

See also 38, 103, 451,1521, 1575, 1641, 1677, 1724, 1765, 1821, 1825, 1838–1839, 1860, 1868, 1894, 1980, 1998, 2131, 2241, 2681.

RURAL SCHOOLS

1969. Barker, Ernest Alvin. Feasibility of county unit plan for Fannin [illegible] Master's, 1932. Peabody. 79 p. ms.

This study is concerned with the efficiency of schools, according to 16 items, of one county in each of the following states: Texas, Alabama, Georgia, Virginia, Louisiana, Kentucky, Tennessee, and North Carolina. The educational opportunities offered by the county unit counties in the study are not in direct proportion to the amount of money expended by these counties for education.

1970. Bland, Elmer W. Advancement of education in Major county. Master's 1932. Okla. A. and M. Coll.

1971. Carmichael, Ima. Accounting for the rural schools of the United States, with special reference to Texas. Master's, 1931. South. Methodist.

1972. Corey, Arthur Fisher. A survey of pupil achievement and ability in the rural schools of Orange County. Master's, 1932. Southern California.

1973. Cowgill, Helen Julia. Social activities of the rural girls of Oregon. Master's, 1932. Washington. 65 p. ms.

1963. Ullrich, Oscar A. Higher education and more taxes. Georgetown, Tex., Southwestern university, 1931. 1 p.

A study of Texas colleges and the University of Texas shows that they are giving away education to nonresident students and that tuition fees in all State-supported institutions are so low as to create a burden on the taxpayer.

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1965. Waterman, Ivan R. Equalization of the burden of support for education. Berkeley, University of California press, 1932. (University of California publications in education, vol. 6, no. 5, p. 285–358, March 1932.)

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1966. Willis, Robert L. Taxation and public-school finance in Texas. Master's, 1932. West. St. Coll. 126 p. ms.

1967. Wilson, I. Duane. The identification and classification of items of public-school expenditures. Master's, 1932. Iowa. 187 p. ms.

*1968. Wrightstone, J. Wayne. Stimulation of educational undertakings: a study of school support in New York cities and villages under earmarked and nonearmarked state subsidy plans. Doctor's, 1932 T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 76 p. (Contributions to education, no. 562.)

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1973. Cowgill, Helen Julia. Social activities of the rural girls of Oregon. Master's, 1932. Washington. 65 p. ms.

full use of the advantages they should have by virtue of their size, such as better teachers, better teaching methods, better attendance, better buildings and equipment, and a longer school year

1987. New Mexico. University. San Jose training school. Albuquerque, University of New Mexico press, 1931. 30 p. (University of New Mexico bulletin, vol. 2, no. 1, Training school series. Whole no: 205, December 1, 1931.)

Contents: (1) Rural schools of Mexico, by Loyd Tireman, p. 5–25; (2) Rural education in New Mexico, by Mary Austin, p. 27–30.

1988. Puffer, Nobel J. A survey of the rural schools in Division 1, Cook county, Ill. Master's, 1932. Northwestern.

1989. Roberts, Russell M. A comparative survey of the three types of rural schools in Pawnee county, Kans. 1932. Kans. S. T. Coll.

1990. Summerhill, Joseph Arthur. The development of the rural free school system in Texas. Master's, 1931. Texas Tech. Coll.

See also 9, 113, 139, 164, 382, 427, 450, 1335, 1343, 1401, 1527, 1606, 1616, 2249, 2451, 2600, 2739, 2858, 2863, 2957, 3106; *and under* School administration; Special subjects of curriculum.

SCHOOL SUPERVISION

1991. Altus, William D. A study of the status of the county superintendent in Kansas. Master's, 1932. Kans. St. T. C., Emporia. 86 p. ms.

1992. Beanblossom, Floyd Z. Developing adequate supervised practice program for boys in the Cleveland community. Master's, 1932. Okla. A. and M. Coll.

1993. Bietz, J. R. Time distribution of 12 small city school superintendents in Nebraska. Master's, 1932. Colo. St. T. C.

1994. Blakely, R. E. A personnel study of the South Carolina superintendents. Master's, 1932. Peabody. 104 p. ms.

* 1995. Clough, George O. Instructional supervision of county or parish superintendents and of rural supervisors of Louisiana and Texas. Doctor's, 1932. New York. 274 p. ms.

Traces the development of supervision with particular reference to the rise of the county or parish superintendent and of the rural supervisor in each state; compares the number, sex, age, certain administrative conditions, and the educational qualifications of the superintendents and supervisors of the two states; attempts to determine the activities which the rural school superintendents and supervisors carry on for the improvement of instruction; to ascertain the relative importance of the supervisory activities carried on; to discover the relation which the training, experience, and school conditions have to the number of supervisory activities, to the number of high ranking supervisory activities, and to the kinds of supervisory activities undertaken.

* 1996. Cochran, Harry A. The status of the superintendent of schools in Pennsylvania. Doctor's, 1931. Temple. Philadelphia, Pa., Temple university, 1931. 90 p.

Data were collected on the number of years' school experience and tenure, age of individual and kind of school experience previous to reaching the present administrative position, academic and professional preparation and training, and the financial compensation of the superintendent of schools in an attempt to determine the interrelationships between these elements. Data were secured from original records collected by the Bureau of research of the State department of education, on the 708 superintendents studied.

1997. Davis, Josiah S. The routes of professional progress of superintendents of schools. Master's, 1932. Ind. St. T. C. 48 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 285–86, July 1932.)

Sets up criteria for determining how superintendents of schools attained their status in their profession.

1998. Edwards, Allan R. The role of the superintendent in the financial administration of small school systems in Illinois. Master's, 1932. Northwestern.

1999. Farrell, Virgil R. Demand and supply of superintendents, principals, and instructors in the public secondary schools of South Dakota. Master's, 1932. Colorado.

*2000. Fitch, Harry N. An analysis of the supervisory activities and techniques of the elementary school training supervisor in state normal schools and teachers colleges. Doctor's, 1931. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1931. 130 p. (Contributions to education, no. 476.)

Data indicate that elementary school supervisors of student teaching have undertaken their work with little or no specific training for it; approximately 50 percent of the supervisors held the 2-year normal school diploma as their highest diploma; the supervisors had experienced all types of teaching, from kindergarten to university teaching, and had served successfully in all phases of public-school administrative work prior to undertaking the supervision of student teaching.

2001. Fox, Crawford. County superintendency in Indiana. Master's, 1932. Ind. St. T. C., Terre Haute. 141 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 284–85, July 1932.)

2002. Hardison, Carl Maxwell. Study of the time distribution of county superintendents in Tennessee. Master's, 1932. Peabody. 130 p. ms.

This study is based upon diaries of 65 county superintendents in Tennessee kept over a period of one month. As compared with expert opinion, the superintendents were not giving enough time to supervising activities.

2003. Herron, Allen Murry. A preservice training program for supervisors and directors of elementary instruction in city schools. Doctor's, 1932. California. 164 p. ms.

Evaluations of the supervisory activities indicate the importance of making specific provision for the training of prospective elementary supervisors in curriculum construction, experimental and research techniques, and supervisory planning.

2004. Jackson, Euris J. The present status and activities of the special supervisor. Master's, 1932. Washington Univ. 142 p. ms.

2005. Long, Harold B. Supervisory practices in a small California high school. Master's, 1932. Stanford

2006. Lucas, Douglas Porter. A study of the professional status of the school superintendents of California. Master's, 1932. Southern California.

2007. Lyda, John W. A self-rating scale for supervisors. Master's, 1931. Ind. St. T. C. 87 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 270–71, July 1932.)

Attempts to determine the relative importance of the qualifications, policies, and supervisory activities listed in scale as related to the success of supervisors.

2008. McCreery, Susie. The evolution of the idea of creative supervision. Master's, 1932. Ohio. 9 p. ms.

Creative supervision grew out of scientific and democratic supervision.

2009. McCurry, Smith Jediah. Turnover and tenure of Georgia city and town school superintendents. Master's, 1932. Peabody. 79 p. ms.

Study is limited to the 58 accredited high-school systems of Georgia, during the period 1921–1931, reason and percentage of turnover of superintendents. Principal cause for superintendents leaving their positions is higher salary and better position.

2010. **McGahey, William C.** A study of the superintendents of Mississippi. Master's, 1932. Peabody. 80 p. ms.

Comparison was made of the county superintendents of Mississippi with those of Alabama and Louisiana. Findings: County superintendents should have a Bachelor's degree including 18 semester hours of professional training; they should be selected by a county school board.

2011. **Mickle, R. S.** Supervisory practices of department heads. Master's, 1932. Nebraska. 101 p. ms.

2012. **Mitchell, J. Arthur.** Administrative training of Kentucky county school superintendents. Master's, 1932. Peabody. 61 p.

Compares the training of Kentucky county superintendents with the legal requirements of Kentucky and of other states, with the recommendations of professors of school administration, professors of education, and members of state departments of education.

2013. **Morris, William Wright.** The county superintendent, with special reference to Tennessee. Master's, 1932. Tennessee. 147 p. ms.

2014. **Northeastern teachers college.** Supervisory yearbook, 1931–32. Tahlequah, Okla. 1932. 55 p.

The purpose of this bulletin is to give to the teachers of Northeastern district a summary of the results of the supervisory work for 1930–31, and to submit a plan by which the supervisory work may be continued during 1931–32. Gives the results of testing in reading and arithmetic, and some case studies in these subjects.

2015. **Peregoy, Clarence Gilbert.** Value of a type of supervision. Master's, 1932. West Virginia.

2016. **Tate, Roy Osro.** Turnover of high-school superintendents and principals in Oklahoma. Master's, 1932. Okla. A. and M. Coll.

2017. **Townsend, Loran George.** Some factors affecting the responsibility of the city school superintendent in Missouri. Doctor's, 1932. Missouri.

2018. **Tressler, James O.** A study of the joint position of superintendent and teacher of vocational agriculture in the United States. Master's, 1932. Ohio. 134 p. ms.

2019. **Trippensee, Arthur Edward.** Responsibilities of school superintendents in Connecticut towns of less than 5,000 inhabitants. Master's, 1932. Yale.

2020. **Wisner, Emma Oriole.** An experimental study of the value of supervision. Master's, 1932. Chicago. 119 p. ms.

Compares 10 schools in Trousdale and in Sumner counties, Tenn., matched in location, equipment and teachers, as to the value of supervision in reading, arithmetic, and English.

2021. **Wright, Albert E.** The use of incentives in managing and supervising the teacher personnel. Master's, 1932. Ohio. 160 p. ms.

See also 508, 550, 833, 1000, 1013, 1159, 1310, 1411, 1413, 1574, 1594, 1611, 1844, 2033, 2035, 2634; *and under* Manual and vocational training.

SCHOOL PRINCIPALS

2022. **Bannerman, G. W.** Status of the secondary school principal in Wisconsin. Master's, 1932. Chicago. 80 p. ms.

A study was made of salary, tenure, training, expense, degrees, sex, teaching load, administration, opportunity, organization at school, size.

2023. **Battle, Laurie Irwin Hunter.** Relation between size of the school and the status of the high-school principal in Georgia. Master's, 1932. Emory.

2024. Carter, Clinton C. Duties of the supervising principal. Master's, 1931. Stanford.

2025. Dale, George A. Adaptation of school survey techniques by the building principal. Master's, 1932. Iowa. 114 p. ms.

2026. Damel, C. C. The status of the principals of the Negro schools of Missouri. Master's, 1932. Iowa. 90 p. ms.

2027. Davidson, Watson Perry. A study of the official relations of the supervising principals of Sumter county, Fla. Master's, 1932. Florida. 91 p. ms.

2028. Frazier, James R. Status of high-school principals of the North central association. Master's, 1932 Oklahoma. 107 p. ms.

2029. Jones, Hugh W. Status of the high school principal in Oklahoma. Master's, 1932. Peabody. 108 p. ms.

Studies the various factors affecting the status of 228 Oklahoma high-school principals.

2030. Manley, V. C. The training of the 2- and 3-year high school principals in Illinois. Master's, 1932. Illinois.

2031. Pinkston, Carlos B. Status of the county high principal of West Tennessee. Master's, 1932. Peabody. 93 p. ms.

This study covers college preparation, experience, tenure, salary for period of 75 years; office equipment, extracurricular activities, employment of leisure time of principal.

2032. Rose, William G. A study of the junior high school principalship of Florida. Master's, 1932. Tennessee. 105 p. ms.

2033. Slavens, Leon Earl. Supervisory planning for the elementary school principal Master's, 1932. Denver. 55 p. ms.

2034. Southall, Oscar Clarence. The status of the high-school principal in the classified and accredited public high schools of Texas. Master's, 1931. Texas Tech. Coll.

2035. Stewart, Irena L. Study of the elementary school principal and effective methods of supervision. Master's, 1931. Stanford.

2036. Sugg, Willis Harbert. Status of the high-school principal in Kentucky. Master's, 1932. Kentucky.

2037. Wang, Fung Chiai. Duties of principals as revealed through school board rules. Master's, 1931. Chicago. 107 p.

Rules and regulations of 150 city school boards were analyzed to determine the nature and extent of the powers and duties granted to building principals.

See also 1494, 1611, 2016, 2944, 2975.

SCHOOL MANAGEMENT

2038. Burris, Carl. The lengthened period as used in Missouri high schools. Master's, 1932. Washington Univ. 87 p. ms.

2039. Coad, Harry G. Commencement programs. Master's, 1931. Okla. A. and M. Coll.

2040. Denman, George E. Effect in pupil achievement of the 45-minute and 60-minute period in high schools. Master's, 1932. Iowa. 50 p. ms.

2041. French, Richard Jeffrey. A study of truancy in the Chicago schools. Doctor's, 1931. Loyola. 130 p. ms.

2042. **Heilman, J. D., *and* McKee, Paul.** The relative influence upon educational age of grade location and mental age. Journal of applied psychology, 16: 184–200, April 1932.

For 1,300 children, a comparison was made of the average educational age differences of those who, being in the same grade, differed two years in mental age with the average educational age differences of those who, having the same mental age, differed two years in grade location.

2043. ——— The translation of scores into grades. Journal of educational psychology, 24: 241–56, April, 1933.

The grades and the scores on which they were based were obtained from about 20 teachers for each of two consecutive quarters For each of the classes the scores were translated into grades by two different methods as a part of this investigation. These two methods were compared with the teachers' methods The comparison was made by determining coefficients of reliability between the average grades as determined by each of the three methods for the two quarters The results show that the teachers' methods of translating scores into grades can be much improved.

2044. **Patterson, Tolbert.** An age-grade study of Williamson county, Tex., schools. Master's, 1932. Texas.

See also 56, 957, 973, 1290, 1746; *and under* Junior high schools; Secondary education.

ATTENDANCE AND CHILD ACCOUNTING

2045. **Chamberlain, Leo M., *and* Crawford, A. B.** The prediction of population and school enrollment in the school survey. Lexington, University of Kentucky, 1932. 27 p. (Bulletin of the bureau of school service, vol. 4, no. 3, March 1932.)

The purposes of the study have been to analyze and classify the methods that have been employed for predicting population and school enrollments in the educational survey and elsewhere, to check the accuracy of such predictions, and to demonstrate the relative effectiveness of various methods of forecasting population and school enrollment The methods of prediction studied were: Predictions based wholly on past census figures; the Bell telephone company's method or the method of index analysis; the equation method; the multiple factor method; and a combination method. The most satisfactory method used in the past was that involving the use of data provided by the Bell telephone company. In the future, simple and direct methods for predicting school enrollments should be substituted for time consuming procedures of a technical nature. A direct analysis of school facts, with only incidental attention to total population trends, promises the best basis for school predictions.

2046. **Holly, Clarence Emette.** Attendance in the elementary grades of Calcasieu parish. Master's, 1931. Louisiana.

2047. **Taylor, Paul Revere.** Analysis of compulsory attendance legislation with recommendations for the improvement of such legislation in Oklahoma. Master's, 1931. Okla. A. and M. Coll.

See also 2801.

CLASSIFICATION, GRADING, AND PROMOTION

2048. **Brown, Gregory B., *jr.*** The relation of amount of home study to pupil progress. Master's, 1932. Peabody. 31 p. ms.

Studies the effect of home study on the progress of 191 pupils in grades 4–8, inclusive, in Cunningham school, Birmingham, Ala., and shows that there is little relation between the amount of time spent in home study and pupil progress in reading, literature, history, and arithmetic.

2049. **Glasgow, Merle W.** The efficiency of the Enid plan of classification and promotion as revealed by a study of the junior high schools. Master's, 1932. Oklahoma. 77 p. ms.

2050. **Kegley, Tracy Mitchell.** A comparative study of home environment and school achievement. Master's, 1932. Peabody. 44 p. ms.

Data secured on 101 children of normal intelligence in Birmingham, Ala., elementary school indicate that the data about the parents are more significant than data about the children, and that the occupation of the wage earner seems to be the most important conditioning factor of the pupil's home environment.

2051. **Lee, Rufus Burleson.** Comparative achievement of 6- and 7-year-old pupils. Master's, 1932. Peabody. 29 p. ms.

A comparison of the achievement of 51 6-year old and 51 7-year old pupils in first-grade reading, writing, and arithmetic. Practically no difference was found in the achievement of the two groups in first-grade reading, writing, and arithmetic.

2052. **Mickelwait, Dean Woods.** The prediction of high-school grades from junior high school records. Master's, 1932. Washington. 36 p. ms.

2053. **Mort, Paul R., *and* Featherstone, W. B.** Entrance and promotion practices in city school systems; standards and accounting procedures. New York City, Teachers college, Columbia university, 1932. 73 p.

2054. **Nickel, Theodore Roosevelt.** Nonpromotion in Kern county. Master's, 1932. Southern California.

2055. **Odom, J. C.** Grade placement of general business information. Master's, 1932. Colo. St. T. C.

2056. **Rose, Anna L.** Ability in relation to school progress. Doctor's, 1932. T. C., Col. Univ.

Gives the results of a study to determine the extent of consistency of promotions in relation to achievement and in intelligence of pupils. Data were used from records of two groups of pupils, 391 in white schools in Washington, D. C., and 474 in Pittsburgh, Pa., of which 44 were colored. Findings: In Pittsburgh there is evidence of promotion by age groups; percentages are consistent and high; in Washington, they are not so high nor so regular, and promotion by mastery of subject matter is indicated. Recommendation for a policy of philosophy of promotion based on ability, past achievement, and present needs of the individual is made.

2057. **Russell, Charles.** Rating school pupils. New York City, Teachers college, Columbia university, 1932. 74 p.

Discusses current practices in rating pupils, and gives suggestions for improving the various types of rating systems.

2058. **Stark, Leonard Joel.** A study of the promotion and the classification of pupils in the elementary schools, Lincoln, Kans. Master's, 1932. Kansas.

2059. **Woolard, Charles.** A study in pupil achievement. Master's, 1931. Ind. St. T. C. 81 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 267–68, July 1932.)

Data indicate that in only 1 case out of 12 teachers gave semester marks on the basis of improvement.

2060. **Wright, Lorna Amy.** A study of certain personality traits that reinforce or interfere with the function of mental ability to affect school achievement. Master's, 1932. Southern California.

See also 928, 1031, 1757, 2042.

CURRICULUM STUDIES

2061. **Barnes, Emily A., *and* Young, Bess M.** Children and architecture. New York City, Teachers college, Columbia university, 1932. 353 p.

Gives a detailed account of a unit of work on architecture as developed in the sixth grade.

2062. Bowers, Charles A. Administrative procedures in curriculum construction in small Nebraska city school systems. Master's, 1932. Nebraska.

2063. Caswell, Hollis L. Program making in small elementary schools. Nashville, Tenn., George Peabody college for teachers, 1932. 77 p. (Rev. ed.) (Field studies no. 1.)

Discusses the qualities of a good program; standards of time allotment; classes by grades or combinations of grades; distribution of instruction time to classes in small schools; the daily program; and the study program

2064. Curriculum making in current practice. A report of a conference held at Northwestern university, October 30–31, 1931. Evanston, Ill., Northwestern university, 1932. 244 p.

Part 1. The elementary school. 1. Broader interpretations of curriculum problems in the elementary school. 2. Types of organization in the elementary school curriculum. 3. Examples of creative activities in the elementary curriculum. Part 2. The secondary school. 1. Broader interpretations of curriculum problems in the secondary school. 2. Curriculum problems in particular types of schools.

2065. David, Flavius Louis. The selection and organization of personnel for curriculum revision. Master's, 1932. Western Reserve. 110 p. ms.

2066. Eaton, Merrill Thomas. A curriculum in home planning, building, and maintenance. Doctor's, 1932. Indiana. 444 p. ms.

* 2067. Ellis, Emmett. An evaluation of state programs of secondary education. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932. 268 p. (Contribution to education no. 105.)

Gives criteria for evaluating state programs of secondary education; state standards governing programs of secondary education in the various states; and discusses evaluating state programs on the basis of established criteria.

2068. Fenton, Frederick C. The legal basis for the elementary school curriculum. Master's, 1932. Chicago. 82 p. ms.

Surveys all state statutes and constitutions relating to the elementary school curriculum, and judicial decisions bearing on the powers of legislatures, state boards, and local boards respecting the curriculum.

* 2069. Frank, Julia H. Influence on state courses of study of certain recommendations of the National committee on mathematical requirements. Master's, 1932. New York. 38 p. ms.

The latest courses of study in junior and senior high school mathematics from 44 States were analyzed to determine in what ways the recommendations of the National committee on mathematical requirements were carried out.

2070. Hill, Otto J. Pupil participation in the projecting and planning of the learning activities. Master's, 1932. Ohio. 100 p. ms.

It was found that pupils cooperating with the teacher in conducting the class activities became more interested in the study of their school subjects, assimilated more facts, and were able to do better critical thinking.

2071. Hulten, Ollie Bee. Subject combinations in secondary school teachers' programs in California. Master's, 1932. Southern California.

2072. McBroom, Maude. Aids for elementary school teachers. 2. A course of study in the use of the index, grades 1 to 6. Iowa City, University of Iowa, 1932. 32 p. (University of Iowa extension bulletin, no. 288, March 15, 1932.)

* 2073. Phillips, Evelyn Butler. An analysis of the curricula of the small high schools of Maine. Master's, 1932. Maine. Orono, University of Maine press, 1932. 89 p. (University of Maine studies, 2nd series, no. 23.)

Data were secured from pamphlets, directories, and manuals issued by the State department of education; copies of the programs of studies returned by the principals

of the small schools to the State department; and replies of 106 principals to a questionnaire which was sent to 124 high schools, all the 4-year senior high schools having fewer than 7 teachers. Data indicate a great need of reorganization in order to meet the needs of high-school pupils. The situations in the 2- and 3-teacher schools are especially limited.

2074. **Runyon, Dwight A.** A curriculum study in problems of conservation of natural resources. Master's, 1932. Colo. St. T. C.

2075. **Runyon, Waldo.** A curriculum study in problems of agricultural resources. Master's, 1932. Colo. St. T. C.

2076 **Teachers college. Columbia university.** Teachers' lesson unit series. New York City, 1931. Nos. 1, 7–10, 16, 19, 23–26, 28, 29, 30–32, 34–42, 44, 46, 48, 51–57, 59.

Each of the lesson units describes the way that particular unit was presented in the classroom by the teacher preparing the study.

2077. **Ullrich, Fred T.** Educational programs of the departments of education in the states of the United States. Platteville, Wis., State teachers college, 1932.

2078. **Western Reserve university. Curriculum laboratory.** Bibliographies. Cleveland, Ohio, 1932. ms.

By Henry Harap.

1. Annotated bibliography of investigations of curriculum objectives, 87 p. ms.; 2. Bibliography: Time allotment, 2 p ms; 3 Bibliography: Grade placement, 5 p. ms.; 4 Bibliography of curriculum making for teachers and administrative officers, 38 p. ms.; 5 Bibliography: Experimental curricula, 2 p. ms.; 6 Bibliography of learning equipment and supplies, for all subjects, 4 p. ms.; 7. Outline of steps in technique of curriculum making, 11 p. ms.; 8 Study questions in technique of curriculum making, 6 p ms.; 9. Selection and organization of objectives, 4 p. ms.; 10. Most frequent grammatical errors, 5 p ms; 11 Sources of present objectives (specific) in junior high school science, 10 p. ms.; 12 Present objectives in high school biology, 9 p. ms; 13. A sheaf of units of work, 26 p. ms; 14 How to construct a unit of work, 10 p ms., 15. Curriculum making; teacher training, 2 p. ms.; 16. Index of units in 30 activity curricula, 5 p ms. 17. Unit of work; Its meaning and nature, 1 p. ms; 18. Procedures in curriculum revision, 3 p. ms; 19 Criteria of a unit of work, 5 p ms.; 20. Bibliography: How to select a textbook, 3 p. ms.; 21. Bibliography: How to appraise a course of study, 1 p ms; 22. Present objectives in high-school chemistry, 11 p. ms.; 23. Objectives of a course of study in health for high-school girls, 6 p ms.; 24. Critical survey of public-school courses of study published 1929–1931, 11 p ms; 25. Procedures and sources in curriculum making for the social studies in the elementary grades, 8 p. ms.

2079. **Whalin, Eugene Bryan.** An educational program for Grant county, Ky. Master's, 1932. Kentucky.

2080. **Wiggs, Emma Jane.** A comparative study of the present curricula with the curricula as set up by 89 junior high school principals of Michigan. Master's, 1931. Michigan. 82 p. (Abstracts of dissertations and theses in education, 1917–1931. p. 128–29.)

Data indicate that the principals were well satisfied with the present offerings in mathematics, social science, physical and health education, English, music, industrial arts, home economics, and commercial programs in their schools; there is a slight tendency to increase the offerings in natural science and art, and to decrease the present offering in the field of language; and principals would make a greator change in the requirements than in the offerings The principals are well satisfied with both the subject matter and the methods of instruction in their schools.

2081. **Wilbur, Milton J.** Procedures in curriculum research. Master's, 1932. Colorado. 52 p. ms.

2082. **Winchell, Paul Edwards.** A course of study in practical arts for the 5B grade designed to accompany the study of transportation. Master's, 1932. Western Reserve. 99 p. ms.

* 2083. Withers, Charles H. A program of education for Triadelphia district, Logan county, W. Va. Master's, 1931. New York. 52 p. ms.

Discusses the influence of the home, church, theatres, and scouting on the education of children in the Triadelphia district, and suggests means of improving the school program.

2084. Woodroof, Evelyn. Report of the committee on the integration of the junior college curriculum and the 4-year college curriculum in the professional preparation of teachers in physical education in California. Master's, 1932. Mills.

2085. Worley, Vivienne S. Development of a curriculum unit for grade 3A: Italy. Master's, 1932. Denver. 118 p. ms.

See also 22–23, 43, 110, 126, 143, 198, 205–207, 213, 223, 230, 258, 1259, 1308, 1469–1470, 1484, 1513, 1529, 1538–1539, 1548, 1550, 1744, 1981, 2509; *and under* Agricultural education; Education extension; Exceptional children; Health and physical education; Home economics; Junior high schools; Libraries and reading; Manual and vocational training; Religious and church education; Secondary education; and Special subjects of curriculum.

EXAMINATIONS

* 2086. Chadman, C. Herbert. The Clarion county (Pa.) high-school entrance examination of 1931 and its results. Master's, 1932. Penn. State. 69 p. ms.

A study was made of the examination papers of the 507 pupils who took the Clarion county high-school entrance examination in 1931. It was found that the percent of failures is very high; that problem solving in arithmetic is poorly taught; that the state course of study was not followed closely in the various subjects of the curriculum.

2087. Cramer, Jennie. Comprehensive examination. Master's, 1932. Southern California.

2088. Cranefield, Edna M. Supervisory data based on the 1931 South Dakota examination in eighth grade arithmetic. Master's, 1932. Iowa. 179 p. ms.

2089. Edson, Carroll R. Application of objective types of examination to the court of honor procedure of the Boy scouts of America. Master's, 1932. T. C., Col. Univ. 116 p. ms.

2090. Fossett, Harold. Comprehensive examination. Master's, 1932. Southern California.

2091. Garard, Ilah Maie. Comprehensive examination. Master's, 1932. Southern California.

2092. Gorsuch, Ruth. A statistical study of a final examination. Master's, 1932. Ohio. 100 p. ms.

Studies the validity, reliability, and difficulty of an examination used at Ohio State university.

2093. Greenberg, Etta. Comprehensive examination. Master's, 1932. Southern California.

2094. Halpin, Andrew Williams. A study of the true-false examination. Master's, 1932. Columbia.

* 2095. Henry, H. Clair. A critical study of the consistent-response vs. the R-W method of scoring true-false tests. Master's, 1932. Penn. State. 57 p. ms.

Forms A and B of Peters' Test of general information were given to 650 individuals from the fifth grade to the sophomore year in college. Each test was scored by two methods. Data indicate that the consistent-response method of scoring gives a significantly higher reliability and a higher validity than does the R-W method. The R-W method seems to overpenalize the pupil.

2096. Imbody, G. Ray. An analysis of the data secured from the every-pupil contest examination in English literature. Master's, 1932. Iowa. 104 p. ms.

2097. Korns, Garry William. Comprehensive examination. Master's, 1932. Southern California.

2098. Lady, Clyde Hartman. Comprehensive examination. Master's, 1932. Southern California.

2099. Leuenberger, R. C. Introduction to science examination. Master's, 1932. Colo. St. T. C.

2100. Littrell, Thelma Louise. Comprehensive examination. Master's, 1932. Southern California.

2101. Marer, Fred. Comprehensive examination. Master's, 1932. Southern California.

* 2102. Melbo, Irving Robert. How much do students guess in taking true-false examinations? Master's, 1932. N. M. St. T. C. 55 p. ms.

Tests given to seven different college classes and to nine different high-school classes in New Mexico State teachers college, Silver City, and three tests given to students at the Cliff high school, Cliff, N Mex., indicate that college students guess a little less than do high-school students.

2103. Merrick, Nellie Louise. A study of the feasibility of improving examinations in Washington. Master's, 1932. Washington. 77 p. ms.

Surveys reactions of teachers, superintendents, principals, county superintendents, and supervisors, in the State of Washington, to a system of State scholarship examinations in elementary and high schools, for purposes of guidance, supervision, measurement, etc.

2104. Neis, Margaret. The mental hygiene of examinations. Master's, 1931. Marquette.

2105. Odell, C. W. Further data concerning the effect of weighting exercises in new-type examinations. Journal of educational psychology, 22: 700–704, December 1931.

2106. Post, Edward Oscar. Comprehensive examination. Master's, 1932. Southern California.

2107. Potthoff, E. F. A comparison of marks based upon weighted and unweighted items in a new-type examination Journal of educational psychology, 23: 92–98, February 1932.

2108 Walton, Moss. The value of the county diploma examination for predicting success in rural high schools. Master's, 1932. Northwestern.

2109. Weidemann, C. C. Relative classroom discussion value of the determinate and the indeterminate statement in written examinations. Educational method, 11: 334–37, March 1932.

Data were secured from arithmetic, plane geometry, and history examinations. True-false and indeterminate statements were compared. As a means for developing discussion in classroom work, the indeterminate statement seems superior to the true-false statement.

2110. ——— *and* Newens, L. F. Does the "Compare and contrast" essay test measure the same mental functions as the true-false test? Journal of general psychology.

Under actual classroom conditions about 60 percent of the mental functions measured by the compare-contrast essay tests were also measured by the true-false test. About 40 percent of the mental functions measured by the true-false tests were not measured by the compare-contrast essay test. About 40 percent of the mental functions measured by the compare-contrast essay test were not measured by the true-false test.

2111. ——— ——— A study of a true-false and indeterminate statement examination in the history of education. Journal of educational research, 25: 197–210, March 1932.

Develops a scoring key for an examination of 160 true-false and indeterminate statements in the history of education, based on the "pooling" of the responses of 21 instructors in the history of education.

2112. Wilson, William R. Improvement of the college examination. Seattle, University of Washington press, 1932. 72 p.

The study compares the characteristics of the essay type of examination with those of the objective type, and suggests ways of improving each type of examination

See also 268, 749, 822, 1212, 1705, 1753, 2326, 2621, 2769, 2792.

EXTRACURRICULAR ACTIVITIES

2113. Axe, Fred Warren. An investigation of scout-leadership as a basis for the training of scoutmasters. Master's, 1932. Southern California.

2114. Bishop, Samuel Dewey. The relationship between the amount of participation of high-school students in extracurricular activities and their socio-economic status. Master's, 1932. Northwestern.

2115. Black, Gladys Helen. A guide for leaders of girls' clubs in the Philippines. Master's, 1932. Southern California.

2116. Boyer, Merle Wilford. Administration of Boy scout work as an agency in citizenship training. Master's, 1932. Oklahoma. 206 p. ms.

2117. Brown, Marion. Study of pupils selected by fellow pupils for positions of leadership in the extracurricular program in a particular school. Doctor's, 1932. T. C., Col. Univ.

A study was made of 259 pupils in positions of leadership from data secured from high-school records for individual pupils, questionnaires to pupils, interviews with pupils, records for the population of the individual school, records for the high-school population of the city. It was found that two-thirds of the leaders were members of the graduating class; were younger than their classmates; came from homes of a relatively high occupational status; expect to enter business and professional work. Leaders in major positions were superior to those in minor positions in posture and general appearance, intelligence, and scholarship. There was a wide range of abilities and of interests in the leader group. They had a wide variety of experiences in the student body, leagues, clubs, and class organizations. They had a variety of experience before their selection for leadership positions.

2118. Broxam, Pearl Bennett. Club program suggestions for special days. Iowa City, University of Iowa, 1932. 44 p. (University of Iowa extension bulletin, no. 284, January 15, 1932. Club program and bulletin service.)

2119. Bullock, Robert P. A study of the socio-economic status of boys in Greeley scout troops. Master's, 1932. Colo. St. T. C.

2120. Chastain, Harold E. Secret societies in the secondary schools of the United States. Master's, 1931. Coll. Pacific.

2121. Coxe, *Mrs.* Hazel Grimm. Student clubs in Louisiana. Master's, 1931. Louisiana. 75 p. ms.

2122. Davis, Homer M. The status of senior high school assembly programs in the State of Washington. Master's, 1932. Washington. 92 p. ms.

Determines organization, types, methods, and objectives of assembly programs.

2123. Gerber, Raymond A. An evaluation of the high-school extracurricular activity program. Master's, 1932. Washington. 93 p. ms.

2124 Ginder, Vera Mae. The relation of participation in extracurricular activities to intelligence, achievement, college marks, and placement of the 1930 and 1931 graduates of the State college at Bowling Green, Ohio. Master's, 1932. Northwestern.

2125. Hamilton, Virginia Bailey. Six problems in girl scouting. Master's, 1932. Peabody. 124 p. ms.

A study of the organization and administration of extracurricular activities of girl scout directors in the south

2126. Infelt, James F. Extracurriculum activities and success in industry. Master's, 1932. Chicago. 61 p. ms.

2127. Jenkins, Mildred Evelyn. How to operate school clubs in the junior high school. Master's, 1932. Southern California.

* 2128. McClelland, Clark R. Theories and practices relative to the administration of extracurricular activities in public schools with some suggestions for improvement. Doctor's, 1932 New York. 180 p. ms.

Discusses development and trends of attitudes and practices; analyzes present practices; discusses conditions and attitudes affecting the disposition of extracurricular activities; legal implications as to actual and implied rights; and possible adjustments leading toward a more desirable type of administrative control.

2129 MacDonald, Edward L. A study of the character and supervision of social activities in Seventh Day Adventist academies. Master's, 1932. Wichita. 104 p. ms.

2130 Mendenhall, Mary. An investigation of extracurricular activities in six Quaker colleges of the United States. Master's, 1932. Southern California.

2131. Patterson, Noble W. The financial administration of extracurricular activities of the Junction City high school Master's, 1932 Kans. St. Coll.

2132. Pease, Perley H. High-school assemblies in New Hampshire. Master's, 1932. New Hampshire. 45 p. ms.

2133. Posey, Mildred. Credit in extracurricular activities in 27 schools of Texas. Master's, 1932 Texas.

2134. Reid, Stella LaCroix. Survey of the extracurriculum activities in Monroe city high school, 1929–30. Master's, 1931. Louisiana.

2135. Smith, Martha A. Survey of the administrative problems of club activities in New Jersey junior high schools. Master's, 1932. Rutgers.

2136 Urquhart, Christena Anne. Financing the high-school newspaper. Master's, 1932. Southern California.

See also 852, 1116, 1234, 1536, 1798, 2414.

FAILURE OF PUPILS

2137. Danis, Leslie Howard. A study of the effectiveness of procedures for reducing failures in high school. Master's, 1932. Southern California.

* 2138. Keefe, Helen Frances. A study of the causes of failure with special reference to Grade 10. Master's, 1932. Boston Univ. 105 p. ms.

Part 1 Defines the term failure and the causes of failure as set forth in other studies which have been made of the subject, part 2 is a report of a study of failures made in grade 10, high school 10, Boston; part 3 gives quotations and excerpts from a group of remedial and preventive experiments made in an effort to reduce the failures in secondary schools.

*2139. **Magoon, Mayo M.** Relation of failure to pupil seating. Master's, 1931. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 42 p.

There is a tendency toward concentration of failures in certain groups of seats, and the concentration becomes more marked in the upper years of high school; some groups of pupils, because of their positions in the classroom, receive better supervision and assistance than others, some pupils need to be brought into positions nearer the teacher, there is strong evidence in favor of teachers assigning seats; considerable advantage is to be gained in the frequent changing of seating plans; teaching is most effective when it takes place from different positions; there is a tendency for some pupils to select outside seats deliberately in order not to be too close to the center of activity.

2140. **Morris, Roy Lee.** Causes and remedies for pupil mortality in South high school, Denver. Master's, 1932. Denver. 43 p. ms.

2141. **Perry, George Richardson.** Failures of freshmen in certain Connecticut high schools: To what extent is algebra responsible and how can the amount of failure due to algebra be reduced? Master's, 1932. Vermont. 49 p. ms.

Seven high schools in southeastern Connecticut were visited and test was given to freshmen of school department in September 1930.

2142. **Remy, Ayden A.** Factors of school failures. Master's, 1932. Ohio. 68 p. ms.

2143. **Sundgren, Ruby B.** Some reasons why students fail in the university. Master's, 1932. Colorado.

A study of the failures of 157 students indicate that they failed because of low intelligence, lack of appreciation, physical defects, poor schedules, and inadequate high-school preparation.

2144. **Walter, Zell S.** Case studies of pupils failing in junior high school. Master's, 1932. Chicago. 109 p. ms.

The study dealt with pupils in the seventh, eigth, and ninth grades, during the year 1931–32. The majority of failures could be prevented by individual attention on the part of the school.

See also 1324, 1777, 2962.

MARKS AND MARKING

2145. **Atherton, Harlan E.** The distribution of marks in Charlestown high school. Master's, 1932. New Hampshire. 19 p. ms.

2146. **Besley, Walter B.** Marking systems in use in secondary schools. Master's, 1932. Chicago. 112 p. ms.

The study included 200 public secondary schools representing 42 states. More than two-thirds of the 200 schools use a purely letter type of marking system or some variation of the letter type.

2147. **Bradbury, Roscoe Clifford.** A study of D and F grades in senior high school mathematics. Master's, 1932. Southern California.

2148. **Jones, Richard C.** A comparison of grades assigned to American history papers. Master's, 1932. Peabody. 99 p. ms.

A study of the variability in grades assigned to new-type test scores and essay-type test papers in American history. It was found that greater variability is shown in grading essay-type papers, but there is sufficient variation in grading both types to be significant.

2149. Kluss, Fred J., *and* Kirby, Thomas J. Pupils' marks in high-school subjects in 38 Iowa schools. Iowa City, University of Iowa, 1931. 60 p. (University of Iowa extension bulletin. Bulletin no. 278. College of education series no. 30. October 15, 1931.)

The study inquires into the current practice in subject enrollment, pupil withdrawals, failures, and the assignment of pupil marks in 38 Iowa high schools and attempts to discover how administrative procedures affecting these practices may be improved. Data indicate that administrators must assume responsibility for controlling the practices affecting enrollment and pupil progress in their schools. State-wide adoption of a uniform child accounting system is advocated.

2150. Kulp, Daniel H., *II*. What measures for grading? New York City, Teachers college, Columbia university, 1932.

An analysis of tests, before and after,, to discover what data best represent the work and achievement of students. Findings: Final score is the best measure.

2151. Lenfesty, Ralph G. A comparative study of the academic scores of the upper 25 percent of the senior class (1930–31) of the Ohio high schools with their relationship to age, sex, and vocation. Master's, 1932. Ohio. 123 p. ms.

A comparative study of 3,646 high-school seniors. These pupils took the second general scholarship contest for high-school seniors in Ohio. Findings: Boys made better scores than the girls in all subjects except English. Ohio high schools need a better guidance program. The larger the school the better the pupils are prepared at the completion of the senior year.

2152. Leuenberger, Clifford C. The prediction of college marks. Master's, 1932. Colo. St. T. C.

2153. Niederhauser, Charles H. Sex differences in high-school marks in relation to achievement. Master's, 1931. Stanford.

See also 317, 367, 396, 556, 720, 733, 806, 1152, 1341, 1364, 1673, 1693, 1703, 2043, 2107, 2160, 2604, 2774, 2848.

RECORDS AND REPORTS

2154. Atkinson, John Allen. A study of county and state school reports. Master's, 1932. Colo St. T. C.

2155. Courtright, Jeanette Holmes. A comparative study of the school records and the occupational records of high-school graduates who were secretarial majors. Master's, 1932. Southern California.

2156. Galbreath, Frank Earl. A State system of educational reports for Colorado. Master's, 1932. Colo. St. T. C.

2157. Murphy, J. Fred. The present status of high-school principals' annual reports to superintendents and boards of education. Master's, 1932. Ohio. 119 p. ms.

There was a spread of 125 different items reported in the 93 high-school principals' annual reports analyzed. The three groups of school administrators who rated the 35 items reported most frequently were in agreement that these 35 items were either "necessary" or "desirable but not necessary" in a high-school principal's annual report.

* 2158. Reed, J. McLean. An annual report for the Fostoria city schools for the year ending August 31, 1931. Our public schools. Master's, 1931. Ohio. Fostoria, Ohio, Board of education, 1931. 111 p.

Part 1 contains a history of the Fostoria public school from its beginning in 1882. Part 2 contains the present program including such factors as building, school population, curricular and extracurricular activities, special functions, school revenues, and school costs. Part 3 contains the modern requirements and responsibilities of the public school.

2159. **Skarda, Emil J.** Accounting methods in 16 school systems in Illinois. Master's, 1931. Chicago. 115 p.

Describes the nature and extent of financial records and reports kept in the selected school systems.

2160. **Taylor, J. Carey.** The reliability of quarterly marks in the seventh grade of junior high school, together with the value of certain standard tests in predicting them. Baltimore, Md., Johns Hopkins press, 1931. 54 p. (Johns Hopkins university studies in education, no. 17.)

Undertakes to determine the predictive value of scores made in the Otis group test and Stanford achievement tests. In Baltimore junior high schools, the Otis group test of mental ability correlates more highly with the teachers' 7B marks in English, mathematics, geography, history, or an average of these, than does the Stanford arithmetic test, the Stanford reading test, or the combination of any two, or all three taken together. The teachers' term mark, when based on several marks rather than a few, is a good measure of the achievement of the pupil.

2161. **Williams, Mary Rachel.** A critical study of the individual reports made by Kansas administrators to parents. Master's, 1932. Kans. St. T. C., Emporia. 65 p. ms.

See also 1402, 1933, 3049.

RETARDATION AND ELIMINATION

2162. **Cobb, Wilbur Kirkpatrick.** Retardation in elementary schools of children of migratory laborers in Ventura county, Calif. Master's, 1932. Southern California.

2163. **Crosser, Helen.** Special education—the retarded child. Master's, 1932. Ind. St. T. C. 89 p. ms.

The retarded child should be given an education which will permit him to engage in the work of unskilled labor and live happily in the humblest group. Special abilities should be sought out and developed and disabilities should be minimized.

2164. **MacLerie, Elsie Copeman.** Pupil retardation in the elementary schools of Stockton, Calif. Master's, 1931. Coll. of the Pacific.

2165. **Nichols, Vera Elizabeth.** An analysis of the conditions which contribute to withdrawal of freshmen from the University of Denver College of liberal arts during the period 1926–1930. Master's, 1932. Denver. 81 p. ms.

2166. **Stegemoller, Clarence William.** A vocational study of the graduates and withdrawals of Union high school, Dugger, Ind. Master's, 1932. Ind. St. T. C. 104 p. ms.

Attempts to discover what occupations the graduates and withdrawals of Union high school, Dugger, Ind., are following; what caused them to make their choices; what benefit the high-school training has been to them; what subjects have benefited them most; which ones would have benefited them more; and the adequacy of the high school course for the pursuit of college work.

See also 1382, 1483, 1709, 1752, 1776, 1788, 2499.

TEXTBOOKS

* 2167. **Adlum, Ruth K.** A study of ancient history textbooks in the light of the new interpretation of history. Master's, 1932. New York. 33 p. ms.

Examination of four ancient history textbooks written just prior to or since the World War showed that past conditions, past ideas, and past institutions have been emphasized, rather than past events; considerable space has been given to Egyptian and pre-Greek periods of history.

* 2168. **Bander, Roslyn.** Study of personality treatment in American history textbooks in use in senior high schools of New York City. Master's, 1931. New York 65 p. ms.

Analyzes seven American history textbooks used in the New York City schools, and finds that six lay too much stress on military history and too little stress on scientific and economic development, and almost ignore the cultural background.

2169. **Blythe, Irene T.** The textbooks and the new discoveries, emphases, and viewpoints in American history. Master's, 1931. George Washington. 156 p. ms.

Analyzes 53 secondary American history textbooks, published from 1897 to 1930, and finds that textbook writers act slowly in incorporating new views, emphases, and discoveries in their books.

2170. **Briggs, Egbert Estabrook.** The adaptation of ninth grade general science textbooks to curriculum needs. Master's, 1932. South Dakota. 100 p. ms.

2171. **Burke, *Sister* Mary Hortense.** A critical analysis of the study aids as found in representative high-school texts in European history. Master's, 1931. Loyola. 109 p. ms.

2172. **Butler, Leo W.** The chemistry found in general college zoology textbooks. Master's, 1932. Colo. St. T. C.

2173. **Carrell, Thomas Cumming.** Some problems involved in the use of the textbook. Master's, 1932 Southern California.

2174 **Carter, Charlotte Tyler.** A study of certain aspects of some primary readers. Master's, 1932. Indiana. 132 p. ms

2175. **Clemente, Tito.** A comparative study of the vocabularies of Philippine and American readers for the first grade. Doctor's, 1932. T. C., Col. Univ.

Attempts to compile a reading word list suitable for use in the first grade in the Philippine public schools and to determine whether there are any significant differences between the vocabularies of the Philippine and American first grade readers. Data indicate that as compared with American primers, the Philippine primers contain a significantly larger number of different words, of important words found among the first 1,000 most common words in Thorndike's word list and in Gates' word list, and of words not found in either of the word lists; that the American primers have a significantly lighter vocabulary load than the Philippine primers; that the Philippine primers have a significantly larger number of words in common with the American first readers than have the American primers in common with the Philippine first readers.

2176. **Coyner, Ruth E.** Trends in United States history textbooks on the upper elementary school level. Master's, 1931. George Washington. 115 p. ms.

A study of 28 United States history textbooks published between 1830 and 1930 shows that history textbooks approximately doubled in size every 30 years between 1830 and 1920; miscellaneous aids dominated the aid space until 1920; in 1930 visual aids were more prominent than miscellaneous aids.

2177. **Crawford, Mary Ann.** Parallel readings listed in junior high school history textbooks. Master's, 1932. Peabody. 144 p ms.

References were compiled from a selected list of 10 junior high school history textbooks Findings: No reference was given by all 10 textbooks studied; 3 were given by 9 textbooks, 2 by 8 textbooks, 13 by 7, 16 by 6, 29 by 5, 65 by 4, 124 by 3, and 252 by 2 textbooks.

2178. **Davis, Alta.** Parallel readings listed in junior high school history textbooks. Master's, 1932. Peabody. 163 p. ms.

From a study of 10 textbooks in junior high school history, it was found that they varied in organization and subject matter for collateral reading

2179. **Dinning, Wilmoth Figuers.** Parallel readings listed in senior high school history textbooks. Master's, 1932. Peabody. 184 p. ms.

This study disclosed the fact that textbooks for senior high school history vary both in the type of parallel reading recommended and in the number of references mentioned by the 10 texts studied More than 1,600 references of all kinds were suggested by one text only of those texts examined, and 681 references were recommended by 2 or more of the 10 representative texts studied. Of this latter number only 2 (both histories) were suggested by all of the texts

* 2180. **Dubreuil, Elizabeth C.** The selection and application of criteria for the judging of arithmetic textbooks for the primary grades. Master's, 1932. New York. 73 p. ms

Criteria were selected and used in rating 10 primary arithmetics printed since 1925, which are used in New York State.

2181. **Duncan, Samuel E.** Critical study of organization of general science textbooks. Master's, 1932. Cornell. 177 p. ms.

2182 **Farrelly, Julia.** The vocabularies of 20 primers. Master's, 1932. St. Louis. 110 p. ms.

2183. **Fountaine, Suejette A.** The development of criteria for the selection of music textbooks. Master's, 1932. Northwestern.

2184 **Greene, Amsel.** Proposed textbook in word derivation for use in high schools. Master's, 1932. Stanford.

2185. **Hays, Louella.** A study of certain skills found in elementary English textbooks. Master's, 1932. Colo. St. T. C.

2186. **Hebel, Elizabeth.** A study of the vocabulary load in arithmetic texts for pupils in the fifth grade. Master's, 1932. Iowa. 372 p ms.

* 2187. **Henshaw, J. Harry.** The allotment of space in textbooks in chemistry as indicated by the number of words devoted to household arts. Master's, 1932. Penn. State. 143 p. ms.

Allotment of space in each of 10 texts was determined by word count.

2188. **Huebner, Max S.** An analysis of textbooks in world history since 1883. Master's, 1932. Kans. St. T. C., Emporia. 126 p. ms.

2189. **Jacobs, Sybil.** The oral expression content of seventh and eighth grade English textbooks. Master's, 1932. Colo. St. T. C.

2190. **Kittleson, Agnes.** A textbook analysis to determine significant vocabulary in ancient history. Master's, 1932. Iowa, 108 p. ms.

2191. **Lang, Margaret Rovegno.** An analysis of materials pertaining to animals in primary readers. Master's, 1932. Peabody. 86 p. ms.

Analyzes 13 series of primary readers used as basal texts in the United States in 1931, including the primer, first, second, and third readers. Approximately 50 percent of the material in the readers pertains to animals; the fundamental life habits named are: Food, habitat, reproduction, self-protection, and covering.

2192. **Lein, Jacob.** The grade location and drill frequency of certain adjective modifiers and selected language textbooks. Master's, 1932. Iowa.

2193. **Liljequist, E. E.** A proposed scale for the measure of textbooks in history. Master's, 1932. Chicago 80 p. ms.

Three textbooks representing intermediate junior high school and senior high school grade of work were scored by 150 scorers.

2194. **McClymond, Dan M.** Relation of test items to textbook content in physics. Master's, 1932. Iowa. 57 p. ms.

2195. McGrath, Sarah H. Modifications in the use of the textbook in the Massachusetts public schools, 1830–1931. Master's, 1932. Smith. 110 p. ms.

2196. McKinney, Margaret. Vocabulary study of three elementary reading texts used in Mexico. Master's, 1931. South. Methodist.

2197. Meadors, Allen James. Analytical study of seventh grade (junior high school) composition texts. Master's, 1932. Peabody. 65 p. ms.

2198. Mehl, Marie. Vocabulary study of first grade readers. Master's, 1932. Colo. St. T. C.

2199. Moore, Eva. Types of sentences found in elementary textbooks. Master's, 1932. Texas.

2200. Nolen, Jewel. A study of third grade readers for health content. Master's, 1932. Peabody. 50 p. ms.

2201. Oetting, Nellie M. An analysis of textbooks to determine the geographic terms to be mastered by students in world history. Master's, 1932. Iowa. 70 p. ms.

2202. Peterson, Thelma. A comparison of the vocabularies of two business spellers with the most frequently occurring difficult words in business letters. Master's, 1932. Iowa. 80 p. ms.

2203. Rankin, A. E. A study of the vocabulary load in arithmetic texts for pupils in third and fourth grades. Master's, 1932. Iowa. 60 p. ms.

2204. Ray, Ruby. Physical make-up of recent primary readers. Master's, 1932. Peabody. 84 p. ms.

Compares the physical make-up of children's books and 69 primary readers.

2205. Schwieder, Albert. A vocabulary study of 12 recent beginning books in reading. Master's, 1932. Washington Univ. 78 p. ms.

2206. Sharer, Paul B. Analysis of the problems of Duff's college physics text for the specific algebraic, geometric, higher arithmetic, and trigonometric skills involved in the solutions. Master's, 1932. Iowa. 127 p. ms.

2207. Sills, William L. Prerequisites to Griffin's "An introduction to mathematical analysis." Master's, 1932. Peabody. 50 p. ms.

2208. Smith, Pauline. Textbook for high-school harmony. Master's, 1931. Indiana.

* 2209. Springmeyer, Sarah Marian. The problem material in six modern elementary algebra textbooks. Master's, 1932. New York. 73 p. ms.

Compares the problem material in six modern elementary algebra textbooks with Thorndike's recommendations in the "Psychology of algebra."

2210. Stayton, Winifred E. A vocabulary study of four primers. Master's, 1931. George Washington. 133 p. ms.

Indicates that writers of primers do not attempt seriously to provide adequate word drill.

2211. Sunthimer, Charles Edward. Analytical study of 21 English language textbooks. Master's, 1932. Indiana. 169 p. ms.

2212. Sutherland, Boliver Lee. Collateral reading lists in senior high school history textbooks. Master's, 1932. Peabody. 117 p. ms.

Ten senior high school history textbooks were analyzed to find to what extent the authors agree on the references they suggest for collateral reading.

2213. Terry, Dell. An analysis of some plane geometry textbooks. Master's, 1932. Peabody. 97 p. ms.

Analysis of 17 textbooks in plane geometry from Euclid to 1930, shows numerous changes have been made in plane geometry textbooks since Euclid's time.

2214. Virtue, Jessie Hardy. Some results of a study of mathematics texts and assignments in schools from which students have entered the Longview, Wash., high school. Master's, 1932. Washington 43 p. ms.

2215. Wackerbarth, Allie Mae. A comparison of Spanish and English primers. Master's, 1932. Texas.

2216. Walker, Percy Maurice. The treatment of tariff in junior high school history textbooks. Master's, 1932. Peabody. 69 p. ms.

2217. Weiner, Esther H. A study of the development of subject matter in elementary physics textbooks. Master's, 1932. Cornell. 197 p. ms.

2218. Wilson, Homer Cyrus. Evaluation of graphic aids to comprehension of social science texts in junior high school. Master's, 1932. Southern California.

2219. Wilson, Leonard T. A scientific evaluation of economic geography textbooks used in senior high schools. Master's, 1932. Southern California.

2220. Wittman, Nora E. Comparative analysis of textbooks in general mathematics. Master's, 1932. Cornell. 134 p. ms.

*2221. Wright, Harvey Austice. An evaluation of certain textbooks in general mathematics for college freshmen with a view to formulating a course which affords more satisfactory preparation for calculus. Doctor's, 1932. New York. 136 p. ms.

A study was made of 205 college and university catalogs to determine the nature of mathematics courses available to freshmen and sophomores. Five texts, published between 1921 and 1931, were studied. A course in general mathematics was worked out, requiring one year of elementary algebra and one year of plane geometry as prerequisites.

See also 253, 255, 259, 261, 1329, 1380, 2289–2291, 2347, 2529, 2551, 2861; *and under* Special subjects of curriculum.

SCHOOL BUILDINGS AND EQUIPMENT

2222. Andrews, Foster Finley. A practical application of a school building program. [Master's, 1932.] Oklahoma. 178 p. ms.

2223. Arnold, William E. Standards and techniques for planning and evaluating junior high school plants. Doctor's, 1932. Ohio. 186 p. ms.

Gives a consensus of expert opinion on the features of a junior high school building with score card for evaluating existing plants.

2224. Beaty, Smyres Leonard. The housing and equipment of Smith-Hughes recitation-laboratory rooms in Ohio. Master's, 1932. Ohio. 35 p. ms.

2225. Bennett, Jack Holt. Utilization of school buildings in Tipton county, Tenn. Master's, 1932. Peabody. 112 p. ms.

2226. Burns, Lillian. Survey of office equipment in the business offices of Spokane and a recommendation for teaching their use in the schools and colleges in or near Spokane. Master's, 1932. Stanford.

2227. Carnes, Carl Clinton. A study of the natural science laboratories in the high schools of Florida. Master's, 1932. Florida. 122 p. ms.

2228 **Ching, John Frederick.** Types of windows as factors in the ventilation of classrooms. Doctor's, 1932. California. 161 p. ms.

2229 **Cornwell, Lorain S.** Analysis of the high-school building needs of Taylor county, W. Va, based on pupil population growth. Master's, 1932. West Virginia.

2230. **Crumpton, Millard Brown** The shapes of seats and desks with respect to correct posture. Master's, 1932 Peabody. 81 p. ms.

This study covered all of the furniture used in school buildings for sitting and writing purposes. Only the adjustable type of seat and desk should be used. Chairs and tables should be used by kindergarten children Most seats, desks, chairs, and tables do not conform to correct posture.

2231 **DeHaven, Thomas Wright.** Mechanical appliances in school and office. Master's, 1931. Louisiana.

* 2232. **Diehl, Harry E.** High-school building survey for Hollidaysburg, Pa. Master's, 1932. Penn. State 64 p. ms.

This is a survey of the present high-school facilities of Hollidaysburg and community made in order to determine the kind of building that would best meet the needs of the town and community.

2233. **Engelhardt, N. L.** Standards for junior high school buildings prepared for use in connection with the Strayer-Engelhardt score card for junior high school buildings. New York City, Teachers college, Columbia university, 1932. 161 p.

Discusses the site, building, service systems, classrooms or recitation rooms, special classrooms, general service rooms, and administration rooms.

2234. ——— Survey field book for the analysis of a high-school building. New York City, Teachers college, Columbia university, 1931. 45 p.

2235. **Finley, Reuel C.** Housing problems of the 6-year high school. Master's, 1932. Colorado.

2236. **Gates, Raymond Smith.** A study of the heating of some of the buildings at the University of Vermont. Master's, 1931. Vermont.

2237. **Green, Earle Milton.** A survey of the Riverside elementary school building needs. Master's, 1932. Southern California.

* 2238. **Hayes, Harriet.** Suggested standards for use in planning residence halls for undergraduate students in American colleges and universities. Doctor's, 1931. T. C. Vol. Univ. New York City, Teachers college, Columbia university, 1933. 247 p.

Data were secured from published material issued by various institutions in connection with their student residence halls, unpublished material from 125 colleges and universities giving information regarding their housing facilities for women students; information, criticism, and general assistance from architects and from numerous college officials, including deans, heads of halls, directors of food service, etc.; and more than 300 references relating either directly to student residence hall problem or having significance in this connection. A list of proposed standards including approximately 150 items expoure apparatus were studied

2239. **Holland, B. F.** Some laboratory apparatus in use in the educational psychology laboratory of the University of Texas. Austin, University of Texas, 1932.

Eye-movement camera, device for photographing finger movements of blind readers, exposure apparatus were studied.

2240. **Howard, Ralph A.** A list of laboratory apparatus for a vocational agriculture department. Master's, 1931. Ohio.

2241. **Hull, John Henrich.** School supply purchasing and accounting in small school systems. Master's, 1932. Colo. St. T. C.

2242. **Lease, Leland J.** Equipment for teaching physics in the junior colleges of California. Master's, 1932. Stanford.

2243. **Lightfoot, Preston Clide.** A survey of housing, equipment, and materials used in industrial arts departments of the Los Angeles junior high schools. Master's, 1932. Southern California.

2244. **Lohmoelder, Ruth P.** A study of the uses made of the school auditoriums in Utah county, Utah. Master's, 1932. Brigham Young.

2245. **Lowry, George K.** Errors in school-building planning and construction in certain Indiana high schools. Master's, 1932. Iowa. 201 p. ms.

2246. **McCharen, John Dudley.** Trends in the educational planning of Mississippi school buildings. Master's, 1932. Peabody. 71 p. ms.

2247. **Morris, Willis Dedric.** Design of an ornamental illumination system for the new campus of the Louisiana State university. Master's, 1032. Louisiana.

2248. **Moseley, Glen H.** Proposed building program for Analy union high school, Sebastopol, Calif. Master's, 1931. Stanford.

2249. **Myrice, Ferris W.** A survey of the high-school buildings of Allen county to determine how efficiently they are used. Master's, 1931. Ohio. 97 p. ms.

2250. **Odell, C. W., *and* Hamilton, T. T., *jr.*** Special features of Illinois school buildings. Urbana, University of Illinois.

2251. **Pierron, Richard Paul.** Measuring the ability of Bellingham to finance a school building program. Master's, 1932. Washington. 56 p. ms.

2252. **Ramseyer, Lloyd L.** Inventories of school equipment in cities with a population of 50,000 or more. Master's, 1932. Ohio. 70 p. ms.

All cities in the United States with a population of 50,000 or more were studied. It was found that 75 per cent of the cities take some form of inventory. There is much variation in the inventory forms and methods of procedure.

2253. **Reeves, Stanley Newman.** Tests of quality for school equipment and supplies. Doctor's, 1932. Peabody.

2254. **Smith, Rebekah Anne.** Sound problems at Arsenal technical schools: (1) teachers' lunch room; (2) auditorium-gymnasium. Master's, 1931. Indiana.

2255. **Stephens, Joseph B.** The administration of the high-school cafeteria. Master's, 1932. Chicago. 80 p. ms.

The study included cost of preparation and serving of meal, managerial salaries, types of service, cost per seating, total seating capacity, and pupil service.

2256. **Sutton, David H., *and* Holy, Thomas C.** A school building survey and program for Washington, C. H., Ohio. Columbus, Ohio State university, 1931.

2257. ——— ——— Standard list of equipment for chemistry, physics, biology, and general science laboratories. Columbus, Ohio State university, 1931.

Ascertains as nearly as possible the individual and general equipment needed for a class of given size in the four major high-school sciences.

2258. Wolf, Leonard. Housing standards for women's dormitories in mid-western state-supported institutions. Master's, 1932. Iowa St. Coll.

See also 106, 863, 1439, 1455, 1679, 1914, 1923

JANITORIAL SERVICE

2259. Engelhardt, N. L., Reeves, C. E., *and* Womrath, G. F. Survey data book for public-school janitorial-engineering service. New York City, Teachers college, Columbia university, 1932. 75 p.

2260. Whiteneck, Hosea A. The service load and the service cost of janitor-engineers in the elementary schools of Southern California. Doctor's, 1932. Southern California.

See also 106, 1815.

HEALTH AND PHYSICAL EDUCATION

2261. Albright, Harold. A suggested course of study in physical education for boys of the ninth grade. Master's, 1932. Ind. St. T. C. 91 p. ms. (Abstract in: Indiana State teachers College. Teachers college journal, 3: 281–82, July 1932.)

2262. Anderson, Beatrice Mary. A study of the health and body mechanics of kindergarten children at home and at school. Master's, 1932. Southern California.

* 2263. Andrews, Emily Russell. Methods and results of a system of physical examination in a private school. Master's, 1932. New York. 180 p. ms.

Describes the system of physical education in use at the Chandor school for girls in New York City.

2264. Barmack, Joseph E. Glands and personality—the possibilities of influencing the development of personality traits through the medium of the endocrine glands. Master's, 1931. Coll. of the City of N. Y. 44 p. ms.

The endocrine glands have definite influence on the development of personality traits; thyroid and adrenal secretions are subject to change by environmental stimuli; a study of the sympathetic control of the endocrines is valuable for the technique of glandular control in the school; endocrine imbalance is common enough to warrant the employment of a trained endocrinologist by each large school; our present adherence to the old techniques of extrinsic stimulation in the classroom is not conducive to the development of the most desirable type of personality.

2265. Brace, D. K. Why physical education is a way of education. Austin, University of Texas, 1932.

2266. Brame, Sidney. Annotated bibliography of the aims and objectives of physical education. Master's, 1932. Peabody. 122 p. ms.

2267. Bronson, Alice Oakes. A study of state physical education associations with a plan of organization for the Utah physical education association. Master's, 1932. Utah.

2268. Brouillette, J. Walter. Investigation of certain physical conditions of selected elementary school children of St. Landry parish, La. Master's, 1932. Louisiana.

2269. Burr, John H., *jr.* A survey of physical education in Negro colleges and universities. Master's, 1932. Int. Y. M. C. A. Coll. 145 p. ms.

2270. Cadbury, *Mrs.* Olive C. Private association interest in a department of public welfare. Master's, 1932. Columbia.

* 2271. Campbell, Anne M. Health, physical development, and scholarship. Master's, 1931. New York. 43 p. ms.

Data indicate that there is no relationship between psychological score or academic record and age, weight, height, lung capacity, or posture

* 2272. Campbell, Ruth Eleanor. A study of the comparison of the distribution of subscriptions to the Journal of health and physical education with the distribution of teachers of physical education. Master's, 1932. New York. 96 p. ms.

The ratio of subscriptions to the Journal of health and physical education to the number of teachers of physical education varies from 0 6 percent in Mississippi to 76 percent in Missouri.

2273. Chang, Fletcher Yung. State organization and administration of health and physical education. An analytical study of the programs of health and physical education of 15 state departments of education. Doctor's, 1932. T. C., Col. Univ.

Data indicate that 36 state laws differ in their use of terminology, nature, scope, and content. The 15 states studied show the health and physical education staff organized as a separate division in the state department of education, as a part of a division in the department, or as a separate division in the department but administered by an outside agency.

2274. Chase, Florence Zoe. The status of physiology as a high-school subject. Master's, 1932 Southern California.

2275. Darner, Lucille. A course of study in health education for ninth and tenth grades. Master's, 1932. Iowa.

2276. DeLong, Oscar. A study of physical education in the accredited secondary schools of S. Dak., and a program suitable to the smaller high school. Master's, 1932. Iowa.

2277. Denton, C. T. An outline curriculum of physical education for the public schools, grades 1 to 12. Master's, 1932. Iowa.

2278. Dowell, William Merl. A study of physically accelerated children. Master's, 1932. Peabody. 74 p. ms.

This study is concerned with the relationship between physical growth and mental ability. The physically accelerated children were found to rank higher than the small children in mental achievement.

2279. Duggan, Salome Jane. Sociological aspects of health in the public schools. Master's, 1932. Tennessee. 87 p. ms.

* 2280. Evans, Ruth Carol. A critical analysis of the physical examinations of 500 undergraduate students of New York University. Master's, 1931. New York. 52 p. ms.

The most outstanding defects were found to be those of tonsils, skin, and blood pressure, defects of glands of the neck, feet, teeth; the lowest incidence of defects refer to nutrition, ears, lungs, and central nervous system.

2281. Fasulo, Timothy. Corrective gymnastics in the United States. Master's, 1932. Int. Y. M. C. A. Coll. 222 p. ms.

2282. Follett, Verna Evelyn. An experimental study on footedness. Master's, 1931. Brown.

2283. Gemmell, Lee. The effects of two superior systems of controlled illumination on visual acuity and eye fatigue. Master's, 1932 Kans. St. Coll.

2284. **Gilson, William George.** An objective rating of physical education programs for boys in Los Angeles county high schools. Master's, 1932. Southern California.

* 2285. **Goss, George E.** The development of organized physical education in the Philippine Islands. Doctor's, 1932. New York. 170 p. ms.

Considers the problem from the standpoint of the status of physical education in the Philippine Islands prior to American occupation; developments which have taken place in physical educational institutions, playgrounds and sports organizations, and in the social institutions of the Philippines during the last 30 years, and the factors which contributed to their development.

2286. **Grady, Raymond Francis.** Health movement in the junior high school. Master's, 1932. Boston Coll.

2287. **Grant, Glenna Fay.** Construction and grade placement of original tap and character dances for secondary schools. Master's, 1932. Texas.

* 2288. **Greeley, Louisa May.** A study of the leisure time use of the games taught in the physical education program to fifth and sixth grade children. Master's, 1931. New York. 103 p. ms.

Discusses the carry-over of specific physical education activities taught fifth and sixth grade age children.

2289. **Gregg, F. M.,** *and* **Rowell, Hugh Grant.** Health studies. Home and community. Yonkers-on-Hudson, N.Y., World book company, 1932. 258 p.

This is a companion textbook on health to Personal health, by Gregg and Rowell, based on experimentation and classroom testing. It is for use in the seventh, eighth, or ninth grades.

2290. ——— ——— Health studies Personal health. Yonkers-on-Hudson, N.Y., World book company, 1932. 314 p.

This is a textbook on personal health for use in the seventh, eighth, or ninth grades, based on experimentation and classroom testing.

2291. ——— ——— Teacher's manual for health studies: Home and community. Yonkers-on-Hudson, N.Y., World book company, 1932. 64 p.

2292. **Hamer, Evelyn.** Uniform cumulative physical education cards. Master's, 1932. Northwestern.

2293. **Hamilton, C. F.** An evaluation of the program of physical education in the smaller high school. Master's, 1931. Illinois.

* 2294. **Hansen, Canute.** Significance of experimental pedagogy of Rudolf Steiner with special reference to teeth. Master's, 1931. New York. 203 p. ms.

Describes the fundamental stages in the development of dentistry.

2295. **Harmon, John Millard.** Methods of procedure in the city comprehensive school health and physical education survey. Doctor's, 1932. Indiana. 197 p. ms.

2296. **Harris, Edith Anne.** Education for weight control through diet: A library survey with a resultant mechanical invention. Master's, 1932. Southern California.

2297. **Harrison, Marguerite.** Meeting the health needs of third grade children. Master's, 1932. Peabody. 89 p. ms.

Health needs of third-grade children can be met through the home, school, and health department.

2298. **Hendrickson, Leslie Earl.** Physical, mental, social, and recreational values of high-school physical education. Master's, 1932. Southern California.

* 2299. Higbee, Thomas W. Accidents in the physical education activities of a boys' and girls' high school: A study of the accidents occurring in the physical education activities of Columbia high school of South Orange and Maplewood, N.J. Master's, 1932. New York. 72 p.ms.

Data indicate that the younger age groups appeared to have more accidents than did the older age groups; height seemed to have no significant bearing on accident frequency; pupils with higher strength indices as determined by the Rogers test had a tendency to be injured less frequently; there seemed to be no connection between accident frequency and physical fitness as measured by the Rogers test.

2300. Hogan, Edwin Young. Physical education in Southern Methodist colleges. Master's, 1932. Peabody. 98 p ms.

This study covered 28 colleges of the Southern Methodist Church.

2301. Huff, Fred H. Physical education, hygiene, and athletic administration in public high schools of West Virginia. Master's, 1932. Int. Y. M. C. A. Coll. 114 p. ms.

* 2302. Hughes, William L. The administration of health and physical education for men in colleges and universities. Doctor's, 1932. T. C., Col. Univ., New York City, Teachers college, Columbia university, 1932. 181 p. (Contributions to education, no. 541.)

Presents 810 evaluated standards and policies in the administration of campus sanitation, health service, health instruction, required physical education, intramural athletics, and intercollegiate athletics for men in colleges and universities.

* 2303. Ierardi, Thomas Guy. A comparative study of organic capacity and anthropometrical variations in physical types of sthenic, asthenic, and normal. Master's, 1932. New York. 43 p. ms.

Studies the strength index, physical fitness index, standing height, weight, sitting height, shoulder breadth, hip breadth, chest depth, and leg length of 116 undergraduate men of the department of physical education and health of New York University.

* 2304. Kauffman, Earl, *jr.* A study to determine present procedures in conducting the medical (health or physical) examinations in colleges. Master's, 1931. New York. 65 p. ms.

Data were secured from small, medium, and large colleges and universities in the United States by means of a questionnaire. Discusses the status of persons giving the examination, the basis of choice of examiners, when and how often the students are examined, and the amount of time consumed in examining each student.

2305. Kellam, Claud Holland. A physical education curriculum for boys in Brackenridge high school, San Antonio, Tex. Master's, 1932. Texas.

2306. Kershner, Helene. A study of the trends in the teaching of physiology. Master's, 1932. Southern California.

2307. Keyes, Ruth Frances. An appreciation of the necessary balance between the physical and mental elements in secondary and collegiate education. Doctor's, 1932. Boston Coll.

2308. Kuhn, May Cole. A study of the teaching of physiology in the American school. Master's, 1932. Southern California.

2309. Kunde, Norman Fredrich. The status of health supervision in public schools of Washington. Master's, 1932. Washington. 256 p. ms.

* 2310. Labarre, Earl. What does the grade school teacher of physical education expect of the supervisor of physical education? Master's, 1932. New York. 51 p. ms.

Studies the school system of Bethlehem, Pa., and shows that a large majority of the teachers wished the supervisor to order all kinds of instructional equipment and supplies, that demonstrations be given in all activities pertaining to the teaching of health and physical education, and that a health program be organized and furnished them.

2311. **Law, G. C.** A study of physical defects of University of Illinois students, with special reference to the members of the class of 1933 assigned to corrective physical education for four semesters. Master's, 1932. Illinois.

* 2312 **Lee, Mary Alden Morgan.** The relation of the knee jerk and standing steadiness to nervous instability. Doctor's, 1931. Chicago. Journal of abnormal and social psychology, 26: 212–28, July–September, 1931. (Reprinted.)

Describes a preliminary experiment with two subjects, a man and a woman to determine the variability of the knee jerk and steadiness under standardized laboratory conditions; an experiment conducted in February and March 1928 with 10 medical students selected as exhibiting different degrees of nervousness according to the ratings of their classmates, the tests used with these students were Knee jerk, standing steadiness, and a salivary reflex, and a study held during March to June 1928, of 258 children in the third, fourth, fifth and sixth grades of the elementary school of the University of Chicago Findings· True individual differences exist in the knee jerk and in the Romberg test in the organically sound population; there is considerable social agreement in the meaning of "nervous instability"; there is no evidence that neurotic tendencies are associated with an active knee jerk; the neurotic adult and child tend to be more unsteady than the phlegmatic in the erect position with eyes closed; there is no sex difference in children in either the amplitude of the knee jerk or in steadiness; within the age range of the children studied, there is a low inverse correlation between age and amplitude of the knee jerk, degree of unsteadiness, and questionnaire scores.

* 2313 **Leland, Mary Louise.** A method for determining posture standards with special reference to children in the second and third triennia. Master's, 1931. New York. 45 p. ms.

A total of 121 normally healthy children between the ages of 4 years and no months and 9 years and 11 months were studied, and from posture silhouettes and measurements of the children, two standards were set up, one for the average posture of children in the age group of from 4 through 6 years, and one for chilrdren from 7 through 9 years.

2314. **Lewis, Morton Abraham.** A survey of health education and practice in the schools for colored children and their communities. Master's, 1932. Ind. St T. C. 44 p. ms. (Abstract in. Indiana State teachers college. Teachers college journal, 3 · 294–95, July 1932)

Studies the status of health education as administered in the schools for colored children in Vigo county, Ind, and shows that the attitudes of the teachers and of the parents are wholesome toward health instruction and its administraion

* 2315. **Liljenstein, Oscar John.** A job analysis of health and physical education in Pennsylvania. Master's, 1932. New York. 68 p. ms.

Data were secured from answers to a questionnaire received from 66 graduates in health education of the East Stroudsburg State teachers college employed in Pennsylvania. Physical education teachers are often required to teach subjects outside their field

2316. **McCarraher, John D.** Survey of physical education and hygiene in country day schools for boys. Master's, 1932. Int. Y. M. C. A. Coll. 137 p. ms.

2317. **McCollom, Francis Brown.** Measurement of progress in corrective physical education. Master's, 1932. Southern California.

2318. **MacCurdy, H. Leigh.** The measurement of the physical capacity of secondary school boys. Doctor's, 1932. T. C, Col. Univ.

Attempts to construct a test that will be a valid and reliable measure of the physical capacity of the large muscle groups, which may be used to classify pupils into homogeneous groups for physical education activities. A total of 1,414 cases were used in the different phases of the study The boys, aged 13–20, were in the physical education programs of the Gorton high school, and the Saunders trade school, Yonkers, N. Y. The experimental group was cosmopolitan in its make-up and included only American-born white boys The experimental groups were subjected to a battery of varied tests

A physical capacity index was worked out statistically. The physical capacity index proved to be a valid and reliable measure of the power of the big-muscle groups; it does not measure specific athletic skill.

2319 McGee, Nacy Waters. Public health administration in Iowa. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

The public health services in Iowa are similar to those in other states where a number of unrelated agencies administer its program, resulting in a duplication of effort, division of responsibility, and lack of coordination.

* 2320. McKinstry, Helen. A study of estimated and actual success of graduates of a normal school of physical education. Master's, 1932. New York. 174 p. ms.

Data were secured from records made by the Central school of hygiene and physical education dating from the beginning of the school in 1919.

2321. McMullen, William. A survey of the teaching of physical education in western Kansas. Master's, 1932. Kans. St. T. C., Hays. 54 p. ms.

* 2322. Macneil, John P. The organization and administration of laboratory experience in teaching physical education. Doctor's, 1932. New York. 160 p. ms.

Criteria for the organization and administration of laboratory experience in teaching physical education were formulated and validated by 36 competent judges. A check list of current practices and policies in providing laboratory experience in teaching for prospective physical education teachers, was formulated and sent to all institutions offering professional curricula in physical education. Nearly half of the institutions preparing supervisors and administrators of physical education fail to provide special facilities and a program for laboratory experience in supervision.

2323. Mattia, Enrique A. Physical education and the boy. Master's, 1932. Int. Y. M. C. A. Coll. 327 p. ms.

2324. Mendenhall, L. L. A professional curriculum of physical education for men for the Iowa state teachers college. Master's, 1932. Iowa.

* 2325. Messer, Guerdon Norris. Critical analysis of the application of the Rogers physical fitness test to Williams college students. The establishment of revised normal strength indices for Williams college men. Doctor's, 1932. New York. 118 p. ms.

Attempts to determine whether the Frederick Rand Rogers physical fitness test and normal strength indices were applicable on the college age level for the purpose of grouping students into homogeneous groups for physical education activities. In 1930, 216 freshmen and 187 sophomores were given the Rogers tests. Data indicate that the Rogers normal strength indices were not valid for the Williams college students tested. A new set of norms, known as the Williams college norms, was established and proved to be more valid for the college age group.

2326. Minnesota. University. Qualifying examinations for prospective physical education teachers. Minnesota, 1932. 29 p. ms.

Background courses in theory and activity course content for elementary, secondary, and college levels.

* 2327. Mitchell, William E. A study of health programs in senior high schools. Master's, 1932. Penn. State. 100 p. ms.

Presents available information regarding the present status of the organization, administration, and content of health programs in senior high schools of western Pennsylvania. The health programs of 30 schools were studied. The health programs are not generally well balanced. More emphasis is placed on physical education than on any other phase of the health program. They contain little provision for corrective or remedial gymnastics. There is a lack of cooperative responsibility for them. Facilities and equipment in the health and physical education departments are inadequate.

* 2328. **Mitterling, Ralph.** The control of physical education activities, outside of school hours, by, or in conjunction with, the board of education: A study of 18 cities in the United States. Master's, 1931. New York. 74 p. ms.

Data indicate that the school provides physical education activities, outside of school hours, to some extent, but there is no outstanding example of complete control of physical education activities by the school, for the school age child, during the entire year.

2329. **Morgan, Lucy Shields.** Microbiology as presented in a university course in health education. Master's, 1932 Tennessee 225 p ms.

2330. **Murphy, Mildred Travis.** Physical defects and impairments of school children. Master's, 1932. Peabody. 93 p ms.

Too many children in the United states are suffering from physical defects and impairments which may be detected, prevented, and possibly corrected by the classroom teacher Methods, examination forms, and suggested lessons are given for the use of the untrained teacher.

2331. **Muzzey, Dorothy.** A comparison of the group progress of white and colored children in learning a rhythmic pattern. Master's, 1932. Iowa.

* 2332. **Ocean, Samuel G.** The establishment of a hygiene program integrated with trade subjects in industrial high schools, based on occupational conditions. Master's, 1932. New York. 140 p. ms.

Integrates the hygiene program with the printing, sedentary, auto-mechanic trades, safety education and poster aids for teaching health at the Murray Hill industrial high school.

2333. **O'Neel, Franklin W.** A behavior frequency rating scale for character and personality measurement in high-school physical education classes for boys. Master's, 1932. Iowa.

2334 **Oosting, Ray.** A study of the opinions and experiences of college graduates on questions relating to athletics and physical education. Master's, 1932. Int. Y. M. C. A. Coll. 53 p. ms.

2335. **Osborn, Eleanor.** Experiment in health education. Master's, 1932. Stanford.

2336. **Owings, Chloe.** A social hygiene research program. Minneapolis, University of Minnesota press, 1931. 14 p. (Studies in parental sex education. Paper 1.)

Gives a history of the origin of the research, the program, and findings of the research.

2337. ——— Some curricular practices in sex education. A survey and a program. Minneapolis, University of Minnesota press, 1932. 25 p. (Social hygiene bureau. Studies in parental sex education, paper 5.)

Interviews were held with 100 members of the faculty of the University of Minnesota on the outline of topics and subject materials in sex education which had been prepared. The survey wished to determine whether or not a course contained subject material on any of the topics of the outline; and whether or not such material was applied in the classroom to life situations involving the mating urge behavior. Of the 2,395 courses offered in the University, 101 were said by the persons interviewed to contain some of the subject material listed in the outline. No course or combination of courses gave adequate subject materials in sex education together with an effective application to life situations and relationships involving the mating urge.

2338. **Palmer, Harold G.** Physical achievement tests for classified groups in physical education. Master's, 1932. Iowa. 91 p. ms.

2339. **Pettit, Jane F.** A problem in curriculum construction in health education for the first grade. Master's, 1932. Iowa.

2340. **Picard, J. L.** A study of the equipment suitable for use in teaching activities in the field of physical education to boys in high schools of the North central association. Master's, 1931. Illinois. 124 p. ms

2341. **Pinckney, Jeanie M., Miller, Alice H., *and* Pettus, Nancy H.** A health instruction guide for elementary school teachers to be used as a health education course of study in the Texas schools. Austin, University of Texas, 1932. 368 p.

Contains the guiding principles used in aiding teachers to understand the meaning and purposes of health education, and in adapting the best methods for teaching the elementary child, and includes the health curriculum as taught by these teachers.

2342. **Potter, Merwin Elwood.** Professional training in physical education in the state universities with a program for the University of Kentucky. Master's, 1932. Kentucky.

* 2343. **Pritchard, Earle A.** The organization and management of physical education, recreation and health education sources and materials in a local central office. Doctor's, 1932. New York. 89 p. ms.

A system of classification, notation, and cross-referencing was worked out, based on current office practice, and directions compiled for their operation.

2344 **Prusha, F. R.** A study of physical education in higher institutions of learning and in elementary and secondary schools of the United States. Master's, 1932 Illinois. 376 p. ms.

2345. **Purcell, Edward H.** Physical achievement tests for classified groups in physical education. Master's, 1932. Iowa.

* 2346. **Rhoton, Paul.** Health misconceptions of prospective teachers. Doctor's, 1932. Penn. State. State College, Pennsylvania State college, 1932. 80 p. (Penn State studies in education, no. 5.)

Attempts to ascertain the extent to which certain health superstitions, misconceptions, and scientifically unsound beliefs are subscribed to by graduates from different types of teacher-training institutions, and to make pertinent comparisons on the basis of type of training school, duration of the training period, type of training received, sex, and habitat. Data were secured from 2,379 subjects who were completing teacher-training courses in 27 schools. The study discovered a list of unwarranted health beliefs that may be used advantageously in the organization of units of health instruction material.

2347. **Rice, Harold Martin.** A laboratory manual in general physiology. Master's, 1932. Kans. St. T. C., Emporia. 85 p. ms.

2348 **Richards, Frank.** The physical examination practices in the classified schools of North Dakota. Master's, 1932. North Dakota.

2349. **Roemer, Charliene.** Abnormal posture and the use of dance movements for correction. Master's, 1932. Peabody. 327 p. ms.

Correction of posture is one of the largest demands upon physical education today in all our schools; the proper development of a corrective program for adolescent girls will go a long way toward reducing the number of physically abnormal girls who reach college; corrective dance movements should have a definite place in the corrective program for girls.

2350. **Roop, Alonzo.** Physical education through a homeroom intramural athletic program. Master's, 1932. Oklahoma. 70 p. ms.

2351. **Roy, Katharine.** The effect of diet on tooth structure. Master's, 1932. T. C., Col. Univ. 55 p. ms.

2352. **Rundquist, Grace E.** Outline of a course in teaching physiology and hygiene (University of Chicago, 1927). Master's, 1931. T. C., Col. Univ. 25 p. ms.

2353. **Rusack, Harry N.** A study of corrective strengths of college freshmen to ascertain their norms and improvements during the year. Master's, 32. Int. Y. M. C. A. Coll. 124 p. ms.

2354 **Rush, Rose Pennington.** To what extent is health education functioning in Manatee county, Fla.? Master's, 1932 Ind. St T. C. 125 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 293–, July 1932.)

The county health program includes personal hygiene, supervision and remedy of initial defects, supervision of infectious diseases, supervision for detection and remedy of such defects, disabilities, or diseases as may develop during childhood, as well as physiology, sanitation, foods, clothing, and physical education.

* 2355. **Sanders, J. Edward.** Safety and health in organized camps. Doctor's, 1931. Columbia. New York City, National bureau of casualty and surety underwriters, 1931. 133 p. (Educational series, vol. 8.)

Data were tabulated on 114 camps for the year 1929, and on 503 camps for the year 1930. Safety conditions for the year 1929 were compared with those for the year 1930, as were health conditions in the camps for the two years Three groups of organizations are working towards the establishment of standards of safety and health in camp. There are three methods of control used in the various states: Camps are licensed by the Board of health; are rated by representatives of the state or local Board of health; and the system in which regulations are passed by State bodies and the enforcement is left to local health officers in the district in which the camp is located, no system of licensure or rating being provided

2356. **Seitzer, Philip S.** A study of habitual posture. Master's, 1932 Int. Y. M. C. A. Coll. 79 p. ms.

2357. **Shepard, John Bixby.** The preparation and duties of the boys' physical education department heads in the Los Angeles senior high schools. Master's, 1932. Southern California.

2358. **Staley, S. C.** Physical education. Review of educational research, 2: 78–79, 94; February 1932.

2359. **Stark, Louis W.** Physical education and athletic administration of parochial schools and universities in the United States. Master's, 1932. Int. Y. M. C. A. Coll. 145 p. ms.

2360. **Starr, Helen M.** Comparison of posture grades. Minneapolis, University of Minnesota, 1932. 9 p. ms.

Compares the three posture grades of 375 students who were completing two years of required physical education.

2361. ——— A study of student attitude toward required physical education. Minneapolis, University of Minnesota, 1931.

Questionnaires were given to all students taking required physical education. Findings: The majority of students favored a requirement. Students preferred individual to group sports. The majority of students stressed good posture as an objective in physical education.

2362. **Stoffer, Anna Yates.** A course of study in health education for the seventh and eighth grades of the college junior high school of Pittsburg, Kansas. Master's, 1932. Kans. St. T. C. Pittsburg.

2363. **Stroud, Dean C.** A study of the information on certain principles in hygiene possessed by grade and junior high school students as compared to the teaching program in a large school system. Master's, 1932. Iowa. 231 p. ms.

2364. **Sullivan, John Patrick.** Health education: a factor in helping the child meet modern health problems. Doctor's, 1932. Boston Coll.

2365. Sutcliffe, Charles Ernest. Problems of testing in physical education. Master's, 1932. Southern California.

2366. Swedberg, Arthur V. A professional curriculum of physical education for the small private college. Master's, 1932. Iowa.

2367 Thompson, John R. Present status of physical education in selected city elementary schools. Master's, 1932. Peabody. 182 p. ms.

A study was made of 42 selected city schools and 13 city courses of study. Physical education programs have been changed to meet the social conditions; health is the foremost aim included in the courses of study, most of the schools have similar programs outlined in their courses of study; there seems to be no distinction between aims and objectives of physical education given in the courses of study.

2368. Thornton, Myrtle L. Research activities in physical education. Master's, 1932. Colorado.

2369. Trevor, Everett A. The state of physical education in South Dakota high schools. Master's, 1931. South Dakota.

2370. Voltmer, E. F. Objectives of physical education. Doctor's, 1932. Iowa 179 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38, new series no. 248, 1 p.)

Points out methods by which pupil attainment objectives may be reached and upon which programs of physical education in the United States can be based

2371. Watson, Roscoe R. The school system as a center for a community recreation and physical education program in rural towns of southwest Iowa. Master's, 1932. Iowa. 82 p. ms.

2372. Wieneke, Kuhrt. A comparison of certain physical developments of freshmen athletes and nonathletes. Master's, 1932. Penn. State. American physical education association research quarterly, 3: 223–34, May 1932.

The 77 athletes studied were found to exceed in progress the 77 nonathletes in hand grip, leg and back strength; the difference in development of lung capacity was slight but was in favor of the athletes.

*2373. Wiesner, Theodora H. A study of the effect of a given piece of exercise on auditory acuity. Master's, 1931. New York. 34 p. ms.

Auditory acuity tends to be affected by moderate exercise as shown by a study of the effect of slight fatigue due to physical exertion on the nervous system.

2374. Willeford, Mary B. Income and health in remote rural areas. A study of 400 families in Leslie county, Ky. Doctor's, 1932. T. C., Col. Univ.

Attempts to determine the income of a group of persons living in a remotely rural area of the Southern Appalachian mountains; to relate their income to the kind and amount of medical and nursing care necessary for health; to consider to what extent people living under such economic conditions can obtain this care out of their own resources; and to point out the educational implications of the situation.

See also 209, 449, 1262, 1294, 1486, 1543, 1837.

ATHLETICS

2375. Bieber, C. L. The relationship of the number of the undergraduate male student body to success in athletic competition. Master's, 1932. Iowa.

2376. Cooper, John A. The scholastic attainment of athletes and nonathletes in college as measured by objective tests. Doctor's, 1932. Penn. State.

Studies 159 athletes and a similar number of nonathletes who participated in no extracurricular activities and another 159 nonathletes who participated in other forms of extracurricular activities, in seven colleges of Pennsylvania. The achievement was measured by the test given in the Pennsylvania colleges by the Carnegie foundation for

the advancement of teaching in 1928. The findings were contradictory On the whole they showed no appreciable difference between athletes and nonathletes in scholastic attainment

* 2377. **Edmund, Willis H.** The nation wide development of intramural athletics in representative colleges and universities. Master's, 1932. New York 46 p. ms.

Data were secured from answers to a questionnaire sent to 79 representative colleges and universities The intramural athletic movement is developing rapidly; colleges with fewer than 1,000 enrollment have a greater percentage of the enrollment in intramural and intercollegiate athletics than do the larger ones.

2378. **Ellis, Arthur W.** Study of football in relation to accidents. Master's, 1932 Int. Y. M. C. A. Coll. 79 p ms

2379 **Ellis, Dorothy.** A suggested program of neuro-muscular "stunts." Master's, 1932. Peabody. 651 p. ms.

Discovers that only a few schools teach "stunts", which is a new phase of the physical education activity program.

2380 **Frost, Frank H.** A study of athletics in England's secondary schools and universities. Master's, 1932. Peabody. 54 p. ms.

Finds that several English practices in athletics might be emulated to enforce athletics in American schools.

2381. **Furth, Sol H.** Determination of fitness for athletic competition of boys of secondary school age by means of a series of physiological tests. Master's, 1931. New York. 69 p. ms.

Attempts to determine fitness by means of Rogers' physical capacity tests and recovery of normal pulse rate and respiratory rate after exercise

2382. **Greene, Earl Blair.** General strength as a factor in "general" athletic ability. Master's, 1932 Iowa.

2383. **Gritz, Irving B.** Uniform system of accounts for collegiate athletic associations. Master's, 1931. Okla. A and M. Coll.

2384. **Harrison, Roy C.** Current practices of state high-school athletic associations. Master's, 1932. Ohio. 130 p. ms.

2385. **Hesser, James Matthew.** Comparative analysis of Oklahoma agricultural and mechanical college athletes and nonathletes, academically and occupationally. Master's, 1932. Okla. A and M. Coll.

2386. **Huck, C. A.** Financing inter-school athletics in public high schools of Nebraska. Master's, 1932. Peabody. 70 p. ms.

2387. **Hughes, Frank King.** A comparative study of intramural sports for undergraduate men in midwestern and southern state colleges and universities. Master's, 1932. New York. 78 p. ms.

Compares the percentage of male enrollment in midwestern and southern schools who engaged in intramurals, and discusses the space available for the activities, the sources of support, and the sports participated in.

2388. **Keeley, Henry A.** The status of interscholastic athletics in the senior high schools of California Master's, 1932. Southern California.

2389. **Lewis, Burton P.** Should interscholastic athletics in the State of New Jersey be abolished? Master's, 1932. Rutgers.

* 2390. **Mansfield, Wendell D.** Diagnosis of backfield and end play in football. Master's, 1932. New York. 232 p. ms.

2391. **Mastin, R. G.** Athletic injuries. Master's, 1932. Peabody. 145 p. ms.

Covers the treatment and prevention of ringworm; anatomy, diagnosis, treatment, and prevention of injuries

*2392 **Meldrum, James G.** The physiology of out-of-season and preseason training for college football. Master's, 1932. New York. 112 p. ms.

Discusses the systems of the human body involved in physical fitness for college football, the meaning of good physical condition; the determining of good physical fitness; physiological effects of exercise during the out-of-season training period, physiological effects of fatigue and their relation to physical fitness, physiological effects of emotional strains and their relation to physical fitness; physiological effects of dissipation during the out-of-season and preseason period; physical effects of certain activities during the out-of-season period; and conditions of the preseason training.

*2393. **Mock, Raymond G.** The correlation of games won in basketball with offense, defense, and a combination of offense and defense. Master's, 1932. New York. 32 p. ms.

2394 **Plummer, James.** Financing football in Louisiana high schools. Master's, 1932. Louisiana.

2395 **Powers, Frank Joseph.** Football injuries in the colleges of the Pacific coast and Rocky Mountain areas. Master's, 1932. Southern California.

2396. **Ritchey, Orville W.** System of accrediting athletic officials (referees) in Nebraska. Master's, 1932. Nebraska. 53 p. ms.

2397. **Thisted, Moses Nahum.** A study of the relationship between participation in college athletics and vocational success. Doctor's, 1932. Iowa. 220 p. ms. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38, new series no. 23, 2 p.)

Data indicate that alumni who had been successful in intercollegiate athletics are as successful or more successful than the nonathletic; that athletes played because of the pleasure they found in competitive sports; nonathletes felt that they did not have the time for organized athletics.

2398. **Walton, Albert.** The effect of age on motor abilities in athletes. Doctor's, 1932. Stanford.

Two groups were selected for this investigation, one of athletes from 18 to 24 and the other from 39 to 74 years old, who had been athletes Six tests of the Stanford motor skills unit and two new tests were used. Results show that while there is a general age deficit in motor coordination, it is not a uniform decline. There is overlapping between the groups.

2399 **Watson, Paul William.** The status of interscholastic athletics in the high schools of Preston county, W.Va. Master's, 1932. West Virginia.

2400. **Wood, Dwight L.** The rating of athletic officials in Illinois. Master's, 1932. Iowa. 86 p. ms.

See also 449, 2302, 2334, 2350, 2359.

MENTAL HYGIENE

2401. **Diamond, Max.** A mental hygiene approach to character education. Master's, 1932. Coll. of the City of N. Y. 114 p. ms.

Attempts to prove that the principles of mental hygiene may be effectively applied to solving the problem, and that shifting the emphasis in the field of character education from religion and ethics to mental hygiene will bear more fruitful results.

2402 **Jastak, Joseph F.** Variability of psychometric performances in mental diagnosis. Doctor's, 1932. T. C., Col. Univ.

Compares well-behaved children in regard to the variability of results on certain distinct types of psychometric performances with behavior children in regard to the variability of results on the same test performances. Data indicate that mental instability or personality difficulties are capable of fairly accurate measurement by an evaluation of the discrepancies between vocabulary and performance ratings.

WOMEN

2403. **Alway, Lenore K.** The validity of physical education tests given entering freshmen women at Ohio State university, 1930–31. Master's, 1932. Ohio. 128 p. ms.

This study is based upon the results secured from tests given to the entering freshmen women in the fall of 1930 at Ohio State university. (Abstract)

* 2404. **Baker, Mary C.** A study of certain items of achievement and physical capacity of college women. Master's, 1932. New York. 53 p. ms.

Gives the results of some achievement and strength tests given over a period of three years to both colored and white women in three colleges in Virginia. The tests used were the Roger's physical capacity and Alden proficiency.

2405. **Benton, Alice Adeline.** A study in costume for girls and women in physical education activities. Master's, 1932. Peabody. 133 p. ms.

2406. **Berryman, Grace.** Physical education in state manuals for high-school girls. Master's, 1932. Peabody. 138 p.

All states do not require the teaching of physical education; all states do not correlate health and physical education; 9 states advocate daily health inspection; of activities recommended for high-school girls in the suggested program, there were 9 used by at least 15 authorities.

2407. **Boulware, Lois.** A survey of the physical efficiency of freshmen women as indicated by the pulse-ratio. Master's, 1932 Iowa.

2408. **Boye, Bernice.** Comparison of the results of four physical tests given to 50 girls in the Englewood high school, Chicago, Ill. Master's, 1932. Northwestern.

* 2409. **Clarke, Madeleine F.** Some of the physiological effects of a girl's rules basket ball game with special emphasis on time. Master's, 1932. New York. 73 p. ms.

2410. **Curran, Charlotte R.** Physical examinations for women in undergraduate institutions. Master's, 1932. Colo. St. T. C.

2411. **Driftmeier, Erna.** A study of individual differences in physical traits and in activity interests as related to physical education for high-school girls. Master's, 1932. Iowa.

* 2412. **Frazier, Emma R.** A survey of modern trends in adult attitudes toward girls' sports. Master's, 1932. New York. 97 p. ms.

Discusses changes in attitudes toward the participation of girls in various athletic sports.

2413. **Fread, Mary.** A survey of health education for high-school girls with recommendations for a course of study for the Indiana State training school. Master's, 1932. Ind. St. T. C. 93 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 288–89, July 1932.)

Data was secured from 68 high schools in all parts of the United States, showing that no one person is responsible for the program of health education, and that practices differ in the various schools studied.

2414. **Graybeal, Elizabeth.** Physical education in the University of Minnesota. Master's, 1932. Minnesota. 104 p. ms.

2415. **Higgins, Blanche.** A survey of the intramural programs of sports for high-school girls in 20 high schools in the Chicago area Master's, 1932. Northwestern.

2416. **Lemon, Eloise.** A study of the relationship between certain measures of rhythmic ability and motor ability in college women. Master's, 1932. Iowa.

2417. Loveridge, Helen Minerva. Application of Judd's theory of generalization to teaching situations in physical education for ninth grade girls. Master's, 1931. Coll. of the Pacific.

2418. Marx, Barbara V. A study of play interests with special reference to physical education curriculum. Minneapolis, University of Minnesota, 1932. 171 p. ms.

Loosely organized, noncompetitive activities are more favored by girls and women of college age and beyond than highly organized, highly competitive activities Swimming, golf, and tennis head the list of preferred activities.

2419. Meiling, Bessie Iverson. Amounts of athletic activity engaged in by women college students and by women college graduates of Brigham Young university. Master's, 1932. Brigham Young.

*2420 Noyes, Elizabeth. A survey of existing methods of grading women in individual gymnastics in colleges and universities. Master's, 1932. New York. 48 p. ms.

Data were secured from 111 replies to a questionnaire received from directors of physical education in colleges and universities in the United States, indicating that 63 percent of the institutions reporting conduct classes in individual gymnastics, but lack a standard system for grading pupils.

*2421. Olsen, Edith. The analysis of some of the factors that determine the correlation of height standing and height sitting with the onset of adolescence in girls. Master's, 1932. New York. 29 p. ms.

2422. Pedersen, Lois. Physical education for women in public junior colleges. Master's, 1932. Nebraska 82 p. ms.

*2423 Schee, Blythe H. A study of the swimming program for women physical education majors in the professional training institutions throughout the country. Master's, 1932. New York. 152 p. ms.

*2424. Searing, Eleanor V. A study of the relation of physical fitness to the athletic ability of high-school girls. Master's, 1931. New York. 71 p. ms.

Attempts to determine the relationship between the physical fitness of high-school girls as measured by Rogers' tests and their athletic ability as measured by the teacher's judgment and their team status.

*2425. Weiss, Mercedes V. A study of the effects of activity engaged in during the menstrual period upon fatigue (as measured by the ergograph). Master's, 1931. New York. 25 p. ms.

*2426. Wilkinson, Lula L. The present status of physical education for women in Negro colleges and universities. A study of 38 colleges and universities. Master's, 1932. New York. 60 p. ms.

Data were secured from 38 Negro colleges and universities, with an enrollment ranging from 27 to 924. The study discusses gymnasium buildings and equipment, the required program, the outdoor program and facilities, the extracurricular program, and the administrative staff.

PLAY AND RECREATION

2427. Andrews, George F. Development of play and recreation movement in relation to India. Master's, 1932. Int. Y. M. C. A. Coll. 248 p. ms

2428 Bell, Florence. The development of public playgrounds. Master's, 1932. Peabody. 84 p. ms.

Shows that the playground has developed rapidly, has proven of value to the people by giving them recreational facilities, helped with doing away with child labor, and aided foreigners to become better American citizens.

2429 **Byrkit, Elizabeth.** The educational program of the National parks. Master's, 1932. Southern California.

2430. **Caswell, Lucile.** The relation of the spontaneous use of play materials to gain in motor control of 2- and 3-year-old children. Master's, 1932. Iowa.

2431. **Desmond,** *Rev.* **Gerald Raymond.** A study of the relation between stealing and recreation in 635 cases. Master's, 1931. Catholic Univ.

2432. **Dimperio, Peter P.** Juvenile delinquencies in relation to municipal playgrounds. Master's, 1932. Int. Y. M. C. A. Coll. 60 p. ms.

2433 **Fosdick, Euphemia.** The dance in high-school curriculum. Master's, 1932. American Univ. 60 p. ms.

*2434. **Glickstein, Aaron.** A study of the leisure-time habits of young workers and recreational possibilities: A study of present habits and recreational possibilities of students in the East New York continuation school. Master's, 1932. New York. 70 p. ms.

2435. **Haynes, Leota America.** A recreational survey of the State of Indiana. Master's, 1932 Indiana 101 p. ms.

2436. **Ku, Tsung Ying.** Provisions for recreation in city planning. Master's, 1932. Stanford.

2437. **McGrath, Thomas S.** Sport and outdoor amusement in America from 1865 to 1875. Master's, 1932. Columbia.

*2438. **Mignogna, Milton E.** The selection of games for use in cases of cardiac insufficiency. Master's, 1932. New York. 63 p. ms.

2439. **Mims, Jimmie.** Annotated bibliography of the psychology of play. Master's, 1932. Peabody. 95 p. ms.

2440. **Moffatt, Ruth Jennings.** The dance in the life of the early Greeks. Master's, 1932. Peabody. 62 p. ms.

Finds the dance is an emotional expression of an idea, dream, or wish through the medium of bodily movements; that the classic dance originated in Egypt and from there passed on to Greece; that the Greek dance was an outcome of a national desire for beauty and was an important part of nearly every public and private occasion.

2441. **Nelson, Commodore Maury.** The administration of playground activities of 163 elementary schools in Washington. Master's, 1932. Washington. 80 p. ms.

2442. **Parker, Mildred.** Tricks, stunts and optical illusions for recreational leaders. Master's, 1932. Peabody. 476 p. ms.

Attempts to search out, organize, and classify material on stunts, tricks, and optical illusions which would be of value to recreational leaders or to anyone desiring such material for indoor social entertainment.

2443. **Quig, Emily.** The value of recreation in summer sessions. Master's, 1932. Rutgers.

2444. **Raynor, Lois Willette.** Organized recreation for girls. Master's, 1932. Columbia.

2445. **Roberts, Mary Price.** A study of children's play in the home environment. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series no. 248. 1 p.)

Fifteen records were made and analyzed in the home environment of 10 children to discover relationships in various factors in play activities. Results would suggest the reduction of the minutes of overt emotional disturbance and parentally inhibited

play activity, the amount of dangerous play, increasing the amount of manipulatory and constructive activity, and the reduction of the proportion of verbal controls which offered the child no choice of behavior.

2446. Roberts, O. E. A survey of recreational activities within six representative denominations. Master's, 1932. Peabody. 54 p. ms.

Shows the type of work promoted, facilities, and personnel employed in recreational activities carried on by the Methodist, Baptist, Catholic, Presbyterian, Latter-day Saints, and Episcopal denominations.

2447. Rohret, Agnes L. The institutionalization of recreation. Master's, 1932. Iowa.

* 2448. Schwendener, Norma. Game preferences of 10,000 fourth grade children. Doctor's, 1932. Columbia. New York City [Columbia university], 1932. 49 p.

By means of questionnaires, data were collected from administrators of the public-school systems of Springfield, Mass., Toledo, Ohio, Houston, Tex., Detroit and Kalamazoo, Mich., and Tampa, Fla. The 10,000 fourth grade children studied show no sex differences in choice of games, and show a remarkable agreement in their choice of games. The number of games preferred by the children was small.

2449. Spensley, Carol LaVerne. Organized activities suitable for a private camp for girls. Master's, 1931. South Dakota.

See also 289, 829, 1272, 1837, 2298, 2371, 2418, 2997.

SOCIAL ASPECTS OF EDUCATION

2450. Boyarsky, Benjamin. Sociological aspects of Jewish schools in the United States. Master's, 1932. Columbia.

* 2451. Chamberlain, Lucy J. Organizing community forces to meet social needs. A descriptive study of the methods employed by social groups in two rural counties in organizing community forces to meet social needs, together with an analysis of the methods used in collecting and recording the material. Doctor's, 1932. New York. 304 p. ms.

The case studies illustrate new types of community case records as kept in a rural county in the middle western section of the United States and in St. John's county, Fla.

2452. Cochran, Ethel L. A survey, in the light of social needs, of high-school and college instruction on marriage and parenthood and a prepared outline for such a course. Master's, 1931. Coll. of the Pacific.

* 2453. Durost, Walter N. Children's collecting activity related to social factors. Doctor's, 1932. T. C. Col. Univ. New York City, Teachers college, Columbia university, 1932. 115 p. (Contributions to education, no. 535.)

Determines the relationship which existed between collecting activity of children and other measurable social factors such as intelligence, economic and cultural background, social and emotional adjustment. An experiment was carried out in Lewiston, Maine, during the summer of 1931 with two groups of children. Data indicate a similarity between the sexes in collecting activities; there were evidences of unreliability in the questionnaire check list method, especially in the matter of average number of collections per child; no significant relationship can be found between collecting activity and economic status, cultural background, or social adequacy or inferiority.

2454. Elroc, Henry. A survey of the practices of local parent-teacher associations. Master's, 1932. Coll. of the City of N. Y. 77 p. ms.

The majority of persons, coming into contact with the work of the home and school movement, agrees that it is a valuable agency for aiding in the solution of many problems confronting the home and the school; organized and properly planned guidance of the work of the local parent-teacher associations must displace the present confusion as to the proper aims and objectives for these bodies.

* 2455. Emerson, Lynn A. History and present status of employment service in the Y. M. C. A. of New York City. Doctor's, 1931. New York. 247 p. ms.

Data were secured from annual reports of the New York City association since 1852; personal interviews with secretaries in the several branches; records of 5,816 men and boys served by the employment departments of six branches; reports of similar studies and records of employment services of other social agencies in the New York area, replies to a questionnaire of 400 men placed by the branches during 1929 and replies to 279 letters to employer-users of the service; and from all cities in the United States and Canada which provide organized Y. M. C. A. employment service.

2456. Evans, Dina Rees. Changes in social behavior and emotional attitudes of high-school students participating in dramatic art in the high school of Cleveland Heights, Ohio. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Tests applied to 75 high-school students showed: Individuals of the ascendant type showed better social adjustment, a revitalized interest in school work, and more desirable habits of conduct; submissive individuals gained in self-confidence; the behavior of the neurotic personalities, with but two exceptions, showed a marked gain in poise, self-control, and emotional balance; students in the average group showed better social and emotional adjustment; a few showed no change.

2457. French, Ethelinda. Changes in the American home. Master's, 1932. Peabody. 107 p. ms.

Surveys the physical changes in the home from the settlement of America to the present: Houses, interiors, effects of science and invention, and domestic economy.

2458. Hall, Irma M. The function of drive in education Master's, 1932 Colorado.

2459 Hanlon, Katherine M. The foster home movement in the United States. Master's, 1932 Columbia.

2460. Hansell, Alice Mildred. The influence of the number of children upon the distribution of family expenditures. Master's, 1932. Iowa St. Coll.

* 2461. Hoffeditz, E. Louise. Family resemblances in personality traits. Master's, 1932. Penn. State. 53 p. ms.

A study was made of family resemblances in neurotic tendency, self-sufficiency, and dominance in 100 families containing at least two children of high-school age or older The 456 members of the 100 families answered the questions on the Personality inventory. Data indicate that there is little agreement beween family members. Sons and older children appear less neurotic and more self-sufficient than daughters and younger children.

2462. Johnson, Pearl Webb. The philosophical foundations of the concept of purpose. Norman, University of Oklahoma, 1932. 275 p. ms.

2463. Karpf, Maurice Joseph. The scientific basis of social work; a study in family case work. Doctor's, 1931. T. C., Col. Univ. New York City, Columbia university press, 1931. 424 p.

2464. Kiefer, Lena R. The social guidance of senior high school girls by means of group discussion. Master's, 1932. Ohio. 72 p. ms.

The study is a detailed and comprehensive description of two years of experimenting with group discussion as a technique for social guidance. The activity, which is known as the Charm school, is a part of the extracurricular program of the school.

2465. Kinter, Madaline. An analysis of some child-parent relationships. Master's, 1932. Columbia.

2466. Kniffin, Earl. Social problems in the families of high-school students in the central section of Oklahoma. Master's, 1931. Oklahoma A. and M. Coll.

2467. **Leming, Bertha Olive.** Social service department of the Indianapolis schools. Master's, 1931. Indiana.

2468. **Lindquist, Ruth.** The family in the present social order. Doctor's, 1931. North Carolina.

2469 **McCoy, Leo E.** The trend of education of members of "Who's Who in America" as shown by volumes 1, 6, 11, and 16. Master's, 1932. Ohio. 40 p ms

2470. **Marsh, May Case.** Life and work of the churches in an interstitial area. Doctor's, 1932. New York. 674 p. ms.

Determines the status of the various churches in the East Harlem section of New York City; and studies their influence on the various nationalities; the changes in home and economic conditions, and in religious beliefs; their methods of meeting their objectives and in serving the community, their problems, and the attitudes of young people to church.

2471. **Miller, Evelyn.** Certain factors contributing to cultural information. Doctor's, 1932. T. C., Col. Univ.

Aims to study the educative factors as represented by certain elements in the heredity, family background, environment, contacts with other people, travel, school training, study habits, recreations, and unique experiences in the lives of 50 women students making high scores and 50 women making low scores on a comprehensive test of information concerning science, fine arts, foreign literature, history, and the social studies.

2472. **Reed, Dorothy.** Leisure time in Little Italy. Doctor's, 1931. T. C., Col. Univ.

This is a comparative study of the leisure preferences of adolescent girls of foreign parentage living in a metropolitan community, to determine the presence or absence of differences in relation to behavior as a background for social educational planning. Data were secured from interviews with adolescent girls of Public school 168, Hunter high school settlement clubs, and an institution for delinquent girls, parents, teachers, social workers and "the Law."

* 2473. **Retan, George A.** Some environmental factors influencing the progress of children through the grades. Doctor's, 1932. New York. 91 p. ms.

Studies socio-economic status, emotional instability, and health habits in relation to grade and achievement progress in training schools, grades 3, 4, 5, 6, and 7.

2474. **Robertson, Charles E.** Community work in the Y.M.C.A. Master's, 1932. Int. Y.M.C.A. Coll.

* 2475. **Rorem, Silas O.** A study of the home training of senior-high pupils. Doctor's, 1932. New York. 174 p. ms.

Compares reports of 1,191 senior-high pupils, divided into five ranks of school success, representing nine communities in four states, in relation to 120 selected home practices involved in the "seven cardinal principles" set up as educational objectives.

2476. **Rowland, John Howard.** The summer camp and its relation to the organization of personality from the standpoint of social psychology. Master's, 1931. Nebraska.

2477. **Seyfarth, Frank George.** Relation of the family to the church and the school in Sturgeon community in Boone county, Mo. Master's, 1931. South. Methodist.

2478. **Shaus, Hazel Spencer.** An experimental investigation of methods in parent education. Master's, 1931. Iowa.

The study was undertaken to compare the lecture method and the study-discussion method of teaching parents. Six child study classes of approximately 20 members each were organized in Davenport, Iowa, 3 of which were taught by the one method and 3 by the other. Factors such as reading material available, number of meetings, study helps provided, etc., were kept constant throughout the experiment.

2479. **Simon, Dorothy Kavinoky.** The effect of movies on children. Master's, 1931. Buffalo.

* 2480. **Sonquist, David Emmanuel.** Techniques for discovering the interests of Young men's Christian association applicants. The discovery and meaning of interests in program building. Doctor's, 1931. Chicago. New York City, Association press, 1931. 177 p.

A study was made of 439 members of the Young men's Christian association of Englewood, Ill. The study describes the development of the interest finder which could be filled out and interpreted with the applicant within the space of an hour Scoring norms were worked out from the answers of 75 of the most active and influential members from the committees of management, program committees, and members of several years' standing, to the 301 items on the interest finder.

2481. **Swieda, *Mrs.* Wanda G.** A survey of research in problems of the family and marriage. Master's, 1932. T. C., Col. Univ. 67 p. ms.

Analyzes 71 studies in problems of the family and marriage using research methods for collecting data, published during the period 1920–1930.

2482. **Teeters, Negley K.** Censorship as a control device regulating sex behavior. Doctor's, 1931. Ohio. 186 p. ms.

2483. **Wubben, Horace J.** Relationships of home, church, and school. Master's, 1932 Colorado.

See also 41, 119, 198, 295, 1516, 1588, 1795, 1973, 2298, 2374; *and under* Child study; Elementary education; Higher education; Junior high schools; Secondary education; Special subjects of curriculum; and Tests of social adaptation

CHILD WELFARE

2484. **Abramson, Harold.** The influence of disease upon motor development during childhood. Master's, 1932. Columbia.

2485. **Blee, Emily Lucretia.** The child's understanding of motives. Master's, 1932. Columbia.

2486. **Board, Mary Helen.** Case studies of inattentive children. Master's, 1932. Peabody. 158 p. ms.

It was found that children were inattentive due to low mentality, poor health, home conditions, and type of school.

2487. **Erwin, Doris.** The amount, the distribution, and various accompanying conditions of the sleep of children of 2 months to 14 years of age. Master's, 1931. Iowa St. Coll.

2488. **Farley, Gertrude Allen.** Study in child thought, language, and logic. Master's, 1931. Coll. of the Pacific.

2489. **Gates, Arthur I., *and* Scott, Adelin White.** Characteristics and relations of motor speed and dexterity among young children. Pedagogical seminary and Journal of genetic psychology, 39: 423–54, December 1931.

Data were secured on 50 young children, mainly from 4 5 to 6 years of age in the kindergarten class of the Horace Mann school, by means of Stanford-Binet mental age tests, and ratings of four teachers on general motor speed and skill of each pupil, on 17 motor tests. The motor speed and dexterity tests used were poor indicators of intelligence.

2490. **Gates, Louise Ward.** An experimental study of the after effect of visually observed movement. Master's, 1931. Brown.

2491. **Hansburg, Henry.** The effect of emotional stimulations of fright and interest in producing changes in the intelligence quotient. Master's, 1931. Coll. of the City of N. Y. 79 p. ms.

2492. **Hanson, Rose L.** A study in children's use of money. Master's, 1932. Iowa.

* 2493. **Heinrich, Desdemona L.** Dietary habits of elementary school children. An evaluation of the quantitative and qualitative adequacy of the daily food intake of 463 elementary school children of American, Jewish, and Italian parents living in urban and suburban New York City. Doctor's, 1932. New York. 144 p ms.

The children studied were boys and girls ranging in age from 4 to 12 years, whose families lived on different economic levels. About 70 percent of the cases had the recommended amount of food for their ages: about 50 percent of the children eat only approved foods The evening meal reflected racial food habits to a greater degree than the other meals.

2494. **Herbst, Edithe.** An experimental study of social behavior stimulated in young children by certain play materials. Master's, 1932. Iowa.

2495 **Hocking, Albert Edward.** Early adolescent behavior. Master's, 1931. South Dakota.

2496. **Kelting, Lillian.** An investigation of certain feeding, sleeping, crying, and social behavior of young infants. Master's, 1932. Iowa.

2497. **Milton, Hortense G.** The play behavior of children classified on the basis of chronological age. Master's, 1932. Columbia.

2498. **Natkins, Ruth.** A comparison of originality in the imagination of normal children at different age levels. Master's, 1932. Columbia.

2499 **Sangster, Charles Ford.** Educational retardation of children exhibiting behavior disorders. Master's, 1932. Chicago. 180 p. ms.

Finds that intelligence is the outstanding difference, with many small differences between normal and retarded children in physical, mental, social, and behavior disorders.

2500. **Sargent, Elise Hitt.** A study of girls' welfare centers in the Los Angeles city schools. Master's, 1932. Southern California.

* 2501. **Schmidt, George H.** The relation of certain anthropometric characteristics to the weight of high-school boys. Doctor's, 1932. New York. 56 p. ms.

Determines the relation of the length of the total skeleton, depth and breadth of the torso skeleton, size of certain muscular tissues, and the thickness of the subcutaneous tissue to the total body weight of high-school boys. A total of 1,000 boys, ranging in age from 13 to 17 years, inclusive, were measured during the year 1931. The boys were from the Richmond Hill high school in New York City. It was found that the correlation of height with weight is not as high as some other skeletal characteristics. There is a shift in the importance of the weight and skeleton relationship from hip width to chest size as the person grows older.

2502. **Shirley, M. M.** The first two years, a study of 25 babies. Vol. 1. Postural and locomotor development. Minneapolis, University of Minnesota press, 1931. 227 p.

The infants studied were of a somewhat superior and social class. They were observed in the homes at intervals ranging from daily to biweekly towards the end of the period of observation. The results favor a maturation theory of the development of ability, and the existence of innate differences in motor skill is strongly suggested.

2503. **Wallis, Ruth Sawtell.** How children grow. An anthropometric study of private school children from 2 to 8 years of age. Iowa City, University of Iowa, 1931. 137 p. (University of Iowa studies. New series no. 208. Studies in child welfare, vol. 5, no. 1. August 1, 1931.)

The main group of children in this study attended private schools in New York City. The majority are from the City and Country school, a smaller group with fewer

measurements from the Horace Mann school, and 29 children from the Institute of child development of Columbia university. The records studied are mainly of two types, direct measurements taken on the living child and measurements made on roentgenograms of the same individuals. The number of New York private school children is 239, of whom 151 are from the City and Country school. Data indicate that a child, unless he is accelerated or retarded by change to a better or a worse environment or checked by severe illness, will continue to grow at an approximation of his original rate in relation to others of his racial and social group. The tendency of the human body is to grow with the various parts proportionate to one another in all stages from fetal life to maturity and for all parts to increase in harmony to total stature.

2504. **Wilker, Marguerite.** The behavior of children and adults. Course for parents and teachers. Ann Arbor, University of Michigan, 1931. 65 p.

This course of study is the result of experience with study clubs for four years. Most of the experimental work was carried on at Cornell university in connection with the nursery school of the New York State college of home economics. The study material was used by several hundred groups in New York State home bureau units, parent-teacher associations, the Child conservation league, the American association of university women, by classes in parent education at Cornell university, and several classes in child education at the University of Michigan

2505. **Williams, *Mrs.* Beulah Gray.** Oral speech development of a child between the ages of 12 and 24 months. Master's, 1931 Indiana.

2506. **Wyman, Mary May.** Seasonal growth in height and weight among white and colored children. Master's, 1931. Chicago. 126 p.

The physical measurements of children of the white and Negro races in the schools of Louisville, Ky., were recorded by seasons, and the results compared with similar records in other studies.

See also: 276, 298, 2920.

MORAL AND CHARACTER EDUCATION

2507. **Aznakian, Yeznique Charles.** A historical sketch of the character education movement in the United States. Master's, 1931. T. C., Col. Univ. 91 p. ms.

Suggests that the present emphasis on character education is partly due to the secularization of education and partly due to a consciousness on the part of the educators that something is wrong with our educational systems as evidenced by social conditions.

2508. **Blanchard, Birdsall E.** A behavior frequency rating scale for the measurement of character and personality in high-shool classroom situations. Master's, 1932. Iowa.

2509. **Cullen, Ruth Wheeler.** A study of modern trends in character education in public elementary schools as evidenced by courses of study of type cities and states. Master's, 1931. Loyola. 98 p. ms.

2510. **Curnutt, John Monroe.** A character education study as carried on in a Los Angeles junior high school. Master's, 1932. Southern California.

2511. **Evans, William Kennedy.** Character rating in the public high schools of Tennessee. Master's, 1932. Peabody. 93 p. ms.

Studies the practices used by senior high schools in determining, recording, and using the character ratings of their pupils, and comparing the practices with the recommendations of writers in the field.

2512. **Flynn, Thomas Augustin.** Character development in religious and nonreligeous schools from the viewpoint of sanction. Master's, 1932. Boston Coll.

2513. **Foot, Mary W.** A psychological approach to the problem of character training in institutions of higher education. Master's, 1932. Columbia.

2514. Geznique, Charles A. A historical sketch of the character education movement in the United States. Master's, 1931. T. C., Col. Univ. 91 p. ms.

Indicates that the present emphasis on character education is due partly to the secularization of education and partly to a consciousness on the part of educators that something is wrong with our educational system as evidenced by social conditions.

* 2515. Gill, Joseph Clarence. The extent to which high-school papers aid in developing loyalty. Master's, 1932. Penn. State. 47 p. ms.

Attempts to determine the extent to which the high-school paper is being used to develop loyalty, the type of loyalty that is being encouraged, and the degree to which the different types of loyalty are being urged. Data were collected from 180 high-school papers from 29 states and the territories of Hawaii and Alaska. The high-school paper devotes 9.59 percent of its space to developing loyalty. The higher types of loyalty are being frankly cultivated, the vicious types are being urged to a slight extent.

2516. Greenawalt, Irma May. A study in appraisal of character adjustments. Master's, 1932. Cornell. 107 p. ms.

2517. Hartshorne, Hugh. Character in human relations. New York City, Charles Scribner's sons, 1932. 367 p.

Part 1 discusses the present situation in character education; part 2 deals with theories of character, part 3 discusses character as effective functioning, and part 4 deals with the method and organization of character education.

2518. Haupt, Bertha V. Character training in the first three grades of the elementary school. Master's, 1931. Louisiana.

2519. Hayes, Lotta Louisa. The Christ-pattern, an important factor in character education. Master's, 1932. Wichita. 115 p. ms.

2520. McClumpha, Thomas. Character education possibilities in a junior high school leaders corps. Master's, 1932. T. C., Col. Univ. 12 p. ms.

The success of a leader depends most upon ability to get support and response without hurting the feelings of his fellows.

2521. Maller, J. B. Conflicting ideals and their bearing upon character education. Journal of educational research, 25: 161–67, March 1932.

Determines the extent of agreement among educationists in regard to problems of moral conflict

2522. ——— The measurement of conflict between honesty and group loyalty. Journal of educational psychology, 23: 187–91, March 1932.

Measures and analyzes children's behavior in a situation involving a moral conflict. Positive correlation was found between honesty and cooperation when no conflict is present. When there is a conflict, when children are given an opportunity to be deceptive in order to increase the score of their group, the more cooperative pupils were more frequently deceptive in their group work.

* 2523. Martini, Augusta S. The effect of a formal course in character training upon the leaders and trailers in the 1931 senior class of the Trenton senior high school. Master's, 1932. New York. 92 p. ms.

2524. Meredith, Howard V. The construction of a correspondence course in character education. Master's, 1932. Iowa.

2525. ——— and Manry, James C. A brief history of character education. Iowa City, University of Iowa, 1932. 31 p. (University of Iowa. Extension bulletin, no. 290, April 15, 1932.)

The study describes character education from the occupation of Canaan by the Hebrews to the present time.

2526. Ojé, Clifford Vernon. The control and prevention of dishonesty in schools. Master's, 1932. Southern California.

2527. **Olson, Willard C.** The clinical use of behavior rating schedules. Journal of juvenile research, 15: 237–45, October 1931.

* 2528. **Patterson, George S.** Foresight in relation to character. A study of the ability of children to foresee and to judge the social consequences of their actions, and its relation to character. Doctor's, 1931 T C., Col. Univ. Tokyo, Japan, Nichibei printing company, 1931 99 p.

* 2529. **Sander, Samuel C.** An analysis of the content of high-school readings in German literature with a view to the determination of their potential contribution to moral education. Master's, 1932. New York. 116 p. ms

2530. **Shean, *Sister* Mary Wendelin.** Student government as a means of character training. Master's, 1931. Loyola. 92 p. ms.

* 2531. **Swab, James C.** The reliability and validity of pupil estimates as a measuring tool. Master's, 1932. Penn. State. 82 p. ms

A seventh grade section and an eighth grade section, each containing boys and girls, were used in the investigation The members of each section ranked one another on the character traits, honesty, and courtesy; on the mental traits, brightness, and arithmetic ability as shown by their intelligence quotients and arithmetic grades; and on the physical traits, height, and age It was found that the estimates by pupils were reliable and valid, and can be used as measuring tools

2532. **Symonds, Percival M.** Diagnosing the personality of high-school youth. School, 43: 605–606, August 11, 1932.

2533. **Thompson, Russell Irvin.** Honesty education: an experimental study. Doctor's, 1932. Yale.

2534. **Twomey, Marcella Ann.** Children's concepts of truthfulness. Master's, 1931. Loyola. 103 p. ms.

2535. **Watson, Goodwin.** Measures of character and personality. Psychological bulletin, 29: 147–76, February 1932.

Reviews tests developed during 1932 and studies using character tests, published that year: includes a bibliography of 171 titles.

2536. **Willis, Bessie L.** A study of attitudes and moral judgments in certain home and school situations Master's, 1932. Northwestern.

See also 145, 170, 184, 209, 345, 351, 427, 1796, 2579

RELIGIOUS AND CHURCH EDUCATION

2537. **Albert, Harold Raynal.** A study of the correlation of the school advancement and the church activities of the high-school pupils of Brackenridge high school, San Antonio, Tex. Master's, 1931. Okla. A. and M. Coll.

* 2538. **Andrews, Mary Edith.** The genesis of the ethical teaching of Paul. Doctor's, 1931. Chicago. Chicago, Ill., University of Chicago, 1931. 20 p.

Indicates that his teachings were the product of his social experience.

2539. **Austin, Orval H.** The legal status of Bible reading and other religious influences in the public schools of the United States. Master's, 1932. Iowa.

2540. **Bancroft, Zenas Daniel.** A study of the concept of God as held by those of high-school age in a selected community. Master's, 1932. Southern California.

2541. **Blakesley, Robert I.** The use of the Bible in religious education. Master's, 1932. Columbia.

2542. **Breck, John William Otho.** Religious life and attitudes of high-school pupils. Master's, 1932. Indiana. 148 p ms.

2543. **Conry, Edward Bartholmew.** Catholic education in the Diocese of Cleveland. Master's, 1931. John Carroll.

2544. **Crayton, Alfred L.** The Old Testament in Junior church school. Master's, 1932 Columbia.

2545 **Deeter, Esther.** Methods of effective Bible study. Master's, 1932. Columbia.

2546. **Dorrenbach,** *Sister* **M. Josine.** Religious poems for elementary schools. Master's, 1931. Marquette.

2547 **Edwards, Earl Jackson.** A mnemonic method of Bible study. Master's, 1932. Southern California.

2548. **Einwechter,** *Sister* **M. Georgina.** A study of a few of the religious costumes of women worn in the United States. Master's, 1931. T. C., Col. Univ. 75 p. ms.

In nearly every instance the religious habit is taken from the dress of the people of the country of the time of its foundation; in some cases it is the peasant costume, in others the widow's dress with slight changes. Some founders have taken the dress of the community where its first members were trained, changing the color and shape slightly, and some other founders have adopted the habit of one of the old religious orders with whom they were affiliated.

2549. **Elliot, Ethel Mary.** Coordinating instruction and introducing new methods in St. Paul's Episcopal church, Dayton, Ohio: A record of experimental work. Master's, 1932. T. C., Col. Univ. 53 p. ms.

2550. **Ewald, Geraldine.** Workers in religious education: Their Biblical knowledge and their attitudes toward religious principles and social ethics. Master's, 1932. Nebraska. 61 p. ms.

* 2551. **Fidelis,** *Sister* **M.** A study of the vocabulary of some religion texts for the elementary school. Master's, 1932. Catholic Univ. Washington, D.C., Catholic education press, 1932. 42 p. (Catholic university of America. Educational research monographs, vol. 7, no. 3, June 15, 1932.)

Discovers by means of scientific analysis the degree to which vocabulary content of the books examined conform to modern requirements. The books studied were four books in "The Spiritual way" series by Mother Bolton and a series of three smaller volumes by Father W. R. Kelly.

2552. **Fitzgerald, George Lakin.** Episcopal schools for boys. Master's, 1931. Brown.

2553. **Goerner, Virginia.** Use of purposive stories in enriching junior worship services in the church school. Master's, 1931. South. Methodist.

2554. **Grafton, Thomas H.** The relation of Biblical information to the ability to make ethical discriminations in first and second year high-school children. Master's, 1932. Northwestern.

2555. **Hahn, Herbert W.** The value of drama in religious education. Master's, 1932. Columbia.

2556. **Harris, Everett Tomlinson.** The integration of work with young people of the Seventh Day Baptist denomination. Master's, 1932. Yale.

2557. **Hayes, John Wesley.** The junior church in the Negro community. Master's, 1932. Wichita. 98 p. ms.

2558. **Hertzler, Silas.** Attendance in Mennonite schools and colleges, 1930–31. 1931. Goshen, Ind. Goshen college

2559. **Hiatt, Russell Frederick.** A history of religious education in the church of the United Brethren in Christ. Master's, 1932. Yale

2560. **Huff, Mary B.** A method of constructing a kindergarten curriculum in religious education for underprivileged children. Master's, 1932. American Univ. 126 p ms

2561 **Jennings, Sarah Brown.** Score card for measuring Biblical material for church school curricula. Master's, 1932 Southern California.

2562. **Kendall, David O.** Toward an understanding of the Church's problem of Christian education for adults. Master's, 1932. Columbia.

2563 **Lawton, Alice Stockton.** The development of the curriculum of Southern Baptist Sunday schools. Master's, 1932. Peabody. 100 p. ms.

* 2564 **Lindholm, Paul R.** The development of the Christian hymn and its contributions to the church. Master's, 1931. New York 136 p. ms.

2565 **Ludwig, Sylvester Theodore.** The rise, development, and present status of the educational institutions of the Church of the Nazarene in the United States. Master's, 1932. Wichita. 75 p. ms.

2566. **McGavran, Donald A.** Education and the beliefs of popular Hinduism. Doctor's, 1932. T. C, Col. Univ.

Indicates that Mohammedans, Hindus, and Christians are remarkably alike in belief about popular Hinduism; schooling is accompanied by decrease in adherence to the beliefs of popular Hinduism; as between intelligence and school experience, school experience is the larger factor in the change of beliefs; that there is a marked swing amongst Hindu secondary school students toward views which are acceptable to Christians; and that the differences between all groups, except mission school Hindus and mission middle school Christians are significant.

2567 **Mead, James C.** Activities and responsibilities of church school workers in 25 Protestant churches. Master's, 1932. Northwestern.

2568. **Midworth, Alice E.** Worship in the church school. Master's, 1932. Columbia.

2569. **Morris, Virgil Dixon.** Forces which have produced the Board of Christian education. [Master's] 1932. South, Methodist.

2570. **Oakley, Saradale.** Old Testament narratives in a modern religious education curriculum. Master's, 1932. Peabody. 96 p. ms.

* 2571. **Okada, Gosaku.** The significance of Dr. John Dewey's philosophy for religion. Master's, 1931. New York. 65 p. ms.

Describes Dewey's life; his main works; his conception of philosophy, knowledge, reality, truth, and value; his attitude towards historical religion; his conception of religion; the way his philosophical views are related to his religious views; and the merits and defects of his views.

2572. **Olsen, Edward G.** Anti-Semitism and Protestant Sunday school teaching. Master's, 1932. Columbia.

2573. **Pak, Maria H.** Outline of program of religious education for Ewha college. Master's, 1932. Peabody. 180 p. ms.

Outlines a 4-year course on religious education for Ewha college, Seoul, Korea, based on an understanding of the needs and capacities of the students.

2574 **Prugh, Sarah M.** Present status of parish directors of religious education in the Protestant Episcopal church with respect to parishes served, training, activities, and problems. Master's, 1932. Northwestern.

2575. **Reynolds, Clarence William.** Religion and religious agencies at 13 selected student centers. Master's, 1932. Yale.

2576. **Salisbury, Jessie Wilder.** The influence of Christianity on education. Master's, 1932. Southern California.

2577. **Shechtman, Aaron.** The teaching of the Bible in the 3-year Congregational Hebrew school. Master's, 1932. Northwestern.

2578 **Smith, Maidee.** The amount and usage of New Testament material in the junior course closely graded church school courses. Master's, 1932. Northwestern.

2579. **Stryker, Veda.** Relationship between Biblical comprehension, knowledge of moral and ethical concepts, and some phases of conduct among students of the E. Mitchell school. Master's, 1932. Northwestern.

* 2580. **Tate, Edward Mowbray.** Church school curricula and education for Protestant church unity. An analysis of religious education materials used by six denominations in training children for church membership, in the light of denominational pronouncements favoring the movement for church unity. Doctor's, 1932. Columbia. Philadelphia, Pa., James M. Armstrong, 1932. 95 p.

The denominations studied were: Congregational and Christian, Disciples of Christ, Methodist Episcopal, Methodist Episcopal South, Northern Baptist Convention, and Presbyterian, U.S.A. A study was made of church school texts, denominational periodicals for teachers, junior and intermediate society programs, and some week-day school courses. Data indicate that the church school reaches most of the boys and girls, but that its materials make little provision for practical training in cooperation.

2581. **Taylor, George Farrand.** The use in religious education of the psychological approach to religion and theology. Master's, 1932. Columbia.

* 2582. **Tippett, Donald H.** A comparative study of racial opinions held by certain religious and educational groups. Master's, 1932. New York. 75 p. ms.

2583. **Todd, Rolla B.** Religious education in the secondary schools of Texas and other States. Master's, 1932. Texas.

2584. **Vernon, Walter Newton, *jr.*** Young people's movement in the Methodist church. [Master's] 1931. South, Methodist.

2585. **White, Paul C.** The nature and outcome of worship. Doctor's, 1932. Northwestern.

2586. **Wilson, Grace H.** The religious and educational philosophy of the Young women's Christian association. New York City, Teachers college, Columbia university, 1932. 175 p.

A historical study of the changing religious and social emphases of the Young women's Christian association of the United States of America as they are related to changes in its educational philosophy and program and to observable trends in current religious, educational, and social thought.

2587. **Yinger, Ruth M.** Relationship between Biblical information, religious activities and personality adjustments. Master's, 1932. Northwestern.

2588. **Young, Nellie Catherine.** The advance and development of the program of training teachers in religious education, with a detailed study of the 10-year period from 1921 to 1931. Master's, 1932. Butler. 222 p. ms.

See also 53, 145, 185, 2446, 2470, 2488, 2512, 2940, 3082.

MANUAL AND VOCATIONAL TRAINING

2589 **Alderson, Glenn.** Trends in the industrial arts teacher training curricula for the past 10 years. Master's, 1932. Iowa St. Coll. 52 p. ms.

This is a study of the industrial arts teacher-training curricula of 20 teacher training institutions and state colleges In comparing the present with 10 years ago, in general more educational subjects are being taught than special manipulative skills.

2590. **Bilderback, C. S.** Fifteen years of the Smith-Hughes law in Illinois, 1917–1932. Master's, 1932. Chicago. 100 p. ms.

Traces the development of vocational education in Illinois as influenced by the Smith-Hughes law, compares the development of the pre-Smith-Hughes period with that of the Smith-Hughes period, and makes a critical analysis of present conditions in the State.

2591. **Bjornstad, Lloyd B.** Supervision of industrial education in Minnesota. Master's, 1932. Minnesota.

2592. **Bolle, Harry.** A study of the qualifications and activities of high-school teachers of industrial arts in the state of Illinois. Master's, 1932. Northwestern.

2593. **Bolman, James.** A method of teaching certain industrial arts in junior high school and a practical working course of study. Master's, 1932. Washington. 190 p. ms.

2594. **Booker, Leonard Rowland.** A study of the efficiency and economic value of certain loomfixing classes in cotton mills of South Carolina. Master's, 1932. Tennessee. 198 p. ms.

2595. **Bowman, Ernest L.** Content and method in the teaching of blueprint reading for five selected building trades. Doctor's, 1932. Ohio. 275 p. ms.

2596. **Caswell, William E.** Selecting the units for the secondary school industrial arts program. Master's, 1932. Ohio. 58 p. ms.

2597. **Chavous, Arthur M.** A study of vocational education at Wilberforce university. Master's, 1932. Ohio. 149 p. ms.

2598. **Crankshaw, Harold G.** Studies in vocational printing education. Master's, 1932. Cornell. 37 p. ms.

Report of various testing programs in Empire state school of printing and in Washington, D. C., public schools.

2599. **Crawford, Harry Huston.** The status of instruction in aviation in public secondary schools in the United States. Master's, 1932. Southern California.

2600. **Crawford, J. C.** Industrial education problems peculiar to the rural school. Master's, 1932. Okla. A. and M. Coll.

2601. **Cunningham, F. M.** Common errors in elementary wood-shop technique. Master's, 1932. Iowa St. Coll. 64 p. ms.

2602. **Dickman, Hilmer C.** An experiment in two methods of industrial arts teaching. Master's, 1932. Ohio. 52 p. ms.

Compares the results of "self-directed" study with the results of "teacher-directed" study in solving mechanical assembly problems. In problems of assembling mechanical things, pupils learn as effectively when left to their own resources and initiative as when they are specifically instructed.

2603. **Early, James Marshall.** An analysis of practices in administering vocational education in 55 city school systems of the North central associations of colleges and secondary schools. Master's, 1932. Iowa St. Coll. 110 p. ms.

2604. **Falgren, Leon E.** A study of grading or marking in industrial arts courses. Master's, 1932 Ohio. 160 p. ms.

2605. **Fink, Charles.** Judgments of alumni concerning the vocational value of the courses offered by three technical high schools in Chicago. Master's, 1932. Northwestern.

2606 **Glover, Ira Russel.** The status of practical and manual arts in secondary curricula with special reference to the desirability of its introduction in the small high schools of West Virginia. Master's, 1932. West Virginia.

2607. **Greene, Frank T.** The status of industrial arts in the secondary schools of Virginia, West Virginia, and North Carolina. Master's, 1932. Iowa St. Coll. 62 p. ms.

This is a study of schools for Negroes exclusively.

2608. **Hanson, Murill H.** An analysis and the determination of trends of teaching combinations and salaries of teachers of industrial arts in Iowa, 1922 to 1932. Master's, 1932. Iowa St. Coll. 53 p. ms.

Data were obtained from Iowa educational directory, 1922, 1924, 1926, 1928, 1930, and 1932. Data indicate a great need for administrative training for industrial arts teachers, that salaries are decreasing, and that they are becoming more uniform.

2609. **Jaques, W. T.** A case study of the graduates of the industrial education curriculum at the University of Illinois. Master's, 1932. Illinois. 174 p. ms.

2610. **Jennings, Royal F.** Current changes in automotive service occupations. Master's, 1932. Minnesota.

2611. **Kibler, George Warner.** Training of industrial education teachers in Texas. Master's, 1931. South. Methodist.

2612. **Korn, Charles E.** Industrial arts for girls in the middle west. Master's [1932]. Iowa St. Coll. 24 p. ms.

Studies industrial arts offered for girls in secondary schools of eight middle western states, exclusive of home economics and commercial subjects.

2613. **McGinnis, Robert Sidney.** An evaluation of the industrial curriculum of the city public schools of Greeley, Colo. Master's, 1932. Colo. St. T. C.

2614. **McGinnis, Scott Jefferson.** Procedure for training trade teachers. Master's, 1931. Okla. A. and M. Coll.

2615. **McGuire, Ernest J.** Opportunities offered for vocational training in institutions in Tennessee. Master's, 1932. Peabody. 156 p. ms.

Collects and summarizes data concerning public and private educational institutions of the State of Tennessee that offer specific vocational training courses and issue bulletins regarding the work offered.

2616. **McLane, Eldridge F.** Vocational practices in the junior and senior high schools of Florida: Present status and probable trend. Master's, 1932. Florida. 88 p. ms.

2617. **Mays, A. B.** Industrial arts. Review of educational research, 2: 74–75, 93, February 1932.

2618. **Michael, Roy A.** Trade and industrial education in western Missouri. Master's, 1932. Colo. St. T. C.

2619. **Miller, Charles Cephas.** A comparison of the training required for draftsmen in the industries of East Chicago, Ind., with the training now offered in East Chicago high schools. Master's, 1931. Iowa St. Coll.

2620. **Monroe, Lynne C.** The effect of recognition upon various forms of tool representation. Master's, 1932. Iowa St. Coll. 89 p. ms.

2621. **Mulvaney, Sherman A.** Reliability of certain essay examinations in industrial arts. Master's, 1932. Iowa St Coll. 85 p ms.

2622. **Nave, Charles Hobert.** The schools and industries of Kingsport, Tenn., in relation to vocational training. Master's, 1932. Tennessee. 74 p. ms.

2623. **Neill, Theodore Roosevelt.** The mathematics involved in the teaching of industrial arts. Master's, 1931. Iowa St. Coll

2624 **Patterson, Howard V.** Observation and practice teaching in industrial education. Master's, 1932 Minnesota.

2625. **Pease, Everett G.** An analysis of the training and experience of 98 industrial arts teachers. Master's, 1932. Iowa St. Coll. 98 p. ms.

A study was made of the college training, universities from which they came, the degrees received, major interests, Smith-Hughes men, years of teaching experience, types of teaching experience, and trade experience of 98 industrial arts teachers, and of those who have written books.

2626. **Peet, Vincent Cooper.** Methods of teaching general aeronautics in the public secondary schools of Southern California. Master's, 1932. Southern California.

2627. **Petry, Walter S.** Junior and senior high school industrial arts class trips, policies, practices, and trends in Columbus, Ohio. Master's, 1932. Ohio. 70 p. ms.

* 2628. **Proctor, Milton D.** Two-year terminal curricula in the coal mining industry. Doctor's, 1932. New York. 262 p. ms.

The three questionnaires used in this study dealt with the financial status of parents of high-school seniors; the present intentions of high-school seniors regarding further education and their interest in 4-year and 2-year curricula, the amount of training that should be required for each job or position in the coal mining industry, the relative importance of general courses in the six major fields, and the relative importance of specialized courses in the six major fields.

2229. **Richardson, F. W.** Vocational education and guidance in the high school of Byers, Tex. Master's, 1931. South. Methodist.

2630. **Robinson, K. Lois.** A study of occupational therapy and its interrelation with subsequent vocational rehabilitation. Master's, 1932. Southern California.

2631. **Schell, Henry Theodore.** Comparative cost of teaching industrial arts in Iowa. Master's, 1931. Iowa St. Coll.

2632. **Shartle, Carroll Leonard.** The development and standardization of a selection test for troublemen. Master's, 1932. Columbia.

2633. **Simon, Harold Charles.** Movement toward vocationalization of secondary education in the United States. Master's, 1931. South. Methodist.

2634. **Smith, Homer J.** One thousand problems in industrial education: A list of titles appropriate for term papers and theses by graduate students and for practical research projects by men active in administration and supervision. Minneapolis, University of Minnesota press, 1931. 90 p.

2635. ——— *and* **Hunt, DeWitt.** Bibliography on measurement in industrial education. Epsilon pi tau review, 74–87, 1931.

2636. **Torgerson, Roland M.** Unit operations in junior high school woodwork. Master's, 1931. Minnesota.

2637. **Trische, Andrew.** A critically evaluated and classified bibliography on industrial education. Master's, 1932. Penn. State.

2638. Van Oot, Benjamin Henry. The prediction of optimum qualifications for apprenticeship in certain allied trades. Doctor's, 1931. T C., Col. Univ.

Devises a method of selecting for apprenticeship in a group of 19 trades allied to shipbuilding candidates of optimum qualifications for training in order that reasonable assurance may be had that those who are selected will function effectively in the respective trades into which they are entered.

2639. Waldeck, Philip S. Content of junior high school general metal. Master's, 1932. Washington. 91 p. ms.

2640. Weidemann, C. C. Machine calculation of T-scores. 1931. University of Nebraska, Lincoln. 15 p. ms.

Job analysis of the problem of calculation of T-scores relative to the Monroe calculator Findings. T-scores by the machine may be calculated about 10 per minute.

* 2641 Winning, Frederica Julia Gerwin. Changes in women's occupations. Doctor's, 1932. New York. 284 p. ms.

Discusses women in occupations from early civilizations to the twentieth century; women in occupations in the United States; and New York City and its educational opportunities for women.

See also 205, 209, 228, 256, 724, 861, 952, 1255, 1341, 1358, 1381, 1435, 1465, 1494, 1556, 1522, 1529, 1535, 1706, 1917, 2332, 2674, 2973, 3048, 3050.

AGRICULTURAL EDUCATION

2642. Bateman, John Wesley. Method of rating the efficiency of departments of vocational agriculture in Louisiana. Master's, 1931. Louisiana.

2643. Beard, Walter L. Some factors to be considered in locating departments of vocational agriculture in the high schools of Louisiana. Master's, 1932. Louisiana.

2644. Brimmer, Clifford Carl. The personnel of agricultural evening classes in Iowa and eastern Nebraska. Master's, 1932. Iowa St. Coll. 51 p. ms.

2645. Brook, P. C. A manual for colored teachers of vocational agriculture in Alabama Auburn, Alabama polytechnic institute, 1932.

2646. Bruner, Thomas W. A study of the place of residence and choice of vocation of former vocational agricultural students in Kansas high schools. Master's, 1932. Kans. St. Coll.

2647. Butts, John L. A program for agricultural education in Dade county, Fla. Master's, 1932. Florida. 125 p. ms.

2648. Carlisle, Ralph Cary. Making a long-time program in vocational agriculture for Sneads community. Master's, 1932. Florida. 60 p. ms.

2649. Cox, Guy. A study of the newspaper articles relating to vocational agriculture in Florida. Master's, 1932. Florida. 75 p. ms.

2650. Cunningham, Robert Earl. A study of a group of agricultural college news releases with a view to develop type releases. Master's, 1932. Okla. A. and M. Coll.

2651. Gammage, James Veale. Some determining factors in the high and low rating of departments of vocational agriculture in Louisiana. Master's, 1932. Louisiana.

2652. Geiger, Albert James. A study of the farm shop instruction in the vocational agriculture schools of Florida. Master's, 1932. Florida. 106 p. ms.

2653. Getman, Arthur K., *and* Weaver, W. Jack. Outline of content for vocational agriculture. Albany. University of the State of New York, 1931 54 p. (Bulletin, no. 983. November 1, 1931.)

This bulletin was prepared for the guidance of teachers of agriculture in the selection of content of instruction for vocational pupils enrolled in full-time and part-time classes in agriculture. The outlines of content are presented in the form of teaching units in which instruction may center about the managerial and operative activities of pupils.

2654. Gfeller, Clarence J. Development of agricultural education under the Smith-Hughes act. Master's, 1931. Stanford.

2655. Glenn Husie Atwood. Some effects of vocational agriculture in Lunenburg county. Master's, 1932. Va. Poly. Inst. 121 p. ms.

2656. Groseclose, Henry C. Handbook for future farmers. Baltimore, Md., French-Bray printing company, 1932. 32 p.

Job analyses for 14 activities were developed.

2657. Guyer, Roy J. Anthropometric study of students at Connecticut agricultural college. Master's, 1932. Int. Y. M. C. A. Coll. 49 p. ms.

2658. Haynes, Everett H. Annual work book for vocational agriculture teachers in Louisiana. Master's, 1932. Louisiana.

2659. Horn, George Elbert. Developing Tennessee boys through activities in future farmers of America. Master's, 1932. Peabody. 50 p. ms.

2660 Huddleston, Willis Jennings. Influences causing improved farming practices in Putnam county, Tenn. Master's, 1932. Peabody. 61 p. ms.

2661. Huntzinger, Homer O. The survey method of teaching vocational agriculture. Master's, 1932. Wyoming. 109 p. ms.

2662. Jacobs, Volna Gustavus. Farmers' correspondence with the Iowa agricultural experiment station as a guide to the content of Iowa agricultural evening school course. Master's, 1931. Iowa St. Coll.

2663. John, Macklin E. The relation of vocational agricultural training to choice of occupations and to activity in rural organizations. Master's, 1932. Iowa St. Coll.

2664. Johnson, Alex Ralph. The organization, instruction, and results of evening classes in poultry production. Master's, 1932. Florida. 52 p. ms.

2665. Knight, Fred Key. How to organize and conduct an evening class in citrus culture. Master's, 1932. Florida. 85 p. ms.

2666. Leever, Dale V. A comparison of the Smith-Hughes and the Los Angeles plan of teaching animal husbandry under urban conditions. Master's, 1932. Southern California.

2667. Love, Harry Morgan. Qualifications for success in teaching agriculture. Master's, 1932. Va. Poly. Inst. 162 p. ms.

2668. Murray, John Henry. Factors influencing discontinuance of vocational agriculture in Oklahoma high schools. Master's, 1932. Okla. A. and M. Coll.

2669. Older, Frank Edwin. Teacher training in agriculture for elementary schools. Master's, 1932. Southern California.

2670 Oliver, Julius Allen. Factors related to success in the teaching of vocational agriculture in the Negro schools of Virginia, North Carolina, and South Carolina. Master's, 1932. Iowa St. Coll. 104 p. ms.

2671 Perrin, Charles A consideration of certain aspects of an agricultural curriculum for the Chaffey junior college and Union high school district. Master's, 1932. Claremont. 57 p. ms.

2672. Regnier, Roger E. A study of material and method used for teaching soils in vocational agriculture classes. Master's, 1932. Kans. St. Coll.

2673. Sanders, H. W. Supervised farm practice—planning. Blacksburg, Virginia polytechnic institute, 1932. 29 p. ms.

* 2674. Schmidt, G. A. Vocational education in agriculture in federally aided secondary schools: a study of its instructional and training phases. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 96 p. (Contributions to education, no. 534.)

Data were secured from educators in various fields of education, especially from teachers of vocational agriculture. Findings: Thirteen factors characterizing an effective vocational training program were established. They characterized conditions far in advance of the conditions generally found In practically every instance, the vocational agriculture course was very rigid in its requirements, and was administered just as was the academic course in the secondary schools.

2675. Smart, John A. A study of the use of individualized instruction in vocational agriculture. Master's, 1932. Va. Poly. Inst. 73 p. ms.

The purpose of the study was to develop a contract form for individual student use; to experiment by a parallel group procedure with one class as a check, and to try it out with 14 classes in Pittsylvania county under four teachers of agriculture. Individualized instruction seemed to be superior to instructors and pupils.

2676. Strube, Paul Edman. Content for high-school farm shops. Master's, 1932. Ohio. 84 p. ms.

2677. Wakefield, George N. Training for leadership through future farmers of America. Master's, 1932. Florida. 94 p. ms.

See also 723, 1507, 1537, 1711, 1753, 1790, 2018, 2075, 2700.

HOME ECONOMICS

* 2678. Adams, Grace E. A survey of clothing expenditures of continuation school students. Master's, 1932. New York. 80 p. ms.

2679. Allison, Helen C. A study of the duties and responsibilities of some girl graduates from the commercial department, Central high school, Oklahoma City, Okla. Master's, 1932. Colo. Agr. Coll.

2680. Anlauf, Lena Mae. Home economics clubs in high schools of the southwest. Master's, 1931. Okla. A. and M. Coll.

2681. Atkinson, W. N. The fundamental sociological concepts found in x sources dealing with the family. Master's, 1932. Iowa.

2682. Bancroft, Clara Marie. Vocational education in home economics in the all day schools of Ohio. Master's, 1931. Ohio.

This study shows the expansion and development of the vocational home economics program in the all-day schools of Ohio over a period of 12½ years. From 1918 to 1930 the number of schools increased from 6 to 80 with proportionate increases in enrollment in the schools and number of teachers employed and moneys expended. The development of the curriculum and the type of equipment used has been in accord with modern trends in home economics education.

2683. Barker, Bessie Emily. A study of individual assignment teaching as compared with class instruction by problem method in two beginning high-school clothing classes. Master's, 1932. Colorado.

2684. **Barnes, Bess.** A study of the relationships between the intelligence ratings of girls taking home economics in the San Marcos, Tex., high school and their achievements as measured by objective, practical, and problem measurements. Master's, 1932. Colo. Agr. Coll.

2685. **Barnes, Mary Goodykoontz.** A course of study in home economics for high schools in Iowa having a 1-year economics program. Master's, 1932. Iowa.

2686. **Bitner, Anita Joynt.** A study to determine what part of the subject matter included in the proposed course in home management is knowledge ordinarily obtained by high-school pupils through life experiences. Master's, 1932. Nebraska.

2687. **Blazier, Florence E.** Home economics education courses in the 72 institutions approved for teacher training by the Federal board for vocational education. Doctor's, 1932. Minnesota. 352 p. ms.

Presents characteristics of typical teacher-training situation and certification requirements; topics regarding the importance of which teacher trainers, state supervisors, and alumnae agreed; topics regarding which two of three groups agreed; topics considered by alumnae as having been inadequately treated; influence of experience, type of position held and institution from which they graduated upon alumnae reaction.

2688. **Bradshaw, Ruth Lois.** The relations among aptitude test scores, scholastic averages, personality ratings, student teaching grades, and superintendent's ratings of 200 home economic students at Iowa State college. Master's, 1932. Iowa St. Coll. 54 p. ms.

2689. **Brown, Clara M.** An evaluation of the Minnesota rating scale for home economics teachers. Minneapolis, University of Minnesota press, 1931. 29 p.

Study of data collected from teacher-training institutions, state supervisors of home economics, and superintendents in several states in the middle west from 1928 to 1931. Data included ratings of teachers based upon 1928 edition of the Minnesota rating scale, marks in special methods and in supervised teaching, intelligence ratings and honor-point ratios.

2690. **Burr, Merle.** Problems in related art for home economics classes in secondary schools: A manual for teaching related art. Master's, 1932. Iowa.

2691. **Byars, Jenny Woodward.** Recent developments in the field of institutional management in relation to the instruction in institut on management at Iowa State college. Master's, 1932. Iowa St. Coll.

*2692. **Carter, Helen Mae.** Development of the home project in the home economics program, 1908 to 1932 with special reference to Louisiana. Doctor's, 1932. New York. 134 p. ms.

Data were secured by a study of the literature on the subject; a study of previous investigations; personal letters from state supervisors of home economics; mimeographed material from state supervisors of home economics; study of the annual reports of the Louisiana home economics division of the Federal board for vocational education for the years 1925–1931, inclusive; and home project record books from Louisiana schools. Data indicate that the home project is extensively used in the home economics program; and that there is a degree of similarity in the projects carried on in the various states.

2693. **Carter, *Mrs.* Vivienne Fowler.** Home economics work for seventh and eighth grade girls in Indiana based upon activities performed during summer vacation. Master's, 1932. Indiana. 116 p. ms.

2694. **Chambers, Virginia.** A study of the needs in Kansas for training of high-school girls for direct wage earning in institutional work, with a suggested course of study. Master's, 1932. Kans. St. Coll.

2695. **Childs, Iva Emmett.** Analysis of homemaking problems of women who left high school before graduation. Master's, 1932. Southern California.

2696. **Cole, Nellie Azbill.** Analysis of activities basic to a course in modes and manners. Master's, 1932. Southern California.

2697 **Collins, Carrie Lee.** A comparison of the effectiveness of pictures and charts with actual products as objective devices in teaching foods. Master's, 1931. Iowa St. Coll.

2698. **Crum, Jeannette Hill.** An analysis of food choices in relation to nutritive value and cost in junior high school lunchrooms. Master's, 1932. Washington.

2699. **Dahlen, Alice.** The relationships among student teaching grades, personality ratings, and personality test scores of 176 home economics students at Iowa State college. Master's, 1932. Iowa St. Coll. 40 p. ms.

2700. **Davenport, Frances.** Cooperative relationships of teachers of vocational home economics and agriculture. Master's, 1932. Louisiana.

2701 **Davis, LaVesta Ellen.** An economic and social study of representative home management houses in the United States. Master's, 1932. Kans. St. T. C. Pittsburg.

2702. **Davis, Mildred L.** A dietary study in the cooperative dormitories for women at Iowa State college. Master's, 1932. Iowa St. Coll.

2703. **Day, Florence Pyle.** How a selected group of home economics teachers begin their classes. Master's, 1932. Kans. St. Coll.

2704 **De Luca, Jennie Rose.** A study of the values derived from clothing courses offered to high-school girls in New Orleans. Master's, 1932. Colorado.

2705. **Essex, Grace Althea.** A comparison of the training, environmental conditions, and activities of vocational home economics teachers and teachers of general home economics in secondary schools of Ohio. Master's, 1931. Ohio.

Data from high-school principals' reports for the year 1929–30 on file in the State department of education and from answers to questionnaires obtained from general and vocational home economics teachers. Findings: All home economics teachers of the groups studied meet state requirements adequately. The median salary for general teachers is lower than for vocational teachers. More out of class duties are assigned to vocational teachers than to general teachers. Vocational teachers establish home contacts.

2706. **Flemington, Clara N.** Space and equipment for the teaching of home economics in high schools. Master's, 1932. Minnesota.

2707. **Graham, Bessie B.** A study of the home use made of the clothing work taught in the junior and senior high school in Louisville, Colo., in 1930–31. Master's, 1932. Colo. Agr. Coll.

2708. **Grant, Lois Irene.** Subject combinations required of Oklahoma home economics teachers. Master's, 1931. Okla. A. and M. Coll.

2709. **Griffin, Gertrude Louisa.** Use of homemaking facilities in secondary schools. Master's, 1931. Kentucky.

2710. **Griffin, Hallie Katterjohn.** Supervision of home projects in home economics. Master's, 1932. Kentucky.

2711. **Grunkemeyer, Winifred.** A study of the needs and interests in clothing of the homemakers of San Benito, Tex. Master's, 1932. Colo. Agr. Coll.

2712. Hankins, Nellie Turner. The present status in California of teaching foods classes in correlation with the high-school cafeteria. Master's, 1932. Southern California.

* 2713. Henderson, Carrie M. Home economics for boys, a survey of the work in the public schools, colleges, and universities of the United States. Master's, 1932. New York. 118 p. ms.

Attempts to determine the extent of teaching home economics to boys and men throughout the United States, the comments of these men and boys on the work, appraisals of it by teachers who have taught it, and the growing demand for the subject

2714. Henderson, Grace Mildred. Rural homemaking practices in Salina county, Kans., as a basis for a home economics extension program. Master's, 1931. Chicago.

2715. Horch, Doris Merrill. A curriculum study with special emphasis upon home economics subject matter to be included in the education of boys in the junior and senior high schools. Master's, 1932. Ohio.

2716. Humphreys, Alice W. A study of certain leisure-time activities and financial practices in the homes of Minnesota high school girls. Master's, 1931. Minnesota.

2717. Huston, Hazel H. Study of home activities of junior high school girls, a comparison of city and rural groups—300 diaries. Master's, 1931. Ohio.

2718. Inman, Mary Frances. A study of the home experiences of girls entering first year vocational homemaking classes in small high schools in Colorado. Master's, 1932. Colo. Agr. Coll.

2719. Johnson, Eleanor Mildred. A critical study of various methods for determining the nutritional status of college women. Master's, 1932. Washington.

2720. Johnson, Merian B. The relation of personality trait ratings and aptitude test grades with the student teaching grades of 450 students in home economics education at Iowa State college. Master's, 1932. Iowa St. Coll.

2721. Kean, Ruth Mundinger. Louisiana materials used in the teaching of home economics. Master's, 1931. Louisiana.

2722. Keefer, Hazel Vivian. The development of the home economics curricula of Iowa State college from 1869 to 1913. Master's, 1932. Iowa St. Coll. 102 p. ms.

2723. Kilgore, Daisy H. Evidences of interest resulting from the use of two methods of teaching adult home management classes in Lincoln, Nebr. Master's, 1931. Iowa St. Coll.

2724. Leighton, Ingovar. A plan for the organization of home economics clubs in Kansas high schools. Master's, 1932. Kans. St. Coll.

2725. Loyd, Ruth. A comparison of two methods of teaching foods classes in high school. Master's, 1932. Iowa St. Coll.

2726. Lynes, Hazel Alma. Organization of unit courses for adult classes in homemaking on the problem basis. Master's, 1932. Kans. St. Coll.

2727. McArthur, Laura J. A study of the home and family situation of the high-school girl. Master's, 1932. Minnesota. 144 p. ms.

2728. McCulley, Jessie T. A comparison of the effectiveness of individual and group work for seventh grade girls in a foods laboratory. Master's, 1931. Iowa St. Coll.

2729 **MacDonald, Gertrude.** A study of girls' home membership problems. Master's, 1932. Southern California.

2730. **McKnight, Gladys M.** The function of the home economics clubs in Kansas. Master's, 1932. Kans. St. T. C., Pittsburg.

2731. **Marcussen, C. K.** The development and present status of home economics education in the land-grant colleges and universities of the United States. Master's, 1932. . Illinois.

2732. **Martin, Blanche.** A study of home economics teaching in junior colleges in Georgia. Master's, 1931. Ala. Poly. Inst. 30 p.

2733. **Mathes, Fay Mahan.** Courses in home problems and family relationships for secondary school boys. Master's, 1932. Southern California.

2734. **Mendenhall, Elma.** Time records of home economics pupils in two Cincinnati, Ohio, high schools. Master's, 1932. Iowa St. Coll. 84 p. ms.

2735. **Moncrief, Irene.** Teaching home economics. Master's, 1932. Peabody. 50 p. ms.

Study of the work of 100 girls in nine high schools during year of 1931–32. Girls took the initiative in selecting projects; greatest number of projects selected were in clothing, foods, and home improvement; greatest values received by girls from projects was the development of skills; greatest value received by the home was that the project grew out of a normal home situation.

2736. **Muceus, Francis Kristian.** A suggested food cost control system for the Iowa State college memorial union. Master's, 1932. Iowa St. Coll.

2737. **Nesbitt, Doris.** The organization and evaluation of problem series for selected objectives in home relationship for high-school course. Master's, 1932. Iowa St. Coll. 74 p. ms.

2738. **Nofsker, *Mrs.* Julia Frank.** A study of home economics education in the public schools of Wisconsin. Master's, 1932. Wisconsin.

2739. **Owens, Elnora.** Home activities and housing conditions of Negro girls in the rural secondary schools of Virginia as an index of their curricular needs. Master's, 1932. Iowa St. Coll.

2740. **Park, Martha Ann.** Some values of the school lunch as a project for the teaching of foods in the homemaking course. Master's, 1931. Iowa St. Coll.

2741. **Payne, *Mrs.* Roseda Berry.** Investigation into the buying experiences of fifth and sixth grade girls at Jackson school. Master's, 1932. Cincinnati.

2742. **Peppard, Lillian Loser.** Procedures for teaching a course in textiles. Master's, 1932. Southern California.

2743. **Perry, Fay Van Ness Tilden.** A study of foods tests for use in the secondary school. Master's, 1932. Southern California.

2744. **Peterson, Bertha Bowman.** A survey of home economics in schools for the deaf, and the marital and occupational status of their alumnae with a view to curriculum development. Master's, 1932. Minnesota. 76 p. ms.

2745. **Phillips, Mae Bell Arrington.** Factors which influence girls against election of home economics in West Virginia State college. Master's, 1931. Iowa St. Coll.

2746. **Richardson, Lucy.** Opportunities for teaching the arts related to homemaking. Master's, 1932. Louisiana.

2747. Roberts, Vega Brugman. Some vocational possibilities for women trained in home economics. Master's, 1932. Southern California.

2748. Robertson, Bella Catherine. A study in the construction of guide sheets for a course in ninth grade home economics. Master's, 1931. Kansas St. Coll. 124 p. ms.

2749. Rodden, *Mrs.* Myrtle McCormack. Home economics work for seventh and eighth grade girls in Indiana based upon the home activities performed during the school year. Master's, 1932. Indiana. 152 p. ms.

2750. Rogers, Katherine Elizabeth. A study of home economics in the junior high schools and senior high schools of Lexington, Ky. Master's, 1932. Kentucky.

2751. Ross, Addie Lee. Development of the vocational home economics program for Negroes in Mississippi. Master's, 1932. Iowa St. Coll. 49 p. ms.

2752. Ryan, Lorena M. Trend in home economics enrollment in colleges and universities from 1915–1930. Master's, 1932. Iowa St. Coll. 109 p. ms.

2753. Slater, Mary Evelyn. The value of home management houses. Master's, 1932. Kentucky.

2754. Smurthwaite, Georgiana Hope. A suggested organization of a foods and nutrition program based upon the interests and needs of a selected group of farm bureau women. Master's, 1931. Kansas St. Coll. 95 p. ms.

2755. Stone, Marie Gladys. Community needs and conditions in relation to home economics. Master's, 1931. Okla. A. and M. Coll.

2756. Straley, Ruth Reynolds. Suggestions for a home economics curriculum based on a community survey. Master's, 1932. Claremont. 130 p. ms.

2757. Stribling, Emily. Home economics tests for Tennessee high schools in the subjects of first year foods and first year clothing. Master's, 1931. Tennessee.

2758. Strowig, Nell McCrumb. A course in clothing and home problems for the junior high school. Master's, 1932. California.

2759. Sullivan, Grace May. Home economics in Negro secondary schools of Kentucky. Master's, 1932. Iowa St. Coll. 66 p. ms.

2760. Taylor, Ruth. A study of certain factors of present development of home economics in the Tennessee high schools. Master's, 1931. Tennessee.

2761. Thein, Lillian. An analysis of the content objective and organization of State courses of study in home economics. Master's, 1932. Iowa St. Coll. 99 p ms.

2762. Thomas, Sibyl. Homemaking objectives for 10th and 11th grade boys. Master's, 1931. Iowa St. Coll.

2763. Thompson, Alice E. A study of the practices in the homes of high-school girls in Minnesota relative to the care and repair of clothing. Master's, 1931. Minnesota.

2764. Thornton, Grace G. Problems and methods of research in home economics. Master's, 1932. Colorado.

2765. Tubbs, Margaret Grace. National survey of the education of teachers in home economics. Master's, 1932. Colo. St. T. C.

2766 Wachter, Mary K. A plan for teaching home economics in the small secondary school. Master's, 1932. Colorado.

2767. **Wadley, Rena Elizabeth.** A comparative study of dress selection. [Master's] 1932. Peabody. 142 p. ms.

A study was made of dress selection in the Springhill high school, Webster Parish, La.

2768. **Walker, Rosa.** Unit courses for adult classes in homemaking. Master's, 1931. Tennessee

2769. **Walsh, Madeline F.** Home economics examinations for Tennessee high schools in the subjects of second year foods and second year clothing. Master's, 1932 Tennessee 109 p. ms.

2770. **Warner, Ida M.** Comparison of scholastic averages, school activities, and subsequent vocation of girls electing and those not electing home economics in Cape Girardeau high school. Master's, 1932 Iowa St. Coll 78 p. ms.

2771. **Whittaker, Martha Rebecca.** Cost of home economics in state high schools of Tennessee Master's, 1932. Peabody. 123 p. ms.

2772 **Wiese, Marie Cecelia.** Factors which influence girls for or against the election of home economics in the senior high school in Santa Monica, Calif. Masters, 1931. Iowa St. Coll.

2773. **Williamson, Mary Lois.** Pupil accomplishment in foods classes taught by student teachers and by regular teachers. Master's, 1932. Iowa St. Coll. 51 p. ms.

2774. **Williamson, Ruth Yetive** Student teaching grades and certain factors in home, in elementary, and high-school training. Master's, 1932. Iowa St. Coll. 76 p ms

* 2775. **Winn, Marcia Lovett.** A critical analysis of five popular women's magazines with special emphasis on articles pertaining to the home Master's, 1932. Penn. State. 77 p. ms.

The study was made in order to gain an objective understanding of the amount, nature, and character of homemaking articles in the average woman's magazine, and to learn to judge intelligently which magazines can be used advantageously in home economics departments.

2776. **Wright, Luella M.** Teaching practices and difficulties of 20 home economics teachers trained at Iowa State college. Master's, 1931. Iowa St. Coll.

2777 **York, Mary E.** The effect of high-school training on college achievement in home economics. Master's, 1932. Iowa St. Coll.

2778. **Young, Irene.** A study of the responsibilities of the high-school home economics teachers of Kansas in the serving of food for school and community functions. Master's, 1932. Kans. St. Coll.

2779. **Youree, Alline.** Status of vocational home economics in certain southern states. Master's, 1932. Peabody. 204 p.

Includes 11 states and shows that vocational home economics broadens the field of preparation for homemaking.

See also 1790, 2066.

COMMERCIAL EDUCATION

2780. **Aebly, Helen F.** A survey of commercial education in the secondary schools of Wyoming. Master's, 1932. Colo. St. T. C.

2781. **Allen, Irma Thomas.** The status of typewriting in the junior high schools of California. Master's, 1932. Southern California.

* 2782. **Bader, Louis.** Survey of course construction for sales training in the electrical industry. Doctor's, 1932. New York. 222 p. ms.

This is a study of more than 1,000 salesmen and sales supervisors to discover what they thought they lacked in their training as salesmen.

2783. **Bransford, Thomas L.** Psychological aspects of the time factor in speed typewriting. Master's, 1931. American Univ. 77 p. ms.

2784. **Brown, Harvey F.** The status of junior business training in the public junior and senior high schools of Wisconsin. Master's, 1932. Iowa.

2785. **Burcham, Elizabeth Annie.** An investigation to determine the adequacy and efficiency of the Glendale high school commercial curricula. Master's, 1932. Southern California.

2786. **Church, Jane.** Business skills and information needed by every individual as determined by an investigation of the actual experiences of laymen. Master's, 1932. Colo. St. T. C.

* 2787. **Clancy, Anne Catherine.** The evolution of shorthand as a school subject Master's, 1932. Boston Univ. 86 p. ms.

Describes the meaning and beginning of shorthand, its use in prehistoric times, by the Romans and early Christians, the decline of the use of shorthand with the decline of the Roman empire, the rebirth of shorthand, the development of teaching shorthand and typewriting, its introduction into the schools and colleges

2788. **Clevenger, Earl.** Status of commercial education in selected high schools of Oklahoma. Master's, 1931. Okla. A and M. Coll.

2789. **Cocanower, C. D.** A study of the commercial teacher-training facilities of Ohio. Master's, 1932. Ohio. 95 p. ms.

2790. **Colby, Hayden H.** An evaluation of the instruction in salesmanship in secondary schools. Master's, 1932. Iowa. 68 p. ms.

2791. **Cornell, Mettie.** Trends in the high-school commercial curriculum. Lincoln, University of Nebraska, 1932. 105 p. ms.

2792. **Dempsey, Audrey Virginia.** Training methods used by commercial teachers in preparing students for the Colorado State contests in commercial subjects. Master's, 1932. Colo. St T. C.

2793. **Drohan,** *Sister* **Athanasia.** Salesmanship course in the high school—its scope and advantages. Master's, 1932. Boston Coll.

2794. **Ewell, Willie Evelyn.** A survey of commercial education in the Smith-Hughes high schools of Mississippi. Master's, 1932. Colo. St. T. C.

2795. **Ferguson, Lafe Watson.** Study of commercial education in Louisiana high schools. Master's, 1931. Louisiana.

2796. **Fogg, Mary B.** The business girls' secretaryship in the Y. W. C. A. Master's, 1932. Minnesota.

2797. **Fullenwider, Francis Chalmer.** The aims and curricular organization of commercial education on the junior college level. Master's, 1932. Southern California.

2798. **Gerstle, Elinor,** *and* **Tefft, Lois.** Business knowledges and skills everyone should have as determined by a tabulation of the business experiences of 174 laymen. Greeley, Colorado State teachers college. 1932.

2799. **Glasheen, Winifred U.** A study of commercial education in Holyoke senior high school. Master's, 1932. Smith. 109 p. ms.

2800 **Good, Harry Irvin.** An analysis of the preparation, duties, and responsibilities of heads of commercial departments in high schools. Master's, 1931. Buffalo.

2801. Grant, Martha. A study of graduates of Tulsa high school with stenographic majors for the years of 1925–1930. Master's, 1932. Colo. St. T. C.

2802. Gray, Maude Trump. Need of four years of collegiate training for secretarial and clerical service. Master's, 1932. Okla. A. and M. Coll.

2803. Griggs, Marshall C. The improvement of speed and accuracy in typewriting. Master's, 1932. Washington Univ. 63 p. ms.

* 2804. Hamilton, Charles W. What is the status of office practice and secretarial training in New York State public high schools outside of New York City. Master's, 1932. New York. 60 p. ms.

Data were secured from 43 cities of various sizes, in New York State, by answers to questionnaires. There is almost no uniformity of practice in setting up courses in office practice The objectives of the course seem to be to correlate previous work, build character, develop ability to work with people, learn new devices, and to give practical experience.

2805. Hare, Mildred. Commercial education and a modern trend. Master's, 1932. Maryland.

2806. Hawkins, George Allen. A study of the equipment used and desired in the commercial departments of the large senior high schools of the state of Ohio. Master's, 1932. Ohio. 157 p.

Finds out the present quantity of equipment, and that desired by teachers in large high-school commercial departments in Ohio; the machine skills considered desirable and necessary, and the relative rank of importance to the major machine skills, estimated by representative business men; and correlate these variables. Replies were received from 489 businesses Conclusions: Correlation of about 70 percent exists between present quantity of different types of commercial equipment found, and the relative ranks of importance of these types; calculating machine, duplicating machine, and filing system instruction are underestimated and undertaught in schools; business men differ in opinion concerning proper commercial practices in schools; commercial teachers are undertrained in the field of machine instruction.

* 2807. Haynes, Benjamin R. Elementary business training in the public junior high schools of the United States. Doctor's, 1932. New York. 297 p. ms.

Data were secured from answers to a questionnaire received from 811 junior high schools scattered over the United States; and from a critical examination of the written statements from teachers, administrators, and others interested in commercial education. Of the 811 schools, 434, or 53.51 percent teach elementary business training; and 377 schools, or 46.49 percent do not teach it.

2808. Helmstadter, Carl W. Some trends in commercial education in Nebraska high schools. Educational research record, 4: 99–102, February 1932.

Data were secured from questionnaires mailed to each school offering one or more technical commercial subjects, or offering two or more nontechnical subjects; a study of the records at the State house for the years, 1923–24, 1924–25, and 1927–28; and a résumé of the literature in the field. Findings: Thirty and four-tenths percent of all the high schools in the state are teaching commercial subjects; the commercial curricula are uniform in certain aspects, but vary widely in others; schools as small as 50 in enrollment in high school were found to have commercial curricula; there is variation with reference to the grade in which the various subjects are given; the most commonly taught commercial subjects are: Typewriting, bookkeeping, and shorthand; it is not common practice to grant commercial certificates to graduates of the commercial curriculum.

2809. Herrell, Ethel Crowley. Methods of teaching typewriting in secondary schools. Master's, 1932. Southern California.

* 2810. Higgins, James Leo. A survey of commercial education in public secondary schools in Connecticut. Master's, 1932. Boston Univ. 128 p. ms.

Replies to a questionnaire were received from 7 academies and 1 school of higher grade; from 20 junior high schools; and from 11 6-year secondary schools, 61 4-year

schools in Connecticut. Nearly 50 percent of the pupils in secondary schools are enrolled in commercial departments A considerable majority of commercial graduates neither continue their education nor are placed in business positions. Shorthand, typewriting, and bookkeeping constitute the core subjects of the courses.

2811. **Hills, Clarissa.** An experimental study to ascertain the value of awards in typewriting. Master's, 1932. New Hampshire 89 p. ms.

* 2812. **Hubley, Edna M.** An investigation to determine emphasis needed in the teaching of Gregg stenography. Master's, 1932. New York. 102 p. ms.

Studies statistically the errors made in the vocabulary contained in four transcription tests given in May 1931 in different cities and towns of the United States and Canada.

2813. **Jones, Harold J.** A technique for the development of the trait of initiative in secondary school typewriting classes. Master's, 1932 Iowa.

2814. **Jones, Marion Bradley.** Reading rate and comprehension as determining factors in the selection of pupils for junior high school typewriting classes. Master's, 1932. Southern California.

2815. **Kelly, Catherine Margaret.** A study of representative courses in commerce in selected teachers colleges and normal schools. Master's, 1932. Colo. St. T. C.

2816. **Kelsey, Robert G.** A study of the commercial curricula of the public high schools of the State of Illinois. Master's, 1932. Colorado

* 2817. **Kuntz, Arthur.** Learning difficulties of students in first term bookkeeping in the Theodore Roosevelt high school. Master's, 1932 New York. 120 p. ms.

A detailed special study of types and frequencies of bookkeeping errors made by 1,500 students in the first term of high school. Findings: The frequent errors were due to usual causes of poor preparation, attendance, poor ability, and unwillingness to work.

2818. **Larabee, L. S.** Survey of commercial education in Tennessee approved high schools, 1926–1931. Master's, 1932. Peabody. 88 p. ms.

Comparative study of the status of commercial education in Tennessee over the past five years, 1926–1931 It was found that the teaching personnel and the quality of work done compared favorably with other departments in high schools of Tennessee.

2819. **Lauritsen, Marie.** A critical examination of research in methods of teaching shorthand transcription. Master's, 1932. Iowa.

2820. **Liftin, Max.** The Smith versus the Rational method of teaching typewriting. Master's, 1932. Coll. of the City of N. Y. 54 p. ms.

Chiefly on the basis of an initial accuracy test based on the Fritz-Eldridge method, two groups of 54 subjects each were equated. One group was then taught by the Smith method, while the other group was instructed by means of the Rational method. The groups continued under the respective methods for a period of eight weeks. At the conclusion of the experimental period the groups were retested for accuracy and speed. Conclusions: There was no significant difference between the groups on the final test. Apparently then, the Smith and Rational methods are equally efficient.

2821. **Martin, Melrowe Merrimus.** An experiment to test the value of graded material for use in beginning typewriting. Master's, 1932. California. 90 p. ms.

* 2822. **Morrissey, Mary V.** A study of the commercial pupils of the Benjamin Franklin junior high school of Yonkers, N. Y., for the improvement of instruction in elementary business training. Master's, 1932. New York. 98 p. ms.

2823. **Nordgren Lilly M.** Experimental comparison of beginning students' writing on standard and noiseless typewriters. Master's, 1931. Stanford.

2824. Norton, Howard Magruder. Commercial teachers of Louisiana high schools Master's, 1932. Louisiana.

2825 Nugent, Winifred Anna. The status of elementary business training in the junior and senior high schools of California Master's, 1932 Southern California

2826 Paine, Margaret Z. Evaluation of clerical activities performed for the schools by secondary shorthand and typing students. Master's, 1932. Iowa. 70 p. ms.

2827. Parker, Evelyn May. A survey of the teaching of salesmanship in secondary schools and sales organizations. Master's, 1932. Southern California.

2828. Parker, G. H. The effectiveness of the word-unit method of instruction in typewriting. Master's, 1932. Iowa.

2829. Roberts, Ruth L. Technique for determining instruction materials for the teaching of office machines Master's, 1932. Iowa.

2830. Ryan, Mary Agnes. An analysis of transcription errors of second year shorthand pupils and an evaluation of certain remedial measures. Master's, 1931. Buffalo.

2831. Schiff, Sidney J. A statistical analysis of the Cleveland civil service test for junior stenographer. Master's, 1932. Western Reserve. 109 p. ms.

2832. Schoenleber, Lilly. A procedure for error analysis in secondary school typewriting. Master's, 1932. Iowa.

2833. Scivicque, Beatrice Estelle. The practical value of the commercial curriculum of John McDonough girls' high school of New Orleans, La. Master's, 1932. Colorado.

2834. Smith, LeRoy O. Tendencies of collegiate business training in the United States. Master's, 1932. Denver. 119 p. ms.

2835. Steen, Thomas W. Commercial industries in private secondary schools and colleges. Master's, 1932. Northwestern.

2836. Teed, Mabel Utley. The determination of the placement value of a commercial occupations survey. Master's, 1932. Southern California.

2837. Thompson, June Etta. A syllabus for business correspondence based on an analysis of business letters and findings of previous studies. Master's, 1932. Colo. St. T. C.

2838. Tyson, Noel Lewis. An experiment in teaching typewriting by correspondence. Master's, 1932. Colo. St. T. C.

2839. Wall, Erwin. An analysis of the duties of heads of commercial departments in secondary schools. Master's, 1932. Iowa.

*2840. Whitley, Sarah Louise. A study of specific factors in the socio-economic backgrounds, in the abilities, in the attitudes, and in the educational experience of a group of students in the Packard commercial school. Master's, 1931. New York. 50 p. ms.

Attempts to discover the extent to which success in secretarial work, including typewriting and shorthand can be predicted by the use of standard tests, and to determine the factors in the backgrounds of students that are likely to be associated with successful work in school and in business.

2841. Wise, Vance L. Fundamental business knowledges and skills. Master's, 1932. Colo. St. T. C.

2842. Worthington, William James. A study of the vocational and avocational values of bookkeeping gained from high-school study as applied to actual business experience and the fulfillment of aims and objectives of business education. Master's, 1932. Southern California.

See also 248, 444, 1400, 1466–1467, 1485, 1577, 1609, 2055, 2155.

PROFESSIONAL EDUCATION

2843. Anstaett, Herbert E. Practice collections for courses in cataloging and related subjects in accredited first year library schools. Master's, 1932. Columbia.

2844. Carson, Arthur L. A study of the activities of agricultural missionaries relative to program of training needed. Doctor's [1932]. Cornell. 594 p. ms.

2845. Chaffey, Judith. A study of certain tests with special reference to their value for the prognosis of success in nurses' training. Master's, 1931. American Univ. 65 p. ms.

2846. Davis, John W. Analysis of colleges of engineering in New England, Middle Atlantic, East North Central, and East South Central states for purposes of educational guidance of high-school students. Master's, 1932. Ohio. 360 p.

2847. Dittes, Florence Grace. A study of the accredited schools of nursing in Tennessee. Master's, 1932. Peabody. 80 p. ms.

2848. Eurich, Alvin C. A preliminary report on the study of marks in mechanical engineering. Minneapolis, University of Minnesota, 1932. 122 p. ms.

2849. Foster, Frank C. Field work and its relation to the curriculum of theological seminaries. Doctor's, 1932. T. C., Col. Univ.

A study to ascertain what constitutes field work in relation to the curriculum of theological seminaries Thirty-eight institutions were visited where 25 percent of students are engaged for more than 28.5 hours each week in outside work.

2850. Jarrell, *Sister* Helen. A comparative study of the state board failures in materia medica of students in the schools of nursing in the United States. Master's, 1931. Loyola. 181 p. ms.

2851. Johnson, Ray Marion. Religious life of students in theological seminaries. Doctor's, 1932. Yale.

2852. Kennedy, May. The relation of traits of students in schools of nursing to their success. Master's, 1932. Chicago. 97 p. ms.

2853. McKnight, John Paul. Educational requirements for the ministry of the American churches. [Master's] 1931. South. Methodist.

* 2854. Morris, William Stephen. The seminary movement in the United States · Projects, foundations, and early development, 1833–1866. Doctor's, 1932. Catholic Univ. Washington, D.C., Catholic university of America, 1932. 119 p.

Describes the projects and foundations as they occurred in the various dioceses, and considers some special features to be found in the seminaries of that time.

2855. Ringheim, Alice Cornelia. Nursing and prenursing curricula in junior colleges. Master's, 1932. Southern California.

2856 Salyer, Rufus Coleman. An investigation in the prediction of success in the School of engineering at the University of Washington. Master's, 1932. Washington. 55 p. ms.

See also 1747.

EDUCATIONAL AND VOCATIONAL GUIDANCE

2857. Baller, Stuart. Instruments for selecting telephone operators. Master's, 1931. Nebraska.

The study deals with 100 operators.

2858 Barnhart, Jesse Leonard. A study of the functioning of guidance in grades 7–12 of the rural schools of Huron county, Ohio. Master's, 1932. Ohio. 75 p. ms.

Finds that the 1-room schools offer no guidance training, that the centralized schools offer little direct guidance.

2859. Blough, Telford B. A study of the vocational preferences of 2,233 boys and girls from kindergarten to the 12th grade. Master's, 1932. T. C., Col. Univ. 83 p. ms.

Includes stated occupational preferences of 1,130 boys and 1,103 girls, pupils in the Ferndale, Dale, and Westmont schools, Johnstown, Pa., tabulations, etc.

2860. Brame, Scott M. Post high school survey of the graduates of Bolton high school, Class of 1924. Master's, 1932. Louisiana.

* 2861. Brinker, Robert Durie. A study of the vocabulary content of vocational guidance textbooks. Master's, 1931. George Washington. 115 p. ms.

The material used was derived primarily from three ninth grade vocational guidance textbooks which were recommended by vocational guidance counsellors in the larger cities of the United States, as being widely in use. The purpose of the study is to determine the words which vocational guidance textbook writers deem important in an acquaintanceship with the fields of occupational activity. It was found that there are many highly technical words and professional terms which have a very low frequency of occurrence, in ninth grade vocational texts. Much of the vocabulary is much too highly specialized and is drawn from purely technical nomenclatures.

2862. Brown, William J. Permanence of vocational choices of the secondary school pupils of Logansport, Ind., 1930–32. Master's, 1932. Ohio. 145 p. ms.

2863. Buchanan, Roy I. A comprehensive plan of counseling for a large rural high school. Master's, 1932. California. 111 p. ms.

Attempts to study the actual situation in Napa, a typical rural high school, enrolling 600 to 700 students; and to canvass the bibliographical material; then, on a basis of above, to suggest a suitable program that might be adapted to a large rural high school.

2864. Chandler, Roland F. A guidance program for North Attleboro, Mass., high school. Master's, 1932. New Hampshire. 58 p. ms.

2865. Clarke, Elizabeth Mar. Changes in vocational choices of students. Master's, 1932. Chicago. 63 p. ms.

About 50 percent of the freshmen in college know definitely the work they will enter after college; 15 percent are considering the work they will do after graduation, and the rest are not certain or definitely change their vocational choices during college. Teaching is the most frequently chosen vocation.

* 2866. Conrad, Sara M. A study of the work carried on in the third and fourth class schools of Pennsylvania in guidance. Master's, 1932. Penn State. 45 p. ms.

Data were secured from replies to a questionnaire received from 205 schools in the third and fourth class districts of Pennsylvania. Student guidance was found to be a growing problem commanding increased recognition and study by administrative and teaching staffs in the secondary schools. Detailed techniques in guidance are being developed.

2867. Crawford, Albert Beecher, *and* Clement, Stuart Holmes. Choice of an occupation. New Haven, Conn., Yale university, 1932. 495 p.

This study, which was planned for the use of students at Yale university, takes up the qualifications and opportunities in various professions and businesses, with the earnings in the different fields.

2868. Cunliffe, Rex B., *and others*. Guidance practice in New Jersey. New Brunswick, N.J, Rutgers university, 1932. 31 p. (Rutgers university bulletin, series 8, no. 10a, April 1932. Studies in education, no. 2.)

Attempts to determine what guidance activities are most emphasized, or reported most often by the secondary schools of New Jersey; the distinguishing characteristics of the guidance programs offered by the various types of secondary schools; the relationship between school size and the nature of the guidance program; the provision made in diversified programs for meeting the needs of major economic and social groups, and the provisions made for guidance definitely vocational in nature and for the coordination of all guidance activities. Findings: New Jersey secondary schools emphasize most activities of the educational guidance type and least those of a definitely vocational guidance kind, the junior high schools offer more guidance activity and a better-balanced program than do the 4-year high schools; the medium sized 4-year high schools offer more activity and a better balanced program than do the very large or the very small schools; the nature of the 4-year high-school program is determined by school size rather than economic interest; few schools make any provision in the curriculum for teaching sound concepts of and intelligent attitudes toward the world of industry; few schools make provisions for placement or follow-up; in most of the schools the counselors give one-quarter or less time to counseling; the control of the guidance activities rests largely with the principal.

2869. Daniel, J. I., *jr*. Postgraduate careers of high-school pupils. Master's, 1931. Louisiana

2870. DeGraw, Bessie. High-school department of Nashville agricultural normal institute; a survey. Master's, 1932. Peabody. 123 p. ms.

* 2871. Delancy, Elmer Orwell. A study of certain personal information, activities, interests, and educational and vocational plans of 60 grade 7B pupils. Master's, 1932. Penn. State. 48 p. ms.

Data were secured by personal interviews with 60 boys and girls on a self-analysis form of 73 questions on personal record, present activities and interests, and occupational plans

2872. Eutsler, Theodore Robert. A study of the eighth grade graduates of Roane county, Tenn., 1927. Master's, 1932. Tennessee. 120 p. ms.

2873. Everline, Florence Miriam. A study of the occupational choices of 124 "A9" pupils. Master's, 1932. Southern California.

2874. Fordyce, Charles. Measuring devices for selecting Y. M. C. A. secretaries. 1931. Nebraska.

A study of the aptitudes essential for secretarial efficiency and the devising and giving of psychological tests which reveal these qualities in the candidate. Findings: The scores have a high correlation with the known efficiency of the secretaries of the various associations in Nebraska

2875. Garretson, Walter C. Personal traits, knowledge, and skills considered in reference to employment in Terre Haute industries. Master's, 1932. Ind. St. T. C. 112 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 282–83, July 1932.

Determines that local industries do not demand more than common or grade school training for employment in the factory or shop industries.

2876. Gerberich, J. R. Validation of a state-wide educational guidance program for high-school seniors. School and society, 34: 606–10, October 31, 1931.

2877. Hanry, A. DeWitt. Study of vocational guidance practices in Oklahoma high schools that are members of the North central association of colleges and secondary schools. Master's, 1931. Okla. A. and M. Coll.

2878. Hoon, Howard Chester. The status of vocational guidance in the junior high schools of Southern California. Master's, 1932. Southern California.

2879. Hunter, George. Guidance plan for the Dunsmuir high school. Master's, 1931. Stanford.

2880 Juhl, Erma E. A preliminary study of vocational guidance and placement at the University of Kentucky. Master's, 1931. Kentucky.

2881. Larson, Fritz Herbert. Critical treatment of status and functions of guidance in certain secondary schools. Master's, 1932. Nebraska. 121 p. ms.

2882. Mayer, Flora. Life guidance of the high-school pupil. Master's, 1932. New Hampshire. 72 p. ms.

* 2883. Menger, Clara. Significance of vocational choices of school children and college students. Doctor's, 1932. T. C. Col. Univ New York City, privately printed, 1932. 178 p.

Collects vocational choices for more than 19,000 youths from the third grade through the senior year in college. Finds that boys chose a greater number of occupations than did girls; vocations chosen by retarded children covered a wider range than those chosen by accelerated youths; except for the choice of farming and nursing, rural youths chose similar occupations to urban youths; and that for the most part vocational choices are ill-considered because of lack of information about occupations and due to social attitudes.

2884. Miller, Clarence D. Tentative vocational choices and subsequent careers of 183 secondary school boys. Master's, 1932. Ohio. 233 p. ms.

2885. Murray, Raymond T. Applications of the principles of vocational guidance in vocational rehabilitation. Master's, 1932. Coll. of the City of N. Y. 142 p. ms.

2886 North, Elizabeth. Occupations of graduates of high schools in three Kentucky counties. Master's, 1932. Peabody. 60 p. ms.

2887. Overholt, Clyde Walter. A study of vocational interests of boys and girls in six townships of Ingham county, Mich. Master's, 1932. Mich. St. Coll. 89 p. ms.

2888. Paulin, James Harrison. Procedure for guidance in secondary schools, based on a study of guidance program of the Chaffey union high school and the Upland junior high school. Master's, 1932. Claremont. 131 p. ms.

2889. Quandt, William C. Vocational placement for junior wage earners. Master's, 1932. Stanford.

2890. Rilling, George. A guidance program for the schools of Shelby county, Ohio. Master's, 1932. Ohio. 112 p. ms.

2891. Rutledge, Warner G. High-school attendance and vocational choice. Master's, 1932. Peabody. 87 p. ms.

2892. Scudder, Joy William. An analysis of the important factors contributing to effective pupil guidance in a junior high school. Master's, 1932. Southern California.

2893. Shibler, Herman L. Analysis of colleges and universities in Ohio, Indiana, and Michigan, for the purpose of educational guidance of high-school students. Master's, 1932. Ohio. 707 p. ms.

2894. Sommerfield, Matilda G. The relation of personality traits to vocational interests. Master's, 1932. Columbia.

2895. Sparling, Edward J. Do college students choose vocations wisely? Doctor's, 1932. T. C., Col. Univ.

Determines the amount of information which a large group of college students possess about the vocations which they have chosen; the amount of pertinent information

about himself which each student possesses, his economic enviroment that may have vocational significance, and the degree to which he has followed accepted procedures in balancing the requirements of the vocation against his qualifications A study was made of 1,011 students in Long Island university, of whom 888 had chosen a vocation, and 123 had not chosen a vocation

2896. Steiner, Anna Pearl. Counseling in junior and senior high schools. Master's, 1932. Washington. 86 p. ms.

The senior high schools in Seattle have a girls' and boys' advisory system and the junior high schools are divided between a girls' and boys' advisory system and a system of one counselor for both boys and girls.

2897. Strang, Ruth. The role of the teacher in personnel work New York City, Teachers college, Columbia university, 1932. 332 p.

Presents methods and information useful in the identification and solution of students' problems, and describes and discusses techniques which will aid the teacher in her contacts with students and with specialists

2898. Swain, Howard E. Guidance plans operative in New Hampshire secondary schools. Master's, 1932. New Hampshire. 45 p. ms.

2899. Sweet, Mabel-Ella Brown. The validation of an orientation test. Master's, 1932. Southern California.

2900. Wilson, Nathaniel M. An evaluation of the administration of educational and vocational guidance in typical junior high schools. Master's, 1932. Colorado.

2901 Zimmerman, Harold M. Guidance through the junior high school homeroom organization. Master's, 1932. Oklahoma. 66 p. ms.

See also 162, 689, 1417, 1468–1469, 1667, 2629.

EDUCATION OF RACIAL GROUPS

2902. Allen, Cecil H. Educational survey of Cherokee Indian school, Cherokee, N. C. Cullowhee, N. C., Western Carolina teachers college, 1931. 5 p. ms.

A total of 657 tests were given to 380 Indian children from the first through the ninth grades, which showed them to be from one half to three years retarded in reading, with the greatest retardation in the upper grades.

2903. Anderson, Hobson Dewey. A social study of the Alaskan Eskimo. Doctor's, 1932. Stanford.

A study of the social and economic condition of the Alaskan Eskimos to determine whether education offered by the government is applicable to their needs; stresses the importance of the village school; outlines objectives which should be the aim of the curriculum.

2904. Brown, Alice C. An analysis of the intelligence of Indians. Master's, 1932. Colorado.

2905. Cole, Nellie E. The personal attitudes of high-school pupils in Colorado towards alien nations and peoples. Master's, 1932. Colo. St. T. C.

2906. Crouch, William Ward. Missionary activities among the Cherokee Indians, 1757–1838. Master's, 1932. Tennessee.

Includes an account of attempts to educate the Cherokee Indians.

* 2907. Crump, *Mrs.* Bonnie L. The educability of Indian children in reservation schools. Doctor's, 1932. T. C., Col. Uni., Durant, Okla. Southeastern State Teachers College, 1932. 58 p. (Southeastern State teachers college. Contributions to education no. 3.)

The problem was to determine the educability of Indian children of the five civilized tribes of Oklahoma in the first three grades in Government reservation schools. Three individual intelligence tests were administered to the 250 full-blood Indian children in

the reservation schools. Data indicate that the average IQ of the 250 Indian children is 90 on the Stanford-Binet test. The Indian is found to possess enough native intelligence to show him capable of great improvement along educational lines.

2908. Ellis, Christine. The intelligence and school achievement of Mexican children in relation to their socio-economic status Master's, 1932. Texas.

2909. Ervin, Bertha Jewell. Development of education among the Cherokee Indians. Master's, 1932. Okla. A. and M Coll.

2910. Flowers, Marvin P. Education among the Creek Indians. Master's, 1931. Okla. A. and M. Coll.

2911 Gonzales, Aurora Marjorie. A study of the intelligence of Mexican children in relation to their socio-economic status. Master's, 1932. Texas.

2912. Gould, Betty. Methods of teaching Mexicans. Master's, 1932. Southern California.

2913. Jacks, Hazen D. Government relations with the Comanche Indians. Master's, 1932. Wichita. 127 p. ms.

2914 Keyser, Edith. A comparative study of overstatement among students of different races. Master's, 1932. Southern California.

2915. Klineberg, Nettye V. Bilingualism and intelligence in 10-year-old Italian girls. Master's, 1932. Columbia.

2916. Leis, Ward William. The status of education for Mexican children in four border states. Master's, 1932. Southern California.

2917. Levy, Adeline R. A qualitative study of the growth of some personality traits in Jewish children resulting from racial interaction. Master's, 1932. Columbia.

2918. Macon, Winnie. Certain differences between Indian children and white children on the ninth and tenth grade level. Master's, 1932. Kansas.

2919. Maddux, Hazel. Some conditions which influence the Mexican children in Greeley, Colo., and its vicinity. Master's, 1932. Colo. St. T. C.

2920. Morris, Laura. Social and economic phases of Pueblo culture as related to child welfare. Master's, 1932. American Univ. 64 p. ms.

2921. Neely, Margaret Terrell. The reactions of a group of Mexican school children to relatively unfamiliar vegetables. Master's, 1931. Iowa St. Coll.

2922. O'Bryant, Horace. The Cuban child in Division Street school, Key West, Fla. Master's, 1932. Florida. 85 p. ms.

2923. Powers, Myron Elgin. Telic attempts of two racial groups to retain their social inheritance. Master's, 1932. Washington. 82 p. ms.

Traces objectives of Japanese national education and noted application to local attempt to retain social heritage. Notes the general objectives of Jewish education in America and the relation of those objectives to the attempt made in the Seattle Talmud Torah to preserve the Jewish heritage. Findings: Japanese language school is not nationalistically pro-Japanese. Judaism is gradually losing out, Jews being absorbed in American society. There is a marked similarity between Japanese and Jewish educational objectives. Moral training is emphasized by Jews and Japanese.

2924. Smith, Owen Dale. A comparison of the performances of full-blood Indians, sedentary and nomadic, on achievement and on language and nonlanguage intelligence tests. Master's, 1932. Denver. 448 p. ms.

Otis classification test and the Pintner nonlanguage test were administered to the pupils of the fourth to ninth grades, inclusive, at the Santa Fe United States Indian school and to those of the fourth to eighth grades, inclusive, at the Albuquerque United

States Indian school in an attempt to measure the difference that may exist in educational attainments and in intelligence between sedentary and nomadic Indians A second purpose of the study was to determine, if possible, how nearly nonlanguage tests may be worthy of that appellation A third purpose was to determine full-blood Indian norms for the Pintner nonlanguage test

2925. **Snider, John Henry.** A study of Indian education in Pawnee county, Okla. Master's, 1932 Oklahoma. 97 p. ms.

2926. **Thomson, Ruth Haines.** Events leading to the order to segregate Japanese pupils in the San Francisco public schools. Doctor's, 1932 Stanford.

This study covers the periods of the Chinese situation, 1849–1906, the Japanese situation, 1885–1924; the school situation, 1850–1906; the labor situation, 1849–1906; and the political situation, 1849–1907.

2927. **Wolfson, Harry.** The history of Indian education under the Federal government from 1871–1930. Master's, 1932. Coll. of the City of N. Y. 158 p. ms

See also 160, 1143, 2450, 2472, 2493.

NEGROES

* 2928. **Burford, Lorenzo S.** The social and economic status of Negro high school students in northeastern North Carolina. Master's, 1932 Hampton. 50 p. ms.

Discusses the social and economic conditions in the homes of 558 Negroes in eight public high schools in northeastern North Carolina during the school year 1930–31 The students studied were in the first year or the fourth year of the high schools.

2929. **Butler, John Harold.** An historical account of the John F. Slater fund and the Anna T. Jeanes foundation. Doctor's, 1932. California. 502 p. ms.

2930. **Byrd, James Alexander.** A study of the vocational-industrial interests of Negro boys in the secondary schools of Dayton, Ohio. Master's, 1932. Ohio. 86 p ms.

2931. **Byrne, David D.** A comparison of white and Negro schools of Montgomery county, Tex. Master's, 1932. Colorado.

* 2932. **Daniel, Robert P.** A psychological study of delinquent and nondelinquent Negro boys Doctor's, 1932. T. C. Col. Univ. New York City, Teachers college, Columbia university, 1932. 59 p. (Contributions to education, no 546.)

Ascertains the differences in character and personality traits between groups of delinquent, behavior-problem, and nonproblem Negro boys A study was made of 100 delinquent boys from the State reform school in Virginia, 80 boys in the public schools of Richmond who were considered as problem cases, and 120 nonproblem boys who were classmates of the problem boys. In the three groups the boys were predominantly from the fifth grade. Seven tests were given to all the groups between November 4 and December 4, 1931. Data indicate that the delinquents differ from nondelinquents in the things they do and the way they feel, chiefly in degree rather than in kind; results indicate a value in the use of objective personality and character measures in the discovery of personality symptoms of delinquency tendencies which should be the basis of an attendant individual diagnosis and adjustment procedure.

* 2933. **Erwin, T. C.** A comparison of 5-point pupils with non-5-point pupils in the Negro elementary schools of Newport News, Va. Master's, 1932. Hampton. 38 p. ms.

The 5-point standard of health covers vision, hearing, teeth, throat, and weight. The study compares the scholastic achievement of the two groups for the four school years starting September 1927, and describes the methods used in improving the physical condition of many of the pupils.

2934. **Ferguson, Willie Leonora.** A reading survey of Negro homes of Beaumont, Tex. Master's, 1932. Peabody. 74 p. ms.

A survey of books, periodicals, and newspapers in the homes of a Negro junior high school of Beaumont, was made Of the 131 homes, 121 contained a Bible, 75, dictionaries, and 13, encyclopedias Besides Bibles and dictionaries, there were 47 sets of books; 456 miscellaneous books, and 392 newspapers and periodicals.

2935. **Flannigan, Clare Frances.** A study of the occupational adjustments of a selected group of colored high-school students. Master's, 1932. Catholic Univ.

*2936 **Foreman, Clark.** Environmental factors in Negro elementary education. Doctor's, 1932. Columbia. New York City, W. W. Norton and company, 1932. 96 p.

Stanford achievement tests in reading and arithmetic were given to Negro children in the third and sixth grades in 16 southern counties between October 1929 and May 1931. A total of 569 schools were visited and 10,023 tests given. Data indicate that the educational achievement of Negro pupils is greatly influenced by their environment, including the school and community, and that as the environments of the Negro pupils approaches that of the white children from whom norms of achievement were derived, the achievement of the Negro pupils approaches the norm.

2937. **Grace, Alonzo Gaskell.** The effect of Negro migration on the Cleveland public-school system. Doctor's, 1932. Western Reserve. 197 p. ms.

2938. **Horne, Frank Smith.** The present status of Negro education in certain of the southern states, particularly Georgia. Master's, 1932. Southern California.

2939. **Huggins, Willis.** The contribution of the Catholic church to the progress of the Negro. Doctor's, 1932. Fordham. 131 p. ms.

2940. **Hughley, Judge Neal.** Negro religion and modern education. Master's, 1932. Columbia.

2941. **Jefferson, K. A.** The Jeanes program for school and community organization in Mississippi. Master's, 1931. Iowa St. Coll.

2942. **Lane, Harry Badger.** The present status of secondary education for Negroes in Texas. Master's, 1932. Southern California.

2943. **Moore, Pleasant.** The status of the Negro public elementary schools of Kentucky. Master's, 1931. Ind. St. T. C. 86 p. ms. (Abstract in: Indiana State teacher's college. Teachers college journal, 3: 266, July 1932.)

Finds that the Negro children did not get an equal opportunity with the white children to secure an elementary education in 1929–30, and that the type of education given them was not suited to their needs, and that the compulsory attendance law was not enforced.

2944. **Newsome, James E.** The status of the Negro high-school principal. Master's, 1932. Ohio.

2945. **Orkin, Helen Irene.** The National association for the advancement of colored people. Master's, 1932. Columbia.

*2946. **Robinson, Eugenia Irene.** A diagnostic study of deficiencies in the sophomore class of Sterling high school, Greenville, S.C. Master's, 1932. Hampton. 67 p. ms.

Studies, statistically, the test scores made on the Pressey diagnostic tests in English composition, Otis intelligence test, Monroe standardized reading test; and studies intensively 12 pupils equally distributed as to sex and rank in scores made on these tests and on the Pressey-Richards tests in American history, Tressler English minimum

essentials tests, Hill test, in civic attitudes, Illinois standardized algebra tests, and Whipple's high-school and college reading test, in order to formulate a program for eliminating the deficiencies discovered in reading and English in Sterling high school.

2947. **Smith, Leland George.** The early Negroes in Kansas. Master's, 1932. Wichita. 90 p. ms.

2948. **Toney, Lee Allen.** A study of parent-teacher associations in the Negro schools of West Virginia. Master's, 1931. Ohio. 100 p.

2949. **Turpen, N. C.** Physical and instructional facilities of Negro high schools in Tennessee. Master's, 1932. Peabody. 90 p. ms.

The study covers the State of Tennessee.

* 2950. **Yarbrough, W. H.** Economic aspects of slavery in relation to southern and southwestern migration. Doctor's, 1932. Peabody. Nashville, Tenn., George Peabody college for teachers, 1932 112 p. (Contribution to education, no. 101.)

Analyzes some economic aspects of slavery which tended to differentiate more and more strongly the westward migration in the slave states from that in the free states.

2951. **Yates, Charlotte.** The influence of New York City environment upon the intelligence test scores of 12-year-old Negro girls. Master's, 1932. Columbia.

See also 19, 560, 2026, 2269, 2314, 2331, 2404, 2426, 2470, 2506, 2557, 2645, 2670, 2739, 2751, 2759.

EXCEPTIONAL CHILDREN

2952. **Armstrong, Caroline.** A study of procedures in opportunity "B" rooms in socializing maladjusted pupils. Master's, 1932. Southern California.

2953. **Beaman, Florence N.** An experimental curriculum for special classes. Master's, 1932. Northwestern.

* 2954. **Featherstone, William B.** The curriculum of the special class, its underlying principles. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1932. 157 p. (Contributions to education, no. 544.)

The study lays down the basic principles upon which the curriculum must be built in classes for the mentally handicapped.

2955. **Gailey, Helen.** A comparative study of B1 room and a transition room to determine factors which help to place a child in the transition room. Master's, 1932. T. C., Col. Univ. 39 p. ms.

* 2956. **Macadam, M. Agness.** A study of the factors contributing to the unadjustment of pupils in the ninth grade. Master's, 1932. New York. 57 p. ms.

Analyzes the factors in personality, achievement, social, health, and vocational experiences of the child which might condition unadjustment.

See also 205, 266, 303, 480, 847, 1002, 1190, 1213, 2163, 2278, 2560.

GIFTED CHILDREN

2957. **Dransfield, J. Edgar.** A technique for the administration of enrichment to superior children. Doctor's, 1932. T. C., Col. Univ.

Complete instruction units were compiled which supplied directions, references, objectives, and guiding questions to stimulate thinking, contained check tests at logical sections; were self-administering and sufficiently long to occupy the spare time of the superior pupils for at least a semester. The study was conducted in nine schools

selected so as to cross-section the types of schools in operation from the rural school to the large junior high school, located in communities varying from selected rural and foreign industrial to the wealthy, cultured city The technique is within the range of time and effort of the typical classroom teacher, recitation time of superior pupils can be reduced in one or more specific subjects without injury to their regular studies; total time required is comparatively small; obviates the necessity of withdrawing of superior children from their social unit to form classes

2958 Kramer, Harm. Present practices in training provided for gifted children in selected cities of the United States Master's, 1932. Northwestern.

2959 Moeser, Geneva. A study of 100 accelerated pupils in a junior high school. Master's, 1932. Northwestern

2960. Odell, Charles W. Provisions for mentally atypical pupils. Urbana, University of Illinois, 1931. 73 p. (University of Illinois bulletin, vol. 29, no. 6, September 18, 1931. Bureau of educational research bulletin no. 59.)

Aims to present the results of a study of provisions for mentally superior and inferior pupils in a number of school systems in the State of Illinois. Replies to a questionnaire were received from 160 principals of township or community high schools and superintendents of elementary or elementary and high-school systems with enrollments of 300 pupils of more Data indicate that few elementary systems of fewer than 500 pupils and high schools of fewer than 300 are doing much along this line, but that a large majority of both enrolling 1,000 or more pupils are making some such provisions.

2961. Petrovitch-Niégosch, Helena Grace. Procedures in teaching an ungraded class of superior pupils in the upper elementary school. Master's, 1932. Southern California.

* 2962. Regensburg, Jeanette. Studies of educational success and failure in supernormal children. Doctor's, 1931. T. C., Col. Univ. New York City, Columbia university, 1931. 150 p. (Archives of psychology, no. 129.)

This is a study of 139 supernormal children of the Bureau of children's guidance of New York City for the period 1922 to 1927.

2963. Wootten, *Mrs.* Elvira. Problems of the gifted child. Master's, 1932. Stetson. 60 p. ms.

SUBNORMAL CHILDREN

2964. Bentley, Mabel L. A comparative study of normals and subnormals in their play and fear problems. Master's, 1932. Michigan. 139 p. ms.

2965. Branaman, Georgia Stoetzel. A survey of private care of the feeble-minded in Los Angeles county. Master's, 1932. Southern California.

2966. Broomhead, Elizabeth. Mechanical ability in subnormal boys; a preliminary survey. Master's, 1932. Columbia.

2967. Bush, Grace. Reading interests of sixth grade children of low mentality. Master's, 1931. George Washington. 228 p. ms.

2968. Doncaster, George Humm. Mental disorders in siblings. Doctor's, 1932. Southern California.

2969. Gerbich, Gertrude Adams. The education of semi-dependent subnormal children in Washington. Master's, 1931. George Washington. 52 p. ms.

Follow-up survey of 84 atypical children in Washington, D C. Findings: The present method of training atypical children does not enable these atypical children to make a satisfactory life adjustment.

2970. Howard, Frank M. The mental development of the feeble-minded. Master's, 1932. Rutgers.

2971. **Kopp, Gertrude Sylvia.** Qualitative and quantitative differences in the drawings of the emotionally unstable as compared with the normal child. Master's, 1932 Columbia.

2972. **Ratcliffe, Bonnie B** The after-school adjustment of specially trained subnormal children Master's, 1932. Oklahoma. 226 p. ms.

2973. **Wilt, Willard Henry.** Practical arts education for mentally retarded boys. Master's, 1932. Southern California.

2974. **Woolman, *Mrs.* Eleanor Morgan.** The use of a newspaper as a motivating and an integrating influence in a retarded group. Master's, 1932. Ohio. 179 p. ms.

A study of a mentally retarded group between the ages of 14 and 17 years. Findings: Their reading ability improved, etc.

See also 316, 480, 527, 586, 2980.

PROBLEM AND DELINQUENT CHILDREN

2975. **Andrews, Roxie M.** The principal and problem children. Master's, 1932. Michigan. 154 p. ms.

* 2976. **Babcock, Marjorie E.** A comparison of delinquent and nondelinquent boys by objective measures of personality. Doctor's, 1932. Columbia. Honolulu, 1932 74 p.

By the use of certain self-rating measures and other personality tests a total of 158 delinquent boys were compared with 178 nondelinquent boys similar in age, intelligence, and social status The boys were from New York City, Rochester, N.Y., and Whittier, Calif Data indicate that delinquent boys cannot be clearly differentiated from nondelinquent boys by any of the measures used; the delinquent boys tend to show a slightly greater personality maladjustment; the delinquent groups are more easily disturbed by change from activity to another similar activity than are the nondelinquent

2977. **Bailey, Elba N.** High-school deliuquency. Master's, 1931. Stanford.

2978. **Barrington, John S.** Historical development of the treatment of the truant and delinquent in Ohio. Master's, 1932. Ohio. 200 p. ms.

Literature and Ohio laws quite thoroughly searched that pertained to the subject, from 1803–1932. Findings: The early history of Ohio revealed nothing that showed that the juvenile delinquent was treated any different than the adult. In 1850 the Cincinnati house of refuge was opened and then followed the Boys industrial school at Lancaster in 1856, the Cleveland industrial school 1857, and the Girls industrial school at Delaware 1869 The next forward step was the passage of compulsory education laws in 1877 and rewritten and made more effective in 1889. Then finally came the passage of the Juvenile court laws, which are working so admirably today.

2979. **Bowers, Deloss Harrison.** The Los Angeles county juvenile court. Master's, 1932. Southern California.

2980 **Burkey, Ruth Elizabeth.** A follow-up study of 97 defective delinquent girls. Master's, 1932. Ohio. 50 p. ms.

2981. **Caldwell, Margaret E.** The relationship between truancy and adult delinquency. Master's, 1932. Columbia.

2982. **Casselberry, William Sturgeon.** Symptomatic factors in delinquency. Doctor's, 1932. Stanford.

Discusses the factors symptomatic of delinquency; classification, prediction, and a scientific basis for treatment. Tests given 53 nondelinquent and 329 delinquent boys from 16 to 21, in the Preston school of industry, show 35 percent of the latter appeared to have adjustment possibilities An objective method for examination of delinquent boys from 16 to 21 is developed which secures valuable results

* 2983 **Courthial, Andrée.** Emotional differences of delinquent and nondelinquent girls of normal intelligence. A study of two groups paired by

chronological age, intelligence, and environment. [Doctor's, 1931] Columbia. New York City, Columbia university, 1931. 102 p. (Archives of psychology, no. 133.)

A group of delinquent girls of normal intelligence ranging in chronological age from 14 years, 3 months to 17 years, 11 months were paired by chronological age, intelligence, cultural environment, and occupational level of father with a group of nondelinquent girls Two tests of emotionality, a test of moral knowledge, a test of deceptive behavior, a test for measuring resistance to suggestion, a persistance test, and a questionnaire referring to the recreational activities of the girls were given both groups of girls Data indicate that delinquent girls experience more conflicts with their environment, are less well adjusted socially, and suffer more under feelings of physical discomfort than do nondelinquent girls, they possess about the same amount of moral knowledge as nondelinquents, and both groups are more or less alike in regard to the approval or disapproval of things conventionally called "good" or "bad." Delinquent girls seem to have the same kind and amount of recreational opportunities at home as the nondelinquents, and come from the same cultural and economic milieu

2984 Dahl, Virgil Dewell. The geographical distribution of juvenile delinquency in Los Angeles county Master's, 1932. Southern California.

2985. Harmon, *Mrs.* Helen Williams. A school history of delinquent children in Franklin county. Master's, 1932. Ohio. 61 p ms

2986 Holland, Elizabeth Jean. Ordinal placement of problem children. Master's, 1931. South. Methodist.

2987. Hoopes, Leslie Ward. Problems of special schools for unadjusted boys within the school district Master's, 1932. Southern California.

2988. Judson, Maude Alice. A study of an activity program for the purpose of investigating its motivating potentialities for the rehabilitation of maladjusted school children. Master's, 1932. Southern California.

2989. Kimball, Dorothy Madison. An investigation of certain psychological factors as contributory causes of juvenile delinquency. Master's, 1932. Southern California.

2990. Korb, Helen Lydia. The parent as a factor in juvenile delinquency. Master's, 1932. St. Louis. 45 p. ms.

* 2991. Loofbourow, Graham C. Test materials for problem behavior tendencies in junior high school boys. Doctor's, 1931. California. Berkeley, University of California press, 1932. 62 p. (University of California publications in education, vol. 7, no. 1, p. 1–62.)

Data were secured on boys of junior high school grade located in the junior high schools of San Francisco, Berkeley, and Oakland, supplemented by a group of boys of junior high school grade in the Whittier State school at Whittier, Calif. Tests of social attitudes, vocabulary, virtues, and morbid attitudes were given the boys in these schools. Data indicate that the tests used differentiate reliably between problem and control groups, regardless of the criteria used in selecting the groups.

2992. Maller, J. B. Broken homes and juvenile delinquency. Social forces.

A study of the relationship between juvenile delinquency and broken homes. Among delinquents the proportion coming from broken homes was significantly larger than among normal children.

* 2993. O'Malley, Kathleen E. A psychological study of a group of delinquent girls. Master's, 1932. New York. 59 p. ms.

2994. Orner, Arthur T. A preliminary investigation into the basal metabolism of problem boys. Master's, 1932. Ohio. 129 p. ms.

Twenty-one problem boys from the Ohio bureau of juvenile research were given metabolism tests, medical and social case histories were collected. No relationship was found between intelligence and metabolism. A very significant inverse relationship between basal metabolism and dynamometer have pressure.

2995 **Reusser, John L.** Personal attitudes of delinquent boys: A study of certain social and psychological factors in the lives of 400 delinquent boys in Iowa. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

Ascertains the extent to which certain attitudes which bear on the relation of the self to society are associated with delinquency in boys from 12 to 18 years of age Three groups were studied; 423 from a training school for boys, 419 from the public schools in representative towns in the state; and a special group of 60 boys who were on probation in four cities in the state The first- and last-named groups were composed of delinquent boys. All boys in the three groups were given a test of personal attitudes. Influences of factors as age, intelligence, grade classification, home background, and residence in the training school were traced Results show that the training school boys as a group are more critical of the attitudes of the average boy; they feel themselves nearer to the ideal than do the public-school boys when considered as a group. The personal attitudes of the training school boys, according to the test, were unchanged by residence in the institution.

2996. **Secor, Mabel Roberts.** A study of truancy and juvenile delinquency in Jersey City Master's, 1932. Columbia.

2997. **Shea, Mary Rita Doyle.** Recreational activities of problem girls and their nonproblem sisters. Master's, 1932. Catholic Univ.

* 2998. **Shumaker, Norbert M.** The behavior problem child in the Catholic school Doctor's [1932], Catholic university of America. Washington, D C. Washington, D.C., Catholic university press, 1932. 90 p (Catholic university of America. Educational research monographs. Vol. 7, no. 2, May 15, 1932.)

Data were secured from the file record book of the Department of child guidance of the Toledo Catholic charities for the two years of 1930 and 1931. Three groups of figures were given. Group 1 represents children of the elementary school level for the years 1930–31; group 2 covers pupils who were in secondary schools during those years; and group 3 gives figures for 1929, omitting the distinctions between elementary and secondary levels. A plan is outlined for the education of the behavior problem child.

2999. **Snoddy, Jennings Lavert.** A survey of the methods used in adjusting the truant boy in the Los Angeles schools. Master's, 1932. Southern California.

3000. **Sprague, Willard S.** The nature of the disciplinary problems of boys in a New York City high school. Master's, 1932. Coll. of the City of N. Y. 67 p. ms.

The disciplinary problems of the school were studied by examining the records of 969 boys and the teachers' reports to the principal. The data were examined from the point of view of age, IQ, and socio-economic status of each type of offense. The classroom incidence of offenses and the question of habitual offenders was intensively gone into. The factor of the teacher in the behavior problem was approached through the analysis of the types of cases reported by the various teachers.

3001. **Swenson, Clarence Reuben.** Administrative considerations in the handling of unadjusted boys in senior high school with special reference to discipline. Master's, 1932. Southern California.

3002 **Trompeter, Sara.** The remedial treatment of truancy in the New York City schools. Master's, 1932 Coll. of the City of N. Y. 58 p. ms.

Surveys the various bureaus organized by the Board of education in the City of New York for the remedial treatment of truancy and nonattendance. The agencies considered are the Bureau of attendance, the New York parental school, the Visiting teacher department, and the Child guidance clinic. Data on organization, principles of operation, case records, and statistics were secured from primary sources. Literature on truancy, the visiting teacher movement, and educational guidance were also studied. Conclusions: The author suggests the extension of community centers and the centralization of the work of all the bureaus under the Bureau of attendance, Compulsory education, and Child welfare

3003 **Wallace, Thomas Avery.** The municipal playground, a factor in juvenile delinquency. Master's, 1931. New York.

3004. Wilhelmi, Dion James. A study of 50 juvenile delinquents of Sicilian parentage known to the juvenile court of Chicago from January 1, 1928, to March 1, 1931. Master's, 1931. Loyola. 82 p. ms.

3005. Williams, Katherine Jane. Methods of remedial treatment for maladjusted school children. Master's, 1932. Chicago. 69 p. ms.

Studies the methods of psychiatric and child guidance clinics in this country.

See also 1356

PHYSICALLY HANDICAPPED CHILDREN

* 3006. Anderson, Roy N. The disabled man and his vocational problem. Doctor's, 1932 T. C., Col. Univ. New York City, Institute for the crippled and disabled, 1932. 102 p.

Makes a minute study of the specific handicaps of individuals correlated with the various types of occupations in which they have been engaged. Data for the orthopedic cases studied were secured from the Employment center for the handicapped in New York City, for the years April 1917 to April 1930. A total of 97 disabilities were listed The men were employed in 635 different occupations. Stability was uniform, although there was a tendency for the men with the most serious disabilities to remain on the job longer than the men with the less serious disabilities. Earnings ranged from $5 to $64 a week, with the median in the interval of $15 to $19 a week It was found that these men had a far greater vocational versatility than is usually attributed to such cases. Their earnings are only slightly below those of comparable nonhandicapped workers. The study shows that physically handicapped persons are not liabilities, but are social assets.

3007. Beckwith, Sylvia Irene. The organization and administration of classes for deaf children. Master's, 1932. Southern California.

3008. Blake, Sarah Honan. Stuttering: Its causes and age of incidence. Master's, 1931. Loyola. 87 p. ms.

3009 Caldwell, Floyd Franklin. A comparison of blind and seeing children in certain educational abilities. Doctor's, [1931]. California. New York City, American foundation for the blind, 1932. 28 p. (Abstract.)

All of the blind pupils enrolled at the California school for the blind who could read and write Braille readily were compared with all of the low seventh grade in the junior high school department of the Oakland high school on the results obtained on the Stanford achievement tests, on the reading tests 1, 2, and 3, forms A and B. Blind children require from three to three and one-half times as long as do seeing children to complete the tests. Achievement of the blind compares favorably with that of the seeing when ample allowance is made for the speed handicap. The blind are found to be 5 years and 3 months older than the seeing children used in the experiment, which indicates that the blind children have required about three years longer to reach the level of achievement indicated on the tests than the seeing children have required to reach approximately the same level.

3010. Cohron, Mary M. A history of State care of the blind and deaf in Tennessee. Master's, 1932. Tennessee. 144 p. ms.

3011. Crozier, Ada B. A survey of spinal defects in children of Indianapolis schools. Master's, 1932. Butler.

3012. Green, Ida C. Stammerers and their social adjustment as shown by means of eight case studies. Master's, 1931. Coll. of the Pacific.

3013. Henrikson, Ernest Hilmer. A study of breathing and vocal disturbances of stutterers. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

This study is concerned with voice and breathing dysfunctionings which occur during stuttering. The records of the propositional speech during stuttering indicated a marked lack of organized interactivity between the functioning of breathing and voice

producing mechanism The data indicate that there may be some general patterns in the relationship of the dysfunctionings present during stuttering.

3014. **Hickman, Lois Virginia.** A comparison of certain sound wave characteristics of stutterers and nonstutterers. Master's, 1932. Iowa.

3015. **Holland, B. F.** A study of the reactions of seeing, blind, and deaf children to questions on the Otis classification test, 1931–32. Austin, University of Texas, 1932.

3016. **Johnson, Wendell.** The influence of stuttering on the personality. Iowa City, University of Iowa, 1932. 140 p. (University of Iowa studies. Studies in child welfare, vol. 5, no. 5. First series no. 224, April 1, 1932.)

The problem is approached by a study of the stutterer's attitudes and adaptations relative to school, home, vocational, and social situations. The case study method was employed, featuring case histories, speech clinic examinations, autobiographies, personal interviews, and intimate observation of the 80 stutterers ranging in age from 7 to 42 years.

3017. **Jones, Maurine King.** A study of the abilities and attitudes of handicapped children. Master's, 1932. Oklahoma. 52 p. ms.

3018. **Lemmon, Raymond A.** The status of the education of speech defectives in public schools in the United States. Master's, 1931. Ohio. 70 p.

3019. **MacKane, Keith.** A comparison of the intelligence of deaf and hearing children. Doctor's, 1932. T. C., Col. Univ.

Studies 130 deaf subjects, consisting of 42 children from an institutional school, and 88 from a public day school. Three types of tests were given the children. Hearing children were matched with the deaf, on the basis of sex, chronological age, nationality of parents, racial origin, and socio-economic status, and were given the same tests as the deaf children The two groups were compared on the basis of mean group performance, variation within the groups, and by determining the estimate of reliability. Performance tests find the hearing superior to the deaf. The hearing boys do not appear to be as proportionately superior to the deaf boys, as the hearing girls are to deaf girls. The Drever-Collins performance scale and the Pintner nonlanguage mental test measure different things The same deaf children may be less than a year retarded in their responses to the performance scale, and be two years below the hearing in their responses to the nonlanguage test.

3020. **Mays, Mildred A.** A survey and experimental study of stuttering as found among Knoxville city school pupils. Master's, 1932. Tennessee. 243 p. ms.

* 3021. **Merry, Ralph Vickers.** Problems in the education of visually handicapped children. Doctor's, 1932. Harvard. Cambridge, Mass., Harvard university, 1933. 243 p. (Harvard studies in education, vol. 19.)

3022. **Ness, Agnes Mary.** A comparison of the response and stimulation methods in the re-education of speech defectives. Master's, 1932. Iowa.

3023. **Onstott, Howard C.** Method and approach in speech correction. Master's, 1931. South. Methodist.

3024. **Ragland, Rosalie.** Case study of speech difficulties among pupils of primary grades. Master's, 1932. Peabody. 189 p. ms.

Nineteen case studies of speech-defective children in the first, second, and third grades of Tarbox elementary school, Nashville, Tenn , were considered. These children came under classification of dyslalia functional and organic defects of articulation One case was cured, all showed improvement except one; with exception of two, it was thought that all eventually could have been cured by the use of the phonetic method.

3025. **Smith, Grace B.** A personality study of handicapped children. Master's, 1932. Oklahoma. 150 p. ms.

See also 205, 239, 469, 478, 500, 552, 609, 1018, 1110, 1282, 2438, 2744.

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* 3021. **Merry, Ralph Vickers.** Problems in the education of visually handicapped children. Doctor's, 1932. Harvard. Cambridge, Mass., Harvard university, 1933. 243 p. (Harvard studies in education, vol. 19.)

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3025. **Smith, Grace B.** A personality study of handicapped children. Master's, 1932. Oklahoma. 150 p. ms.

See also 205, 239, 469, 478, 500, 552, 609, 1018, 1110, 1282, 2438, 2744.

*3041. Silberberg, Irma L. The School of Wisdom, an experiment in adult education. Doctor's, 1932. New York. 217 p. ms.

A study was made of the School of Wisdom of Count Keyserling in Darmstadt, Germany. The underlying educational principles on which the School of Wisdom was founded are: Individual treatment with the aid of intuition, the power of personal inspiration, and the power of suggestion. The principles are applied in all phases of the work of the school. The School of Wisdom has a broad program; is democratic from the social standpoint, but is designed primarily for those who would become leaders; its methods are experimental.

3042. Stevens, Willard W. Elimination from the evening school classes of the J Sterling Morton township high school at Cicero, Ill. Master's, 1931. Iowa St. Coll.

3043. Tsao, Yimson, Hein. Status, organization, and significance of university extension in the United States. Doctor's, 1932. California. 144 p. ms.

See also 30, 865, 1334, 1354, 1422, 1480, 1814, 2443, 2524, 2562, 2664, 2678, 2726, 2768, 2838.

EDUCATION OF WOMEN

*3044. Acheson, Eunice Mae. Personal and professional characteristics of a selected group of deans of women. Doctor's, 1932. T. C., Col. Univ. Chicago, Ill., University of Chicago press, 1932. 211 p.

The purpose of the study was to analyze the personalities of a selected group of "successful" deans of women and their relationships with their students. The deans studied were from all types of colleges: 15 from non-state colleges and universities, 14 from state and city teachers colleges and normal schools, 8 from women's colleges, and 7 from state universities and colleges. Data were secured from 2,228 seniors who filled out questionnaires dealing with the favorable or unfavorable evaluations of their contacts with their dean of women; from questionnaires filled out by the deans and their presidents; and from tests given them to measure personality, emotional stability, adjustability to life and its problems, fair mindedness, social intelligence, and general intelligence. These deans seem to be a well-balanced, intelligent, fair-minded and socially inclined group of women. They are able to keep abreast of the world and to understand modern youth; have sympathy which inspires students to have confidence in their dean; think straight; take a personal interest in each student; are impartial in all dealings with students and others.

3045. Anderson, D. Mignon. Clothing expenditures of 90 high-school girls. Master's, 1931. Iowa St. Coll.

3046. Andrews, Elizabeth Gordon. A study in personnel of 1,633 students in Florida State college for women, 1930–31. Tallahassee, Florida State college for women, 1931. 12 p. (Bulletin, vol. 24, no. 4, December 1931.)

The study takes up the birthplace of parents and students, education of parents, paternal occupations, professions, religion, number of children in family, place of students in family, age of students, vocational choices of college women, subjects of interviews.

*3047. Bird, Norma. Relationships between experience factors, test scores, and efficiency, as shown by a study of four selected groups of women office workers. [Doctor's, 1931. Columbia.] New York City, Columbia university, 1931. 51 p. (Archives of psychology, no. 126.)

The aims of this study are: To analyze women office workers into groups based on type of work done; to study the groups analyzing their likenesses and differences; to determine the criteria of success for these clerical positions; to study tests which will differentiate successful from unsuccessful workers; to study significant experience factors as found on experience records; to study test results and experience factors as correlated with efficiency in office work. The groups of workers studied were: File clerks, typists, ledger clerks, and stenographers. They were divided as follows: 80 file clerks, 100 typists, 80 ledger clerks, and 100 stenographers. Data indicate that in general intelligence scores had little direct relation to the success of the clerk. Factors other than intelligence are largely operative in determining the success of a clerk. There are

two essentials for wise selection in placement as well as for promotion and transfer: (1) definite knowledge of physical and mental requirements of the job; and (2) definite knowledge of physical and mental characteristics of the individual.

3048. Cooke, Robert Locke. Trade and industrial education for girls and women in California. Doctor's, 1932. California. 274 p. ms.

Surveys existing opportunities and needs for trade and industrial education for girls and women at the secondary level, with a discussion of the basic considerations which should underlie a state program of education of this type in California, with suggestions for further extension of the present program.

3049. Dinsmore, Bessie Jane. The scholastic records and subsequent vocations of girls enrolled in the Owatonna, Minn, high school home economics courses from 1920–1930. Master's, 1931. Iowa St. Coll.

3050. Gaston, Mabel. A comparative study of women industrial arts students in the Trenton, N.J., State teachers college. Master's, 1932. T. C., Col. Univ. 35 p. ms.

3051. Gilbert, Claire Erin. An experiment in the development of certain personality traits in ninth grade girls in Grove high school, Paris, Tenn. Masters, 1931. Iowa St. Coll.

3052. Keys, Alice. A comparison of fraternity and nonfraternity women. [1931.] Lexington, University of Kentucky.

3053 Klepinger, Mary Katherine. Problems of 50 senior college girls involving home and social relationships. Masters, 1931. Iowa St. Coll.

3054. Long, Vera Jeffers. Dean of girls in high school. Master's, 1931. South. Methodist.

3055. Manship, Jessie Elizabeth. The incomes and expenditures of single women on college faculties. Masters, 1932. Iowa St. Coll.

3056. Threlkeld, Dean Hilda. A personnel study of 40 junior college girls. Master's [1931]. Kentucky.

* 3057. Wilson, Grace H. Development of the Young women's Christian association within its environment. Doctor's, 1932. T. C., Col. Univ. New York City, Teachers college, Columbia university, 1933. 156 p. (Contributions to education, no. 554.)

The purpose of the study was to discover the changes in religious and social thought and emphasis, and the corresponding changes in educational philosophy and method that have occurred in the national program of the Y.W.C.A. during the past 25 years, and to discover how these changes have been related to observable trends in current religious thought, current educational philosophy, and current social situations.

LIBRARIES AND READING

3058. Allez, George C. A time study of the activities of the librarians of Wisconsin teachers colleges. Master's, 1932. Columbia.

3059. Barron, Mary. Senior high school reading lists based on a study of the reading interests, capacities, and needs of foreign children of Hibbing, Minn. Master's, 1932. Ohio. 104 p. ms.

3060. Brock, Delpha Fern. Leisure reading of junior and senior high school students. Master's, 1932. Indiana. 129 p. ms.

3061. Brooks, Alice R. The integration of library instruction with the high-school social studies. A library "job-analysis" of 12 courses of study. Master's, 1932. Columbia. (Abstract in: American library association. School library yearbook, no. 5: 121–44.)

3062. Cadle, Jessie E. Factors affecting the choice of books by pupils of the intermediate grades. Master's, 1932. Denver. 140 p. ms.

3063. Carnovsky, Leon. The reading needs of typical student groups with special attention to factors contributing to the satisfaction of reading interests. Doctor's, 1932. Chicago.

3064. Clapp, Helen Wylie. What fourth grade children of Fayette county, Ky., read. Master's, 1932 Kentucky.

3065. Clark, Vira Esther. Home reading interests of junior high school pupils. Master's, 1931. Chicago. 136 p. ms.

Books which children read vary with sex, grade, age, ability, and intelligence

3066. Crudup, E. A. An analysis of articles in the Journal of chemical education. Master's, 1932. Peabody. 67 p. ms.

Study limited to the signed articles that have appeared in the Journal of chemical education. Analysis made to determine the types of educational problems which are dealt with in the journal. The writers in the Journal of chemical education were found to be primarily interested in nine kinds of educational problems, among them: Curriculum, grading, problem working and mathematics, teaching methods and devices, teacher training; greatest emphasis was placed on teaching methods and devices.

3067. Currin, Althea Mabelle. Instruction in the use of books and libraries. Master's, 1932. Western Reserve. 85 p. ms.

3068. Dalgleish, Alice. First experiences in literature. New York City, Scribner's sons, 1932. 162 p. (Series on childhood education.)

A study of the various types of literature for children from 18 months to 8 years, how literature functions in their lives, and the best manner of presentation.

3069. Daniel, Grace McMullan. Reading interests of high-school pupils. Master's, 1931. Louisiana.

3070 Davis, Paul F. Free reading versus required reading. Master's, 1932. West Va.

3071. Dickerson, Visa Maude. Free reading in the teaching of English literature. Master's, 1932. Southern California.

3072. Dobkin, Eva Zeitlin. American children's magazines 1789–1932; a brief historical and critical view. Master's, 1932. Columbia.

3073. Downing, Wylmah. A selected list of library books for second grade. Master's, 1932. Peabody. 43 p. ms.

3074. Duboff, Anna. An evaluation of children's books on Indian life. Master's, 1932. Colo. St. T. C.

3075. Eurich, Alvin C. The amount of reading and study among college students. Minneapolis, University of Minnesota, 1932. 17 p. ms.

This study attempted to determine the amount of time various groups of college students spend in reading and study and the number of pages read in a given amount of time. The results reveal in general a fairly high relationship between the time spent and pages read, insignificant class and sex differences, and a negligible relationship between the amount of reading and either intelligence or scholarship.

3076 ——— The extent to which the library is being used. Minneapolis, University of Minnesota, 1932. 11 p. ms.

This study as one aspect of a larger investigation has shown that books in history, education, general literature, and economics comprise the major portion of library circulation. Furthermore, there appears to be a definite and almost perfect relationship between the rank order of subject-matter categories in terms of the number of books placed on reserve and the number circulating.

3077. ——— Seasonal variation in the use of the library. Library quarterly.

The data included in this report were derived from the library study made during the year 1930–31 In general, the results show periodic peaks in the use of the library.

3078. ——— The significance of reading in the library. School and society, 36 : 92–96, July 16, 1932.

Some of the significant results derived from this study of library reading may be summarized as follows (1) The relationship between the amount of library reading and intelligence is negligible; (2) students who spend some time reading in the university library have a significantly higher scholarship average than those who do not; (3) the degree of relationship between the total amount of reading or amount of reading in the library and either intelligence or scholarship is significant

3079 Flynn, Bernice Anne. The organization of a free reading list for junior high school English. Master's, 1932. Southern California.

3080. Fowler, Allie. Classification of books for teaching art education in elementary schools Master's, 1932. Peabody. 80 p. ms.

3081. George, Edna. A study of voluntary reading in Everett junior high school Master's, 1932 Peabody. 105 p. ms.

3082. Grannis, Edith E. H. Library records of teacher-training institutions including records of books and other materials, finance, staff, and service. Master's, 1932. Columbia.

* 3083. Hennig, Ruth M. E. Investigation of "Courses of study in the use of libraries" in high schools. Master's, 1932. Boston Univ. 100 p. ms.

In an attempt to determine the degree of knowledge of books and libraries the average high-school student possesses, a set of questions was given to 39 grade 11 students who had had no library instruction. A total of 112 replies to a questionnaire on training in the use of libraries, was received. Data indicate that teaching the use of books and libraries is steadily progressing. A course is outlined to meet the demands of students in a 4-year high school, where no previous library training has been given.

3084. Henry, Oral V. The mathematics needed for intelligent reading of periodicals and journals. Master's, 1932. Washington. 90 p. ms.

Analysis of mathematics found in the American, Ladies' home journal, Saturday evening post, Popular science monthly, and New York times Findings: It was found that the greatest need is for knowledge of mathematical terms, especially geometric and arithmetical. Other important phases are: (1) Graphical methods; (2) ratios; (3) percentage; (4) foreign money.

3085. Henshaw, Francis H. A scheme of service for public libraries. Master's, 1932. Columbia.

3086. Hunt, Roy C. A study of the reference materials in high-school libraries of Kansas. Master's, 1932 Colorado.

3087. Johnson, Palmer O., *and* Eurich, Alvin C. The library facilities of four groups of land-grant institutions. Minneapolis, University of Minnesota, 1932. 35 p. ms.

3088. Jones, Charles. A study of the optional and required reading of college students. Master's, 1932. Arkansas. 90 p. ms.

3089. Lagro, Greta. An investigation of library conditions in state accredited high school of Alabama. Master's, 1932. Columbia.

* 3090. Lewis, Elizabeth. Magazine reading interests of high-school students: A survey of the periodical literature read in the Roslyn high school and a comparison with other studies of a similar character made elsewhere. Master's, 1932. New York. 81 p. ms.

3091. **Lingenfelter, Mary R.** The indexing of American educational periodicals published during the first three quarters of the nineteenth century. Master's, 1932. Columbia.

3092. **Lyle, Guy R.** The selection of civil engineering journals in the college engineering library. Master's, 1932. Columbia.

3093. **McClenahan, Stella E.** The growth of school libraries in America. Master's, 1932. Colo. St. T. C.

3094. **Matt, Harold D.** A survey of the industrial arts libraries in junior and senior high schools with an enrollment of 200 or more, located in the eastern half of Iowa. Master's [1932]. Iowa St. Coll. 128 p. ms.

It included the industrial arts libraries in junior and senior high schools with an enrollment of 200 or more, located in the eastern half of Iowa.

3095. **Melvin,** *Mrs.* **Belva L.** The school library and the teaching of junior high school geography. Master's, 1932. Nebraska. 83 p. ms.

3096 **Michigan. University.** A buying guide for elementary school libraries with an appended list of books for nursery school and kindergarten children, based on the titles selected for the University of Michigan elementary school library. Ann Arbor, University of Michigan press, 1932. 93 p.

The books were not graded in the belief that the fewer age or grade labels put upon books, the more general and effective will be their use by the whole group of boys and girls concerned.

3097. **Newland, Eveus.** A study of allusions to science in magazines. Master's, 1932. Colo. St. T. C.

3098. **Owens, Lawrence W.** Survey of books, magazines and papers in Mize, Miss. Master's, 1932 Peabody. 58 p. ms.

A study of books, magazines, and papers inside the corporate limits of Mize, Miss., a town with a population of 426. Findings: Total books 4,154, magazines 91 copies, 63 copies daily newspapers, 60 copies of other papers and periodicals.

3099. **Pepper, Margaret R.** An analysis of early professional books for teachers. Master's, 1931. George Washington. 54 p. ms.

3100. **Petersen, Lena Marie.** Free reading in the junior high schools of Los Angeles. Master's, 1932. Southern California.

3101. **Pollock, Josephine.** A study of the utilization of the Iowa curriculum standards in evaluating current literature. Master's, 1932. Iowa.

* 3102. **Pringle, Adeline Helen.** An evaluation of the book review as a means of stimulating children's library reading. Master's, 1932. New York. 90 p. ms.

3103. **Randall, William M.** The college library. A descriptive study of the libraries in 4-year liberal arts colleges in the United States. Chicago, Ill., University of Chicago press, 1932. 165 p.

Covers the financial aspects of college libraries, buildings, staff, size and growth of book collections, content of the book collections, miscellaneous techniques and routine, and college library standards.

3104. **Reeves, Pearl V.** The reading interests of senior normal training students in Iowa. Master's, 1932. Northwestern.

3105. **Robb, Kathryn.** Some standards by which to judge children's books. Doctor's, 1932. Iowa. (Abstract in: University of Iowa studies. Series on aims and progress of research, no. 38. New series, no. 248. 1 p.)

In this study it is found that children's literature in different periods of history has been influenced by the adult attitudes toward children, and that children's stories are

determined by this attitude. The same standards by which the literary value of adult books are established can be applied to books intended for children.

3106. Schnebly, Ellsworth. A reading list for students in rural high schools. Master's, 1932. Colo. St. T. C.

3107. Shoemaker, John A. The nature and extent of use of library facilities in the elementary schools of Susquehanna county, Pa. Master's, 1932. New York. 49 p. ms.

3108. Skekell, Effie Jewell. Organization and administration of the high-school library with special reference to teaching pupils its use. Master's, 1932. Texas.

3109. Slauson, Celeste M. Comparison of the service of the study hall library and the separate library in the junior high school. Master's, 1932. Columbia.

3110. Snyder, James Foley. A study of high-school libraries in Kentucky. Master's, 1931. Chicago. 109 p.

A survey study to determine how well the libraries of the schools of Kentucky have met the standards of the Association of colleges and secondary schools of the southern states.

3111. Sommers, Luther B. Use of periodicals in high schools. Master's, 1932. Peabody. 77 p. ms.

Questionnaires from 900 southern association high schools and 183 state accredited high schools were studied; questions were answered by 3,070 students; and experiment was conducted three months in Homestead high school, Homestead, Fla.

3112. Stinson, Ruth Etta. The evaluation of methods of reporting on outside readings in high-school English. Master's, 1932. Oklahoma. 86 p. ms.

3113. Stout, Doris C. An evaluative study of the use of books in a modern elementary school program. Master's, 1932. Ohio. 78 p. ms.

3114. Thorson, Orrin Lucian. The voluntary reading of the pupils in a 6-year high school. Master's, 1931. Chicago. 115 p.

Deals with the nature and extent of voluntary reading done by high-school pupils under a a reorganized plan of instruction.

3115. Toser, Marie A. Study-work library manual. Master's, 1932. Colorado.

3116. Veal, Rosa Cornelia. Physical make-up of recent library books for young children. Master's, 1932. Peabody. 108 p. ms.

3117. Viehe, Lucile. The library in the demonstration school. Master's, 1932. Ind. St. T. C. 157 p. ms. (Abstract in: Indiana State teachers college. Teachers college journal, 3: 286–87, July 1932.)

Suggests a model library for a demonstration school of a teachers college, based upon information of actual working conditions that now exist.

3118. Wilson, Helen Elizabeth. The method and extent of realization of the aims of recreational reading. Master's, 1932. Southern California.

3119. Woodworth, Rachel. School library publicity in senior high school newspapers. Master's, 1932. Columbia.

3120. Young, Catherine. The history of the Texas State library. Master's, 1932. Texas.

3121. Zeleny, Florence. An analytical and experimental study of the reading abilities of students of the St. Cloud teachers college. Master's, 1932. Minnesota. 192 p. ms.

See also 106, 224, 283, 450, 467, 628, 687, 858, 890, 902, 961, 1338, 1785, 2178, 2212, 2272, 2775, 2934, 2967.

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UNITED STATES DEPARTMENT OF THE INTERIOR
HAROLD L ICKES, Secretary
OFFICE OF EDUCATION
WILLIAM JOHN COOPER, Commissioner

GROUP ACTIVITIES FOR MENTALLY RETARDED CHILDREN

A SYMPOSIUM

Compiled by
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Office of Education

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D.C., May 1933.

SIR: In every school system the education of mentally handicapped children presents serious problems. In the larger cities where such pupils may be gathered from the various classes in the school and placed in one room in charge of a specially prepared teacher, the problems are somewhat simplified. In the country schools where children cannot be so easily classified according to handicaps, or even according to grades, the problems become most serious. One of the chief difficulties in dealing with mentally retarded children, whether in urban or rural schools, comes from the lack of materials of instruction. During recent years the Office of Education has been giving some attention to this problem. The author of this bulletin, Dr. Elise H. Martens, has visited classes for exceptional children in a number of cities and States in which they are being successfully conducted, and, with the help of a number of teachers whose names appear in connection with the projects they have developed, has collected a number of fully tested group activities. They include activities concerned with community life in the home and in the city, the food market, child care, a project in manicuring for the older girls, a study of trees, a natural history museum, etc. The activities selected are those related closely to the life of the communities in which mentally exceptional children live and in which they must eventually find a place economically and socially. I consider the collection of group activities presented in this bulletin very suggestive of approved methods for educating children of limited mentality, and therefore respectfully recommend its publication as a bulletin of this Office.

Respectfully,

WM. JOHN COOPER,
Commissioner.

THE SECRETARY OF THE INTERIOR.

GROUP ACTIVITIES FOR MENTALLY RETARDED CHILDREN

INTRODUCTION

To those who interpret the school curriculum as a graded series of purposive experiences directly related to the interests and the needs of the child, a group of activities such as are described in the following pages will seem but the natural vehicle of instruction. Their significance and value in the education of mentally retarded children have long been recognized by teachers who have tried to make of classroom work a real experience in living, designed to bring about the greatest self-development of the child coupled with a constructive relationship between him and his environment. Indeed the very foundation upon which special classes for mentally retarded children have been built has involved recognition of the need for greater freedom in self-expressing activities on the part of the child and of the group of children. If the child of limited mentality is to become an adult who lives in his community with some measure of self-reliance and self-respect, then he must be given every opportunity for continuous practice of those qualities during his formative years. The group activity, in which each child may express some power of initiative, carry some responsibility of performance, and have some part in judging the merits of the outcome, offers a medium for such practice that the traditional recitation method of teaching reading, writing, and arithmetic could not approach.

Yet the possibilities of such a program are by no means universally recognized nor its principles universally applied. There are still many teachers of retarded children in special classes who think they are making adequate adjustment of the curriculum when they reduce academic work to its minimum essentials and allot a considerable portion of the day's program to manual work of one kind or another. They still carry on a program in which each subject fits into its own tight compartment. They realize and let the

children realize none of the joy that comes from tying together into one major activity all the elements which help to develop the skills and habits and attitudes that they are trying to teach. And many teachers who know that something ought to be done about it do not know how to proceed. The activity program is to them a desirable procedure, but an exceedingly difficult one to apply.

Yet, after all, the basic principles of curriculum construction for the mentally retarded child are no different from those which should characterize its development for average or even gifted children. Abundant literature on the subject of the activity program serves to show what these principles are. It is only the application to immediate needs and the adaptation to individual abilities which need special consideration. In order to show how these problems have been met for mentally retarded children in specific situations, this group of activities is offered for whatever suggestions they may bring to teachers who are eager for help in planning the programs of their own classrooms.

Because a special class for retarded pupils includes children of various age levels, sometimes representing a considerable range, it shows some similarity to the situation confronting the teacher in the rural school of one or two rooms. An activity suited to either one of these conditions can in most cases be modified without serious difficulty to fit the requirements of the other. The mental levels of the children in the rural school will show wider variability, but provision can be made for this by increasing the range of difficulty in the tasks undertaken. It is true that special classes are in most communities restricted as to size,[1] in order to make possible a great amount of individual assistance for each member; but in larger classes of average capacity this demand for continued individual help is not so urgent. Hence, while the activities described in this bulletin have actually been carried on in special classes for mentally retarded children, there is no reason why they should not be adapted by teachers of mixed classes or ungraded classes in certain localities. In every case the responsibilities and achievements of the

[1] Since the accounts of these group activities were compiled, noticeable increases in the size of special classes have been made in many localities, due to the inauguration of economy programs

pupils will be dependent upon individual differences in age, in capacity, and in interests.

The activities presented are the contributions of teachers of special classes for mentally retarded children in various parts of the country. Some of them were specifically planned for primary groups, others were carried on by older and more advanced pupils, while still others were the work of mixed groups composed of both younger and older children. The contributions were made in response to an invitation sent out by the United States Office of Education to some 50 cities in which it was thought the activity program was in progress. Since more than 200 manuscripts were sent in, there arose obviously the problem of selecting representative ones for publication. Because it was possible to print only a very small number of the contributions made, not more than one complete activity was used from any one city, even though others might have been included that were equally good. So also only a limited number of cities could be represented, although others submitted material that was exceedingly worth while.

The final selection of activities to be printed was made with the desire of showing a representative sampling of subject matter, of types and ages of children, and of geographical location of cities. The child's immediate environment—the home and the community—constitutes the subject matter of the first activity described, giving abundant opportunity to emphasize the privileges and the responsibilities that are his in connection with these agencies. The production and preparation of foods, child care, home and school beautification (as these are discussed in succeeding projects) are vital elements in the development of this general theme. Then we dip into the fields of social studies, natural science, music, literature, and vocational preparation, each one of which is important in the education of the whole child.

Some of the activities have been described in greater detail than others. Some are major units covering a full semester, or large part thereof, and provide for a complete integration of all school experiences. Others are designed for shorter periods of time or are more limited in their opportunities for coordination of subject matter. But all of them represent

activities closely linking the work of the classroom with out-of-school situations Probably no teacher will wish to follow any one of them verbatim; she will wish rather to use them for their suggestive value and adapt them to her own environment, working out in detail many of the items that have been here only briefly sketched In many cases special bibliographical material has been furnished by the author and will be helpful to the teacher who would work along similar lines.

It is regretted that all of the excellent contributions made cannot at this time be issued in printed form. However, in order to make so much valuable material accessible to those desiring to refer to it, much of that which is not being printed will be gathered together in typed form into a circulating loan-book, which will be available upon request to any individual for a stated period of time. To those who have through their contributions made possible this bulletin and the loan-book which will follow in its wake, we express our grateful appreciation. The interchange of ideas and experiences in the education of mentally retarded children constitutes one of the primary means of helping us to bring our practices to ever higher levels.—E. H. M.

I. COMMUNITY LIFE

A. THE HOME

By Elizabeth Werner, *Minneapolis, Minn.*

[Note.—The building of a playhouse is an age-old activity for primary grades, and one which every teacher can adapt to her own environment. So also the study of "our city" (or town or village) is of immediate concern to every group of children. These two activities together represent a complete unit on community life which offers great possibilities in practically any situation in which the teacher finds herself.]

This activity on the home found its origin in the unusual amount of interest shown by the children in the construction of a house not far from the school. From day to day they noted the progress made in the building, beginning with the steam shovel digging the basement, continuing throughout the erection of the structure of the house, the addition of the walls and roof, and finally the finishing processes. Thus, for some time previous to the actual initiation of our project, the children showed great enthusiasm in this type of work. Consequent observations and comparisons with their own homes were encouraged, and finally the incident was seized upon as the crucial moment in which to develop a plan of work embodying all the various phases of our school activities under the guise of real life situations.

From the general discussion, admittedly directed, we found many things pertaining to homes which we were anxious to learn about, and these in turn became our objectives, the chief of which were the following:

1. To have a knowledge of the different types of homes.
2. To know the importance of cleanliness and beauty in the home.
3. To have some appreciation of the relationships, duties, and responsibilities of persons in the home.
4. To have some idea of the cost of construction and maintenance of a home.

The group of children participating in this activity numbered 10 boys and 5 girls—the enrollment of a special class (preprimer through the third grade) in an elementary school. The entire group with the exception of perhaps two children came from the lower grade of middle-class homes, their fathers for the most part being laborers—many of them out of work.

These 15 children were divided into four separate groups—preprimer, primer, second grade, and third grade—according to their abilities, as indicated by the list given below. While the activities of all the groups were closely interrelated, each group worked independently of the others, the only exception being in the construction of the playhouse itself, in which every member of the class had a part.

	C.A	*I.Q.*
Group I, third-grade level		
Bonita	13	78
Gene	12	78
Robert	13	73
Group II, second-grade level:		
Herbert	9	79
Donald	16	52
Russell S	9	80
Miriam	11	70
Group III, primer level:		
Ernest	10	75
Russel K	9	71
Maxine	9	77
Group IV, preprimer level		
Leola	9	68
Margaret	9	70
Douglas	7	78
Bobby	8	67
Warren	9	58

One morning some of the children talking together suggested that it would be fun to build a house of our own. This led to a spirited discussion of ways and means. Before beginning the project, however, we felt it was necessary to decide what was the best kind of a house for us to build. With this in mind we took a walk to observe different types of homes in our community, and also a walk to a nearby lumber yard to inquire about building materials. Returning to school we discussed these trips at some length and made notes. Some of the children brought pictures and posters of homes, home interiors, and family life about which we

also had many interesting conversations. All of this helped to maintain to a high degree the interest in the work.

We received valuable cooperation from the parents, who allowed the children to bring to school toy furniture and many other articles; also from the local storekeepers, who were very kind in furnishing us an extensive supply of boxes which we used in making tables, chairs, cupboards, window boxes, and even the chimney on our playhouse.

All the various phases of our regular school work were carried on hand in hand with our progress in the erection of the playhouse; and while much the same in content for the whole class, the activities were, as has been indicated, divided into four groups commensurate with the different grade levels.

Reading.—The reading material for the lower groups consisted almost entirely of original stories based on the actual activities of the day before, with the addition of simple stories about home, such as The Three Pigs, The Three Bears, The Wee Wee Woman, etc. These stories were printed on the board and on charts, and were typewritten to be pasted in each child's "home book." The seat activities to accompany this work included making the home books, matching words and phrases, cutting pictures, cutting words such as door, window, etc., from magazines, and drawing pictures according to simple directions printed on the blackboard.

The reading material of the older groups included selected stories about home life taken from different readers, original accounts of our trips, notes we had taken, descriptions of various homes, language stories, and the reading of plans and blueprints. A great deal of work-type reading was introduced in the seat activities, which included informational reading, following written directions, making house plans, planning home interiors, etc. Achievement cards in reading were planned for the entire class as a check on the reading activities and these acted as a definite motivation in securing good results. Each card bore the child's name and was marked into groups of five squares representing the five school days. Every day three marks were entered in the proper square, indicating in turn the grades obtained in attention, seat activity, and the actual reading lesson. A

perfect lesson merited a silver star. On Friday of each week the child having the highest average for his particular group was given a gold star.

Arithmetic.—The number work for the lower group was chiefly incidental, but included an acquaintance with the ruler and tape measure. For the older groups were added problems involving concrete applications in counting and the four fundamental processes, as well as problems concerned with the costs of the construction, furnishing, and maintenance of a home. These problems were made up in groups of 20, were typewritten and mounted on separate cards numbered consecutively. To be used with the cards, a large chart was made bearing each child's name with 20 numbered spaces after it. Whenever a child solved one of the problems correctly and unaided, he pasted a silver star in the space corresponding with the number of his card. If he had to have help with the problem, he marked the space "O.K" when his work was completed.

Language.—The work in language for the lower groups was for the most part made up of dramatizations, such as playing house, and of discussions of the work being done on the house. The work for the older groups included some original poems, many oral and written discussions of experiences and observations, as well as the writing of letters, descriptions of homes and home interiors, and reports of work done.

Writing, spelling, music.—The writing and spelling materials used in connection with the unit were entirely incidental. So also was the music, which consisted of the singing of songs pertaining to home and family life which happened to fit the particular part of the project on which we were working.

Manual activities.—The art work presented an unusual opportunity for the children to display their originality. Aside from drawing, which included work at the easel and with crayon, illustrating simple stories about home life, the children contributed many original designs which were used in making wall paper, in stenciling curtains and pillows, and in producing various other decorations for the playhouse. They also planned color schemes for different rooms, designed covers for their home books, and made many free-hand posters depicting furniture and various household objects. All the related handwork hinged directly upon the progress made in

the construction of the playhouse, in which each child had a part. There were enough activities to permit every boy and girl to choose, after some experimentation, which phase of the work he wanted to pursue, and thus to add his contribution to the unit. The class was divided into woodworking, sewing, and painting committees. At the end of each industrial period a brief report was given of the work accomplished and plans for the next day were made. To safeguard any waste of time, the chairman of each committee was held responsible for seeing that every member of his group was kept busy at his assigned task.

Following is a list of some of the things accomplished by the committees besides the building of the playhouse itself:

Woodworking committee.—Made and painted furniture for playhouse: Table, arm chair, straight chair, cupboard, doll bed, lamp, window boxes.

Painting committee.—Made wall paper, lamp shade, awnings for windows.

Sewing committee.—Made bedding for doll bed, curtains for playhouse, pillows, lunch cloths and napkins, table scarf, and clothes for baby doll.

By the time the playhouse was completed the children had gained many ideas which they were able to carry out in their own homes. This was evidenced by the instances cited in which the girls had arranged their rooms to look "prettier", and the boys had put up some handy shelf to help mother, etc.

The significant values of the project, aside from the actual knowledge obtained in fundamentals, involved (1) an appreciation of the relationships and responsibilities in the home; (2) an appreciation of the cost of constructing and maintaining a home; (3) a development of desirable habits and attitudes. The children learned to work well together and to appreciate the advantages of cooperative effort. They gained a sense of carefulness and accuracy made necessary by the nature of the work they were doing. They developed the ability to express themselves clearly and to give and take directions. They learned the value of planning their work carefully and of using books and other materials to help them in making their plans. Their initiative was constantly challenged by the need of experimentation in new fields. An ample variety of work with due progression provided for the

individual differences of the children in the various groups. They found themselves very happy in being able to accomplish unexpected things in the wide field of self-expression which their chosen work and its resulting benefits presented to them.

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B. OUR CITY

By Mary Laughlin, *Minneapolis, Minn*

The contribution which our city makes to its citizens formed the basis for a unit of study in our special class, which is a single class in an elementary school. Interest was first aroused by a visit to the book exhibit at the public library. When the children returned from the library, very enthusiastic about the beautiful display of books they had seen, they were asked what other agencies are provided by the city to aid its populace in living a happy, wholesome life. As a result, we had an outline for our activity.

Our class is made up entirely of children of foreign descent, principally Polish. Four come from homes where English is seldom spoken. All come from families where the standard of living is exceptionally low, seven of them depending entirely upon the city for financial support.

The wide variation of mental ages, intelligence quotients, and general ability made it necessary to divide the group into three divisions. This grouping may be more readily understood from the following table:

Pupil	Sex	Grade level in achievement tests	C A.	I.Q.	Time spent in special class
GROUP I (INTERMEDIATE)					
A	F	5B	13–4	78	6 mos.
B	F	5B	11–6	80	6 mos.
C	M	5B	13–4	78	2 yrs.
GROUP II (PRIMARY)					
D	M	3B	13	74	4 mos.
E	M	3B	12–5	73	1 yr., 4 mos.
F	M	2A	12	69	1 yr., 4 mos.
G	M	2A	10–5	74	4 mos.
GROUP III (PRIMARY)					
H	M	2A	8–0	80	6 mos.
I	F	1A	12–6	56	3 yrs.
J	M	1B	10–8	69	3 yrs.
K	M	1A	12–4	54	1 yr.
L	M	1A	9–5	71	1 yr.
M	M	1B	8–10	78	1 yr., 6 mos.
N	M	1B	9–0	72	1 yr., 6 mos.
O	M	1B	9–0	65	1 yr., 6 mos.

The teacher's principal reasons for encouraging this activity were (1) to assist the child to develop a knowledge of the services offered by the locality in which he resides and to understand those rendered by the city at large; (2) to teach him to whom he should go for guidance; (3) to develop in him an interest in the civic affairs of his city; (4) to assist him in discovering the facilities his city offers for wholesome leisure activities; (5) to help him formulate habits of wise and effective citizenship and group cooperation.

The activity was divided into four types of interests—namely, local commercial, city-wide commercial, municipal, and social. Under local commercial interests, we studied the bakery, grocery, meat market, and drug store. City-wide interests included the creamery, some of the important manufacturing centers of our city, the public market, banks, and hotels. The municipal interests embraced the postal service, the police and fire departments, the public library, the street car company, and the city hall. Social interests centered about the parks, playgrounds, and settlement houses of our city. Excursions were made to each center included in the last two mentioned groups, and in each case a representative explained the organization, value, and functions of his particular division.

This activity furnished excellent opportunity for correlation of subject matter with the center of interest. Examples of such correlation follow:

Reading.—We read stories from New Stories, The Child Story Reader, Jip and the Fireman, Mary and the Policeman, and The Postman. We also read clippings from library references about community life as well as the stories which the children wrote about their excursions.

Language.—During the language period, the children wrote stories of excursions made and brief synopses of library books read during the recreational reading period. The book reviews were classified under the headings of animal stories, stories of boys and girls, fairy stories, hero stories, stories of foreign children, stories about toys and dolls, and adventure stories. Appropriate book covers were made for each group, and the book reviews were copied and placed in these books under the correct title. The books were put into a book house and used to help furnish the library.

Three books of original stories, bound with attractive covers, were presented to the Shriner's Hospital for Crippled Children, located in Minneapolis.

Arithmetic.—Arithmetic problems based on the post office, scales for maps and charts, and measurements for related hand work activities furnished ample opportunity for work with numbers.

Hand work.—During the art period, the children made friezes showing the activities of the postal department, the fire department, and the police department. Posters of winter and summer sports were also made and used to make the classroom more attractive Group III made a movie telling the story of a letter from the time it is written until it reaches the person to whom it is addressed. Group I made a very interesting frieze depicting the various stages of mail transportation.

Social studies.—The social-studies period was used for a variety of interesting outgrowths. Group I made a large map of the community, locating the school, the nearest branch library, the post-office branch, the fire and police stations, the local settlement house, and the home of each child in the room. A chart was made showing the division of the Minneapolis tax dollar. Group II made a modern playground in miniature form on the sand table. This group also supervised much of the work done by Group III.

Under such conditions of cooperation, large wooden blocks were used to construct models of the police and fire stations, the post office, the school, the settlement house, and several varieties of stores and shops. Emphasis was placed upon the post office, and all postal activities were represented. Packages were wrapped, weighed, and properly stamped. We often wrote letters to be taken home which our classroom postman and his sorters had to stamp and cancel before they could be delivered.

The most elaborate phase of the activity consisted of building a library. A corner of the classroom was partitioned off by the children. We purchased two large pieces of compo board, 18 feet long and 6 feet high. Our most capable boy cut windows and a door, fastened the partition to the wall by means of braces, and put a molding on the top and bottom

to make the structure secure The interior walls were stippled in the orchid and green color scheme which was used throughout the library. The outer walls were painted a solid green. All the furniture used in the library was made by members of the class Unusual cooperation was shown in the finishing and assembling of the furniture Even the most unskilled members of the group were proud to be able to help the more capable pupils sandpaper and assemble the material which was to become furniture for the library.

Children from every room in our building brought books for the library Group I spent an afternoon with our branch librarian, then returned and cataloged and classified the books in keeping with the system used in the public library. A student was appointed each week to act as librarian.

Throughout the 8 weeks of study spent on this activity, interest and enthusiasm were very evident. There was an attitude of inquiry and investigation which yielded excellent results during the entire time.

The real joy of the situation, however, came in the children's use of the library after its completion. Class work was often taken there for study and discussion. The children were frequently found at the benches absorbed in some book or magazine. Weeks after the activity was completed, the same interest was evident. There was always a feeling of pride in this completed unit of work, and each individual child felt the joy of having achieved something very worth while.

In reviewing this unit of work, it seems that it was successful because of the children's interest in the subject and because information and cooperation were easy to secure. Planning offered not too many difficulties but challenged the initiative of the more competent pupils. The construction of the library was easy enough so that all could participate, yet sufficiently difficult to call forth maximum effort for the more skilled individuals. The finished piece of work was one of which all could be proud. The library was large enough to live in, make use of, and enjoy. It provided a social atmosphere which was most valuable.

If one adds to these factors the information which came to the children, their appreciation of community and civic

activities, and the influence on their habits and ideals which resulted from this study, there can be no doubt that it was a worth-while activity for all concerned.

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II. THE FOOD MARKET

By Elizabeth Kelly, *Newark, N.J.*

[Note.—Playing store is a common enough project in elementary grades. How it can be used with mentally retarded children to motivate the whole class program in coordinated activities that call into play every subject of the curriculum is told here in detail.]

THE SCHOOL AND THE COMMUNITY

The type of school in which this unit was worked out is primarily for the younger children, having a kindergarten, grades 1 to 4, and three classes for mentally retarded children. The total enrollment is 1,600, and the teachers number 45 with a vice principal in charge. The pupils on completion of the primary grades pass to an adjoining building which houses the grammar grades. The conditions in this district speak very loudly of poverty. Hence indefatigable efforts are carried on to improve individual health, nutrition, cleanliness, and social conditions in the homes. A school attendance of 100 percent is usually the order of the day, unless illness intervenes. All forces work together toward one goal, that of good for the child.

Most of the people in this community are foreign. On the whole the rate of mental retardation is very high. Here only the meager things of life are afforded and the provision of basal necessities with which to live is the chief interest of the group. The acquisition of food to eat, quarters to live in, and covering for the body, punctuated with an occasional or a frequent "movie", engrosses their attention.

Debasing agencies seek to absorb the youth in their early teens. Those that are unfortunately absorbed assume the braggadocian air of the lawless "adolescent strutter" and this carriage is soon reflected in those of tender years. The home that consists of four bare walls drives its younger occupants out into roads that are devious, seeking for excitement. The illegitimate thrill that is initially felt is but the first of many

that take on expandingly, and the accompanying language that attends the big thrills includes such expressions as "burned", "put on the spot", "take the rap", "bulls", "racket", "hijack", and endless others. All this the school must contend with and the conflict with education and gangland is sharp, the former striving to be paramount through a wave of interesting features and the latter seeking supremacy by a snare of adventurous, get-rich-quick banditry.

The class

Name	C A	M A	I Q	Name	C A.	M A.	I.Q
Vincent	9	5–10	65	Louis	11–5	6–6	57
Carmine	10	6–6	65	Frank	10–2	6–4	62
Salvatore	10–1	7	69	Albert	9–6	6–4	67
Lucy	10–6	6	56	Lucy	10–11	6	55
Howard	9–2	6–10	75	Dominic	9–10	6–6	66
Florence	10	6	60	Joseph	10–6	7–2	68
Victor	11–1	6–6	59	Jennie	10–1	6–10	68
Mabel	8–4	6	72	Vito	10–10	7	65
Thomas	9–1	6–6	72	Ida	9–4	6–10	73
Jerry	9–8	6–2	64	Ormando	9–6	6	63

The classes for the mentally retarded cull their members from the primary grades. Their sojourn in those grades may have been short or long depending principally on the vacancies occurring in the special class. Because of their inability to compete with their classmates in the regular grade, any type of delinquent tendency may develop. Because of the struggle in each to compensate for his individual deficiencies, there is revolt. Upon being transplanted from a faster-moving group to one traveling at his own speed the child enjoys all the embellishments of the regular group in ease and contentment. Though the program may have to be adjusted and a longer period required for its accomplishment, the desirable points that a properly worked unit may afford will be absorbed.

SELECTION AND BEGINNING OF THE ACTIVITY

Since real learning involves the selection of a unit, all parts of which "will draw upon all phases of experiences and make use of all kinds of subject matter", I selected the food market with accompanying smaller enterprises as the hub for my center of interest.

Since in this locality the acquisition of food is regarded as one of the most important problems of life, and since malnutrition is a ghost that stalks here, a cursory study of the home and of the manner in which food is secured, together with the nutritive value of food, stimulated a trip to the market.

Going to the store for mother or a neighbor constitutes a large portion of the normal life activity of the child. Yet, though he may go countless times, the sort of stock carried by the storekeeper will never be known to him outside of the particular article he has been requested to secure. After a class trip to the market, the children were fired with the desire to have their own store, so, with much discussion as to how the stock might be secured, it was decided to start with a grocery store. When we set out to make some of our own stock for the store the perplexity that followed brought forth the suggestion that we secure additional dummy stock from the wholesale grocers. Immediately the clamor to get what we needed as soon as possible led to letter-writing for free supplies. That done, the discussion fell to the erection of our store. This was finally accomplished by committees and subcommittees, and with the arrival of our shipment of goods we were soon ready for business. With the play store stocked, the vista of the child took on broadening proportions, and the eye encompassed a spread that made him alert to the brand, price, and variety of groceries carried by the grocer.

DEVELOPMENT OF THE ACTIVITY

Playing store disclosed hidden aptitudes in the children. In play the children are most revealing, natural, and sincere. The "feel of doing" brings out the assertiveness in the child, and an opportunity for the exercise of individual talents holds sway. One child is an able administrator of the whole project, another surprises one with his genial manner in selling groceries, a third has ideas about the best site for the erection of our store, a fourth is almost penurious in the handling of the cash, and a fifth takes over the business of advertising. Each of the five selects helpers, and business is conducted under high-pressure methods. All are serious and playing hard. This is the procedure for all the succeeding enterprises, such as the fruit and vegetable market,

the fish market, and the meat market. As a summation of these food sales of various types, a luncheon program serves as the finale. This was motivated by the desire of the children to taste some of the food that they had never experienced eating before. It made the experience with food very real and lifelike. Carrying out these desires necessitated the making of a table, which was done easily with ordinary boards. Chairs were made from orange boxes, the linen of paper, the plates, cups and saucers, and tools for eating from cardboard. Aprons for the cooks and waitresses were made from unbleached muslin. A hostess and a host were selected by the children and, besides learning what food made a balanced menu with knowledge of the nutrition it gave, the children were given the opportunity to learn the correct forms of setting a table, of eating, of serving, and of guest placement.

With the unit well on its way to perfection, there is afforded time in which the children may demonstrate with their "brain child" to others in the school. Through the invitation to other classes to visit the market, there is opportunity for the mentally retarded to find their place in the sun that will automatically demand respect and admiration from their normal brothers. This increases respect for themselves, causes others to respect them, and slowly and quickly dispels that air of being insufficient, so strongly felt by the mentally retarded. In the embracing of life activities by all children the mass of children as a whole tend to become more like one another and then again more unlike, since the "dunce" of other days competes favorably with his "smart" brothers in at least some capacities that all are alike in embracing.

RECORD OF ACTIVITY CENTERING AROUND THE UNIT

A. Objectives

1. To arouse a desire and an interest in group activities and a readiness to participate in them to the end of fulfilling individual responsibility as a member of the group.
2. To direct desirable interests, aptitudes, and abilities into productive and creative channels.

3. To develop an opportunity for self-expression.
4. To realize our dependency on the community for foods
5. To develop specific health habits that pertain to cleanliness and eating.
6. To provide a list of foods and their values.
7. To develop an appreciation of the health problems of the group.
8. To give children the opportunity to talk readily and freely of home and community
9. To develop originality, initiative, and constructive abilities in planning and furnishing a food market.
10. To develop social, moral, and intellectual habits and aptitudes through experience.
11. To lead the child to an appreciation that his needs for food are met by the home and society.
12. To utilize the child's environment.
13. To discuss informally:
    (*a*) What the family should eat.
    (*b*) Why one should eat certain foods.
    (*c*) How food should be taken care of.
    (*d*) How the food is distributed to the family.
    (*e*) How food is cooked in the family.
    (*f*) Source of food.
    (*g*) How food is served and eaten.
14. To cultivate the habit of critical thinking.
15. To help the child to appreciate and employ worth-while activities.
16. To develop through guidance worthy social attitudes and behavior.

B. Activities

1. Approach:
    (*a*) Discussion of where mother buys food.
    (*b*) Trip to market (a composite of all types of food stores):
        (1) Observing how the market is arranged.
        (2) Observing what is for sale.
        (3) Observing the storekeeper.
        (4) Inquiring how the food is bought at the market—cash and carry methods.
        (5) Observing the lunchroom at the market.
2. Initiation of the unit:
    (*a*) Discussing the trip.
    (*b*) Making plans to erect market.
    (*c*) Deciding where to place it in the room.
    (*d*) Recalling the different departments in the market.
    (*e*) Deciding on what stock is to be made.
    (*f*) Planning the responsibility of each child in erecting the stands.
    (*g*) Selecting materials and tools to be used.
    (*h*) Recalling the set-up of tables in the lunch room.

3. Manual activities:
   - (*a*) Erecting the store:
     - (1) Grocery stand.
     - (2) Vegetable and fruit stand.
     - (3) Meat and fish stand.
     - (4) Bake shop.
     - (5) Luncheon table, chairs, etc.
   - (*b*) Acquiring goods to sell
     - (1) Molding from clay—vegetables, fruits, meat, rolls, and cakes.[1]
     - (2) Shellacking and painting them.
     - (3) Sending to grocery houses for dummy goods.
     - (4) Making paper bags.
     - (5) Printing signs and labels.
     - (6) Making shopping bags and purses.
     - (7) Making aprons for store keepers, cooks, and waitresses.
     - (8) Making a delivery wagon.
     - (9) Making table cloth, paper plates, napkins, and cardboard tools.
4. Correlated activities:
   - (*a*) Reading.
     - (1) Reading from the chart a record of the work done in the activities.
     - (2) Signs, labels, prices in the store.
     - (3) Progress as set forth in the daily newspaper of the class.
     - (4) Directions as to individual work to be done.
     - (5) Luncheon menu.
   - (*b*) Language·
     - (1) Stories developed from excursions.
     - (2) Discussion of problems.
     - (3) Dramatization.
     - (4) Conversation between clerk and customer.
     - (5) Making a sale.
     - (6) Conversation between host, hostess, and guests.
   - (*c*) Literature: Reading material in library pertaining to the store.
   - (*d*) Writing:
     - (1) Simple orders.
     - (2) Simple bills.
     - (3) Simple receipts for bills.
     - (4) Menus.

[1] In order to keep a permanent supply of goods on hand during the course of the activity, it seemed necessary to model likenesses of these articles Pedagogically it would be of greater value to handle the real products.

4. Correlated activities—Continued.
   (*e*) Number
      (1) Addition and subtraction in giving change for money tendered for goods bought.
      (2) Counting number of cans and packages in the store.
      (3) Counting places to be set at luncheon with regulation set-up
   (*f*) Music: Paraphrasing a standard song with words suitable for use in the project.
   (*g*) Art:
      (1) Making signs to advertise stock.
      (2) Making attractive food booklets.
      (3) Arranging cans and packages in the store attractively.
      (4) Making hectograph sheets for supplementary work material.
      (5) Coloring tablecloth, napkins, plates, etc., with simple design.
   (*h*) Physical training: A pantomime in conjunction with a song.
   (*i*) Nature:
      (1) Observation of common fruits and vegetables.
      (2) Learning the names and factors of growth.
   (*j*) Health. Discussion of—
      (1) How the grocer keeps food clean and fresh.
      (2) Why there should be care in the handling of food.
      (3) How to recognize the best foods for health.
      (4) How to make charts of all types of foods that are rich in vitamins.
      (5) How to regulate the temperature of refrigerator to insure freshness.

C. Outcomes

1. Outcomes from the entire unit:
   (*a*) Attitudes:
      (1) Appreciation of the part that the storekeeper plays in the community.
      (2) Appreciation of the rights and efforts of others.
      (3) Appreciation of the results that attend close cooperation in work.
      (4) A desire to work.
      (5) A desire to know people and things.
   (*b*) Habits and skills—Expansion and broadening of such desirable traits as:
      (1) Application to work.
      (2) Critical analysis.
      (3) Self-discipline.
      (4) Attention to hygienic principles.
      (5) Politeness.

1. Outcomes from the entire unit—Continued.
   (*c*) Knowledges
      (1) Recognition of foods that comprise a well-balanced meal
      (2) Appreciation of dependence of the community upon its stores.
      (3) A better understanding of the responsibilities of the storekeeper.
      (4) A better idea of what can be purchased at the store.
      (5) An appreciation of how money can be used.
2. Outcomes in:
   (*a*) Reading:
      (1) Ability to read silently understandingly.
      (2) Knowledge of words connected with activities.
      (3) Reading of class news.
      (4) Ability to associate word with picture.
      (5) Ability to follow printed directions
      (6) Ability to read stories connected with food.
   (*b*) Language·
      (1) Ability to express ideas in short, clear sentences for story booklet and newspaper.
      (2) Ability to write clear sentences.
      (3) Ability to use capitalizations and punctuations as needed in written sentences.
      (4) Ability to dramatize.
      (5) Knowledge of new terms and their meanings
      (6) Ability to express thoughts in a social group.
      (7) Ability to use the English language correctly.
   (*c*) Literature.
      (1) Appreciation of good literature.
      (2) Enjoyment of rhythm in musical sentences and lines of poetry.
      (3) Repetition of verse in a manner to bring joy to listeners.
      (4) Cultivation of the habit of applying one's self attentively in listening.
   (*d*) Writing:
      (1) Ability to write simple words and numbers necessary to carry on the activity.
      (2) Habits of neatness and care in use of paper and movement in writing.
   (*e*) Number:
      (1) Ability to count materials and money.
      (2) Ability in use of scale, such as ruler in measuring inch or foot.
      (3) Ability to add figures on a bill and to make change.
      (4) Recognition of value of money.
      (5) Ability to add automatically any two numbers included in the 45 combinations.

2. Outcomes in—Continued.
   (*e*) Number—Continued.
      (6) Ability to subtract automatically any situation in the 45 combinations.
      (7) Knowledge of arrangement of table; as top, right, left, etc.
      (8) Recognition of square and circle
      (9) Recognition of a number containing symbols and figures.
      (10) Appreciation of significance of terms such as *small, large, heavy, light, long, slender, thin.*
      (11) Appreciation of the idea of measure, as *dozen, half-dozen, quart, peck,* and *pound.*
   (*f*) Music:
      (1) Ability to enjoy and sing songs related to the unit of work.
      (2) Ability of class as a whole to sing softly and with good, true qualities.
      (3) Ability to make songs.
   (*g*) Manual arts.
      (1) Skill in manipulating tools and materials.
      (2) Habit of economy in use of materials.
      (3) Carefulness and order in care of materials.
      (4) Ability to select proper colors.
      (5) Ability to make original drawings, paintings, modelings, cuttings of illustrations related to unit of work.
      (6) Appreciation of pictures.
      (7) Ability to mix water colors.
      (8) Habit of observation, with ability to recognize significant difference in form.
      (9) Recognition of individual responsibility in caring for tools and materials.
      (10) Ability to make simple, attractive place cards with names of guests.
   (*h*) Physical training:
      (1) Spirit of good sportsmanship.
      (2) Contentment and satisfaction produced by child's wish to spend his energy in physical activity.
      (3) Joy in participation in games.
      (4) Expansion of large and small muscles together with control and coordination.
   (*i*) Nature:
      (1) Ability to point out different food elements wherever seen.
      (2) Ability to give them their names.
      (3) Ability to recall colors of different vegetables and fruits.
   (*j*) Health:
      (1) Knowledge of healthful food.
      (2) Knowledge of correct care and preparation of foods.

2. Outcomes in—Continued.
   (*j*) Health—Continued.
      (3) Knowledge of correct and good foods to eat.
      (4) Habit of cleanliness developed with reference to body and garments
      (5) An understanding of how home and society meet food needs of the child.

SUPPLEMENTARY WORK MATERIAL

In conjunction with the activity, it is desirable to have children use supplementary work material of the silent-work type. At first, directions for the work are given orally, the teacher illustrating carefully just what is to be done. In this way the child becomes accustomed to work procedures and acquires desirable habits in the use of material and tools. As soon as possible these oral directions are supplemented by simple printed statements.

The exercises presented in connection with this work were worked out with a gradation of steps of difficulty in mind. They are classified as follows:

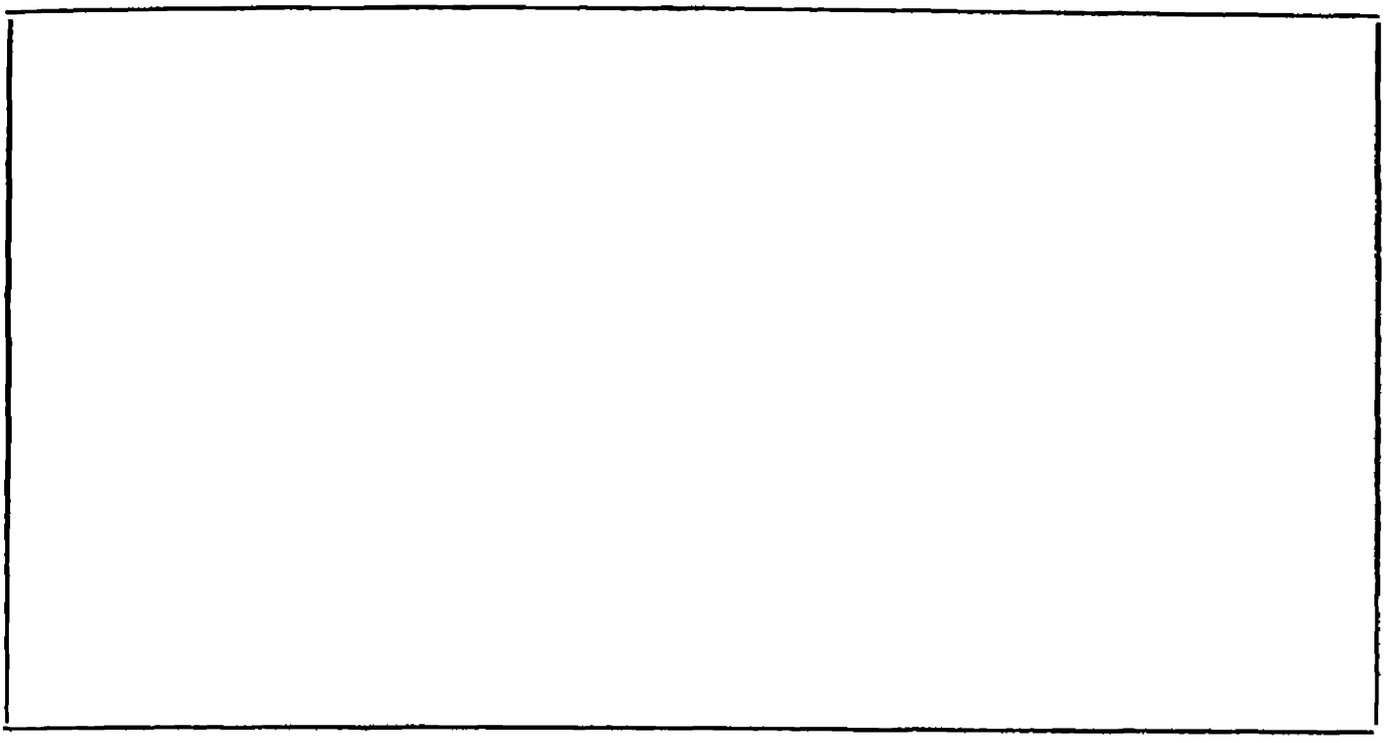
A Cut and paste.
B Draw.
C. Answer "Yes" or "No."
D. Selection.
E. Similarities
F. True and false.
G. Reading comprehension.
H. Matching.
I. Phonetics.

A. Cut and Paste

1 What is the color of a beet?
2. What is the color of a tomato?
3 What is the color of milk?
4 What is the color of a prune?
5. What is the color of a pea?
6. What is the color of butter?
7. What is the color of graham crackers?
8. What is the color of an apricot?
9. What is the color of a huckleberry?
10. What is the color of a plum?

red	yellow	green
brown	white	red
black	green	blue
	orange	

B. Draw



1. Draw a grocery store.
2. Put shelves in it.
3. Color the shelves brown.
4. Make a store.
5. Color the counter brown.
6. Draw an awning for the store.
7. Color the awning
8. Draw cans for the shelves.
9. Color the cans
10. Put the price tags on the cans.

C. Answer "Yes" or "No"

1. Was Tom the storekeeper?
2. Do we sell flowers in our grocery store?
3. Was Howard the cashier?
4. Did Ida go to the store with Lucy S.?
5. Is bread a vegetable?
6. Was Carmine the director?
7. Are peas a vegetable?
8. Are prunes dried plums?
9. Do we get pineapples from Hawaii?
10. Is bacon made from pork?

D. Selection

D–1. *Underline the correct answer*

1. Dominic bought ——— at the store
   lard, eggs, peaches, soap
2. Louis bought ——— at the store
   prunes, corned beef, flour, pork and beans
3. Tom went to the store with———
   Carmine, Louis, Frank F., Jerry
4. Lucy D. went to the store with ———
   Salvatore, Vito, Dominic, Albert

182058°—33——3

5. Peanuts are raised in ———
   Oregon, California, Virginia, New Jersey
6. Pineapple is raised in ———
   Indiana, Illinois, New York, Hawaii
7. Sixteen cents from one dollar is ———
   25 cents, 52 cents, 84 cents, 16 cents
8. Five cents from a half dollar is ———
   45 cents, 32 cents, 89 cents, 33 cents
9. Frank F. bought ——— at the store
   crackers, peanut butter, chocolate, milk
10. We sell ——— in our grocery store
    flowers, groceries, fish, books

D–2. *Cross out the word that does not belong*

1. peaches pears apricots bacon prunes	2. Lux Dutch Cleanser butter Life Buoy Fels Naphtha	3. peas beans carrots corn lard
4. cheese butter milk cream spaghetti	5. canned corn beef package bacon package sausage package frankfurts crackers	6. Quaker Oats hominy Lux Farina wheat biscuit

D-3. *Insert the right word*

1 When I go to the store in the morning, I say ———
2. When I leave the store, I say ———
3. When I ask the storekeeper for something, I say ———
4. When I go to the store in the afternoon, I say ———
5. When the storekeeper gives me something, I say ———
6. When I go to the store in the evening, I say ———

Good morning.
Good afternoon.
Thank you.
Good evening.
Please.

E. Similarities

Underline the words that are alike

1. Fels Naphtha, Quaker Oats, Life Buoy.
2. Canned peas, canned corn, Lux.
3. Canned corned beef, package bacon, canned peaches.
4. Dried prunes, package lard, dried raisins.
5. Canned peaches, canned peas, Fels Naphtha.
6. Graham crackers, Uneeda Biscuit, canned peas.
7. Condensed milk, canned pears, Farina.
8. Quaker Oats, evaporated milk, package bacon.
9. Package lard, package prunes, canned Crisco.
10. Lux, soap powder, Uneeda Biscuit.

F. True and False

Mark the sentences as true or false

1. Pork is raised from seeds.
2. Butter comes from plants.
3. Corn can grow in any soil.
4. Ida and Florence built the store.
5. Mabel and Jennie stocked the shelves.
6. Howard is the storekeeper.
7. Corn is 15 cents a can.
8. Soap is 5 cents a bar.
9. Bacon is wrapped in a box.
10. Farina is a cereal.

G. Reading Comprehension[3]

Louis, Salvatore, and Mario built a grocery store. The store has five shelves, a counter, and an awning. Carmine and Dominic stocked the shelves. Howard and Frank F. printed the names for the groceries and the prices for them. Carmine is the director. Lucy S. is the cashier and Howard is the storekeeper.

Who built the store?
How many shelves in the store?
Who stocked the shelves?
Who printed the names and prices for the groceries?
Who is the director?
Who is the cashier?
Who is the storekeeper?
How many counters in the store?

[3] This exercise was presented last in the series, after the work in matching (H) and in phonetics (I) had been done.

H. MATCHING

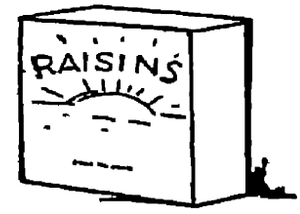
H-I. CUT OUT AND PASTE THE PICTURES IN THE CORRECT PLACES

1. **The chicken lays me.**
   What am I?



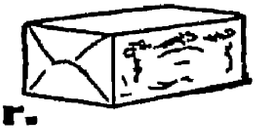
Peanut

2. **The children eat me for breakfast.**
   What am I.



Raisins

3. **I come from the cow.**
   What am I?



Butter

4. **I make the house clean for mother.**
   What am I?



Sausages

5. **I grow in Hawaii.**
   What am I?



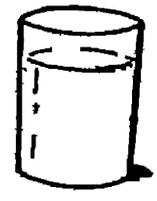
Egg



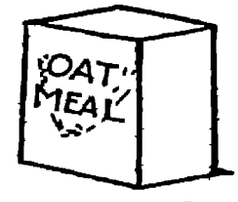
Soup

6. **I come from the pig.**
   What am I?

7. **I am raised and dried in California.**
   What am I?

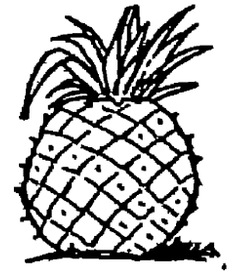


Milk



Cereal

8. **I grow in Virginia.**
   What am I?



Pineapple

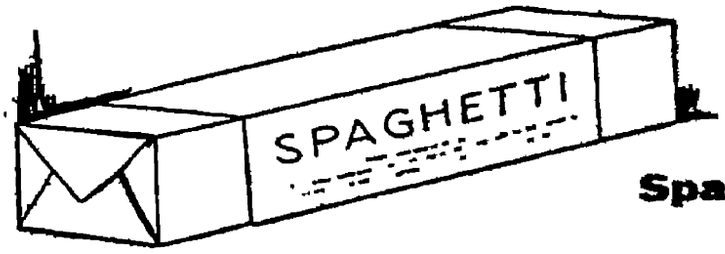
9. **I am canned in Camden, N.J.**
   What am I?



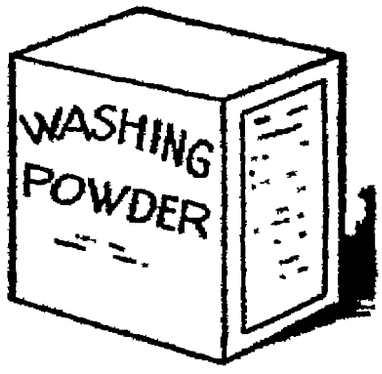
Cleaning Powder

10. **I am spread on bread.**
    What am I?

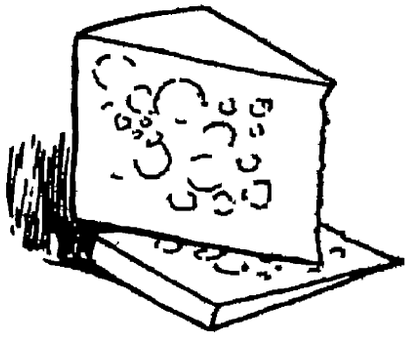
H-2. MATCH THE WORD WITH THE PICTURE



Spaghetti



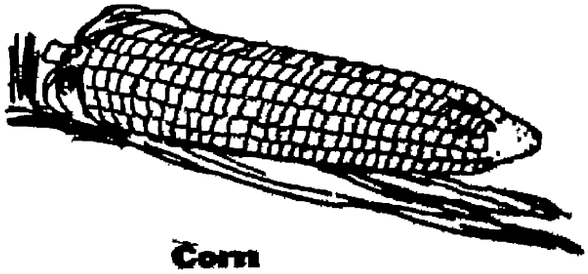
Washing Powder



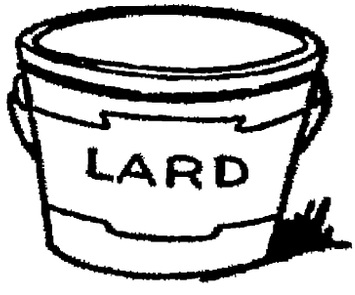
Cheese



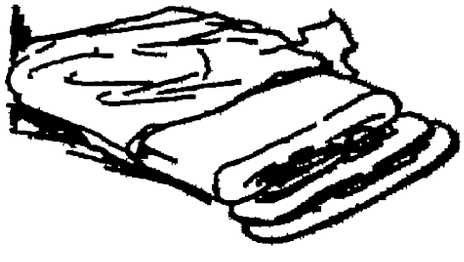
Peaches



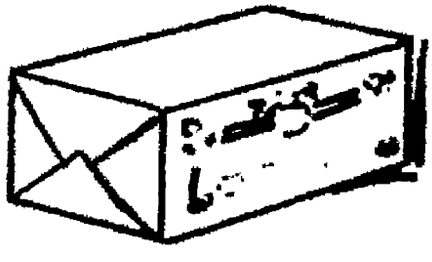
Corn



Lard



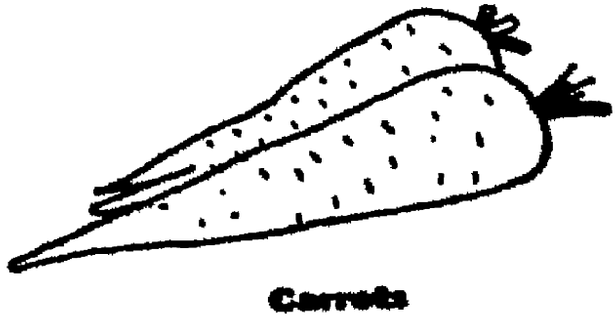
Bacon



Butter



Eggs



Carrots

Spaghetti

Peaches

Cheese

Washing Powder

Corn

Butter

Lard

Bacon

Carrots

Eggs

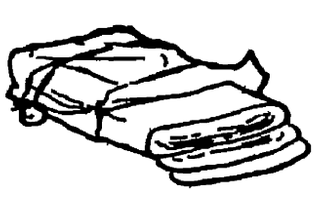
I. PHONETICS

PASTE THE PICTURES UNDER THE RIGHT SOUNDS

B C D F G H

J K L M N P

Q R S T V W



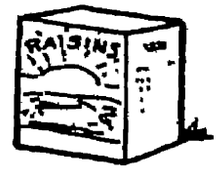
Bacon



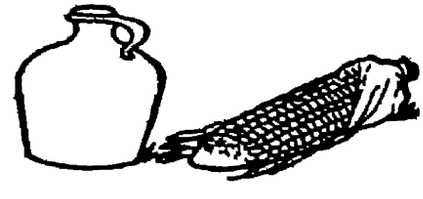
Ginger Ale



Lard



Raisins



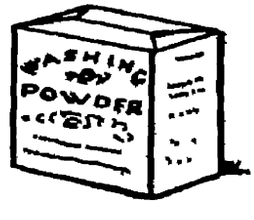
Vinegar Corn



Jelly



Mince-Meat



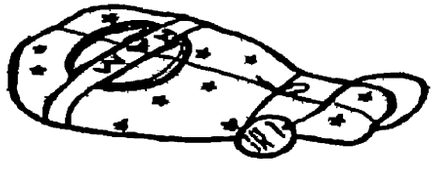
Washing Powder



Flour



Peaches



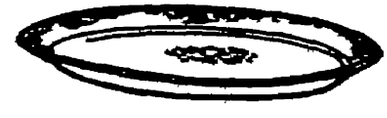
Ham



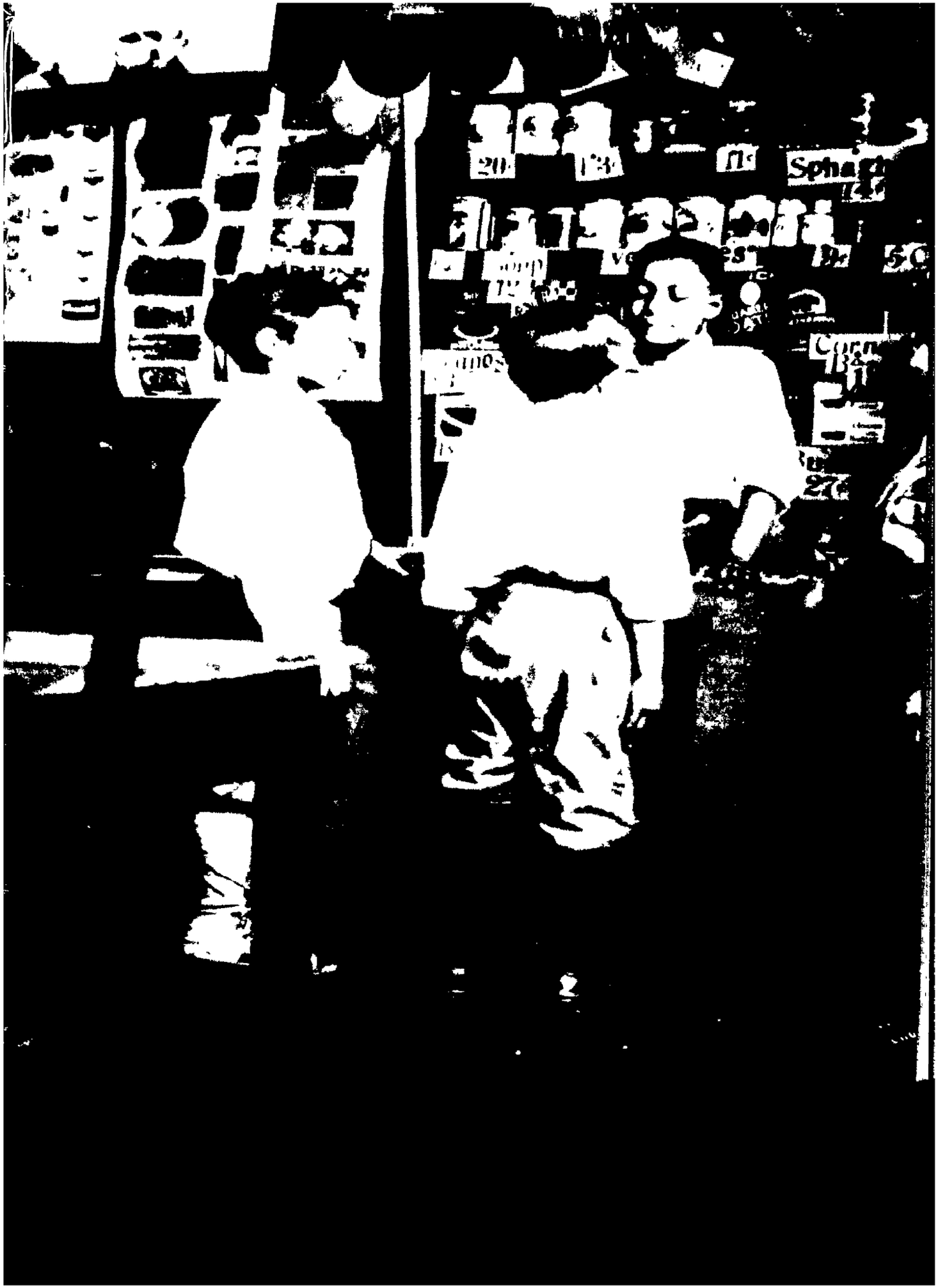
Soap



Tomatoes



Dish





III. FOODS FOR BOYS

By ADA M. WHYTE,[1] *Rochester, N.Y.*

[NOTE.—To help boys to appreciate food values as well as to prepare a real meal is indeed a worth-while undertaking. How such an activity functioned both at school and at home with a group of retarded boys is here concretely described.]

This activity was carried on with a class of 19 boys whose chronological ages ranged from 11–9 to 15–5, with a median chronological age of 13–0, and with intelligence quotients ranging from 46 to 80. The median I.Q. was 67. This class was the only special class in an elementary school of six grades having 17 regular teachers and 620 pupils. Five of these boys came to the class directly from the third and fourth grades, while 14 of them had experience in primary and intermediate special classes.

A few more than one half of the boys were indigent, 5 came from broken homes, 2 from a boys' orphanage, and 3 had homes above the average. The boys came from several neighborhoods in the west end of the city. Five were carried by the school bus, and 2 whose parents could afford it furnished their own transportation from the other side of the city. As to nationality, we had 1 colored boy, 2 Jews, 2 Irish boys, 1 Polish boy, 1 Italian boy, 2 boys of Italian and American parentage, and 10 American boys.

Besides the general objectives of the elementary school in the tool subjects, our special classes aim at a program that will enable the boy (1) to use his leisure time profitably, and (2) to contribute his share to home and civic life. Owing to the great diversity of ability, a boy might be in the best group of the class in one subject and in the lowest group in another. We try to place him with the group where he can make the best adjustment and work to his fullest capacity, always holding before him the goal of working up to the next level.

[1] Miss Jessie Cole, teacher of home economics, cooperated in carrying on this activity.

THE SETTING

About one half of the class had a pleasant experience in home economics during the previous year. They were eager to know more about the food materials with which they had worked. They were interested in the label on the salmon can, in knowing how the grocer gets the fresh vegetables from the farmer, whether salt grows and why we put it on the ice when we freeze ice cream, how the oyster gets its food, what makes the biscuits rise, why cream comes to the top of the milk, and so on.

HOW THE ACTIVITY WAS CARRIED OUT [2]

We started out to see how much we could find out about foods and how many of our problems we could solve. We took as our first big question, "Where does the grocer get the food he sells?" One boy had lived near the public market and had seen the farmers bring in daily loads of produce. He also told of the people in the neighborhood going there to buy their supplies. The boys made inquiries at home and reported that the public market was the place to find out about food supplies. One boy went to the office and found that the 4B class in our school was studying about Rochester. So he borrowed from that class the book which told us some of the things we wanted to know. We found that the people of Rochester had always needed a public market; that, when Rochester was only a small village, they had started one on the Main Street bridge and the farmers brought their produce there to sell. The building finally fell into the river. Then the farmers began to sell on the corner of East Avenue and Main Street where Sibley's now is, but that was too crowded and the main corner became so noisy and cluttered that the people complained and began to ask for a city public market. So after years of study a fan-shaped piece of land was bought on Union Street by the New York Central tracks. The boys looked in their telephone books to find out if the market was still located there. We planned to visit it. As it was 2 weeks before we could arrange our trip, we spent that time finding out what we could about the market. We did much reading and English

[2] The work on "foods" was carried over the entire semester. Only part of the activity is reported in this article.

work along this line. We borrowed photographs from another class and set them up on the blackboard rail for study. They were:

1 End view of one of the sheds.
2. Banana wagon
3 Shed in public market. Box car in distance
4. Shed in public market. Wholesale store.
5. Fruit and vegetable display on walk under the shed.
6. Type of box car which brings produce to public market.
7. Huckster's wagon partly loaded.

By using the Keystone Views with stereoscopes, we found that the markets of Europe sell all kinds of merchandise, while in this country we usually sell only farm produce. We found the following views interesting:

No. 488. Bread market —Poland
No. 375. Livestock market.—Ireland.
No. 385. Open-air china market.—Germany.
No. 406. Busy harbor.—Copenhagen.
No. 555. The native market.—L. Victoria, Africa.

At last the day arrived for our trip. Each boy carried a pencil and a piece of tagboard on which he wrote down in order the streets on which we traveled. When we arrived we found the place thronged with people. There were farmers with wagons, autos, and trucks, loaded with produce to sell; housewives with autos, carts, baskets, and even baby carriages to take the vegetables away; and lastly, many hucksters loading up their trucks as attractively as possible, to peddle around the city to the busy housewives who could not come to the market. We felt as though we wanted to buy something, too, so we used 35 cents of our small fund to buy a basket of grapes to bring home with us. The boys took turns in carrying the basket and there were no bigger or prouder men there than the ones entrusted with that job.

We noticed that the sheds were made of steel with pavements sloping to the curb to hold the trucks. We were told that the farmers had to pay 50 cents a day for a stall there; that, since they must close at noon, they came very early in the morning; in fact, they were there at daylight. We noticed the license on the hucksters' trucks. We watched the weigher put live chickens on the scales and noticed that there was a policeman there to keep order.

Long before we were ready to leave, the driver told us our time was up, so we had to return to the bus. On the way back we again checked our streets. As soon as they were inside the classroom, the boys immediately turned to the seven photographs before mentioned, and it was interesting to note the increase in zest and enthusiasm with which they studied each little detail.

In the discussion which followed our visit to the public market, we learned that "wholesale" means selling in large quantities, and "retail" means selling in small quantities. An excursion was then made to a wholesale company where the boys saw the goods handled in large lots; noticed how cases were loaded on the train by the door; saw the raw coffee and the entire process of roasting, weighing, and putting in packages. The boys sampled raw peanuts, were surprised to find they grew under the ground, and were presented with some to take back to school, where we afterwards roasted them in the oven.

Then we visited a retail store where produce is sold in small quantities. We noticed the arrangement of the goods—where the meat was, the baked goods, the dairy products, the candy, the fresh fruits and vegetables, the dry groceries, etc. We found they were having a steak sale. When we returned to our classroom, one of the boys raised the question as to why stores had sales. They decided that a sale might attract customers who would probably buy other things, that the merchant might have an oversupply, and that perishable food such as meat might spoil. This led to discussion of ways of preserving food, which we had to leave for another day. The boys drew maps to show the arrangement of the store. We could not quite agree as to where the cheese counter was, so one boy was appointed to go that night and check on it.

At about this time two boys living on the other side of the river reported that there was a barge of sugar at the dock. We decided to go over to the bridge, which is about 10 minutes' walk from the school, to see for ourselves. By the time we reached the river, the fleet, consisting of the tug and three barges, had started back. It was very interesting to watch the busy little tug doing all the work. We noted which way the Genesee River was flowing, pointed in that direction, thought about our maps and figured out that it was north.

Then we tried to think into what larger body of water it would flow. Many of the boys knew that it was Lake Ontario Many of them had been there We saw the Lehigh Valley Railroad on one side of the river and the Erie on the other. A train came whizzing along the Lehigh tracks, and we contrasted shipping by rail and by water. It was very evident that the railroad was much faster, but when we thought of how much money the cars, the big black shiny engine, and the miles and miles of railroad track must have cost, we concluded that it must also be more expensive to ship goods by rail. Later we were told at the chamber of commerce that sugar was about the only kind of food that was shipped to Rochester by water. Gas, oil, and lumber were the main products shipped in that way.

In the home-economics class, which met twice a week, we used the foods about which we were studying. Tomatoes were very much in evidence in every grocery. The boys canned them, and when they opened the cans in January to make scalloped tomatoes, they were delighted. They also made grape juice, but that did not turn out quite so well. Among the fruits used were apples in apple sauce, lemons for lemonade, and dried apricots. The latter had to be soaked over-night in order to put back into them the moisture that had been taken out by drying—a splendid illustration of evaporation in drying. We saw the raw peanuts at the warehouse, and then made peanut brittle. The crowning achievement, however, was our Christmas dinner. In our classroom we made favors of little green Christmas trees decorated with tiny colored paper circles. We also arranged other decorations and the home-economics room wore quite a festive air. The boys prepared the dinner, and because they had they reveled in it. We had meat loaf, mashed potatoes, and creamed onions. They pronounced it the best dinner they had ever had.

During December the class made sewed cook books with oilcloth covers containing the recipes for all the dishes they had prepared during the term, and presented them to their mothers for Christmas. This proved to be an excellent tie-up with the home.

The activites in tool subjects, health, and social studies are summarized below. Individuals participated and profited according to their abilities.

Number:

1. Using in simple oral and written one-step problems the number facts taught
2. Carrying out fundamentals learned in examples using dollars and cents
3. Knowing units of measure so far as taught and making simple applications of them
4. Increased understanding of fractional facts.

The following are examples of problems used:

1. There were 7 pounds of grapes in the basket which we bought at the public market. We paid 35 cents for it. How much was that a pound?
2. If butter costs 32 cents a pound, how much must I pay for one-half pound? For one-fourth pound?
3. Mother buys one-half pound of tea. How many ounces is this?
4. On the outside of this can of peas it says 1 pound 4 ounces. How many ounces in the can? Weigh and check.
5. We bought 2 pounds of raw peanuts at Brewster Gordon at 9 cents a pound. How much did they cost?
6. What change did we get back from our quarter?
7. We used 1 dozen lemons for our lemonade. How much were they worth at 4 cents apiece?
8. We had 4 pounds of sugar at 6 cents a pound. How much for the sugar?
9. Find the whole cost of making lemonade that day.
10. How much for each boy?

English:

1. Writing a letter to United Fruit Co., 1 Federal Street, Boston Mass., asking for information about bananas.
2. Discussion of how to conduct ourselves when on a trip according to standards of courtesy set up by the boys.
   (*a*) We won't crowd.
   (*b*) We will take off our hats when we enter a building such as the library.
   (*c*) We will look at the person who is talking to us.
   (*d*) We will try to learn all we can on every trip.
3. Listing boys who have gardens at home.
4. Listing vegetables we are getting from garden now.
5. Listing fruits grown here.
6. Study and discussion of a picture of the Killarney Live Stock Market, Ireland, followed by written test.
   (*a*) How many wheels on the wagons?
   (*b*) Do you think it is raining? Give two reasons.
   (*c*) Name two kinds of animals for sale.
   (*d*) What do we call the meat we get from cattle? from sheep?
   (*e*) What do we mean by pastures? What makes the pastures of Ireland good?

English—Continued.

7. Keeping a vocabulary list in notebooks and adding new words as they arise. *Example.* Market, stall, huckster, pasture, beef, mutton, beverage, etc.
8. Borrowing book from library and reading aloud by the teacher.

Spelling

1. Learning to spell new words in connection with unit.
2. Keeping of individual spelling notebooks. Every boy's book was different. It contained only the words which he needed.
3. Finding the words in the dictionary.
4. Arranging spelling words in alphabetical order.

Reading:

1. An account of the public market as given in "Rochester, Its Service to People at Home and Abroad," 4B grade, page 16.
2. Making and reading group outline of leading points regarding the market.
   - (*a*) Location.
   - (*b*) Interesting sights.
   - (*c*) Stalls:
     - (1) Fruit.
     - (2) Vegetables.
     - (3) Butter and eggs.
   - (*d*) Scales and measures.
   - (*e*) Policeman.
   - (*f*) Service to:
     - (1) The farmer.
     - (2) The housewife.
   - (*g*) Wholesale companies:
     - (1) Located near the railroad.
     - (2) Carry a large supply.
     - (3) Sell to the grocer.
   - (*h*) Retail companies (chain stores).
3. Reading to the class by some of the best readers of descriptive parts from the backs of the Keystone Views.
4. Collection and classification of labels and analysis of information obtained from them. Labels were brought for the following products:
   - (*a*) Dairy products: Milk.
   - (*b*) Delicatessen: Vegetable soup, chicken soup, spaghetti, sauerkraut, tomato soup.
   - (*c*) Fruit: Pineapple, grapefruit, tomatoes, apricots, apples, peaches.
   - (*d*) Vegetables: Beans, string beans, peas, corn, artichokes.
   - (*e*) Meat: Sardines, salmon, mackerel.
   - (*f*) Beverages: Coffee.
5. Reading recipes from the cook book which we made.
6. "Patty Pans," Chapter 9: "Washing the Dishes."

Reading—Continued.

7. "Household Arts for Home and School,"[3] by Cooley and Spohr, Chapter I: "Storing Fruits and Vegetables for Winter."
8. "Every-day Foods," [3] by Harris, Chapter XXIV: "Let's go Marketing."
9. Drawing book from library, "The Lively Adventures of Johnny Ping Wing", by Phillips Best readers read it to class.
10. Reading signs.
11. Looking at pictures in encyclopedias and trying to read enough of the title to get an idea of what the picture is about.
12. Using Book of Knowledge.
13. Using Compton's Pictured Encyclopedia.

Health.

1. Noting cleanliness in caring for food in Wegman's grocery.
2. Finding out what the pure food laws mean and how they help us.
3. Observing the wrapping of our bread in oiled paper to protect from dust, germs, flies, and dirty hands.
4. Observing the uniformity of bread as to size, shape, color, and taste.
5. Studying and using proper foods for growth and health.
   (*a*) Foods that give us strength for work and play:
   Starches. Potatoes, bread, macaroni, rice.
   Sugar: Sugar, candy, syrup, raisins.
   Fats: Butter, lard, cream, fat in nuts.
   (*b*) Foods that build and repair: Meat, fish, eggs, milk, cheese, nuts, cereals.
   (*c*) Foods that regulate: Fruits, vegetables, water.
6. Buying fruits and vegetables at public market in season and preparing for winter by canning or drying.
7. Studying the preservation of meat by freezing, salting, and drying.

Social studies.

Social studies were carried on throughout the unit in the preparation and handling of materials. The sources of food, the service of the public market, the shipping of foods, the handling of foods in large quantities have all become subjects of interest and knowledge. Constant reference was made to the direction, distance, and location of places. Maps were drawn of trips, places were located on maps and on the globe. Questions such as the following were discussed:

In which direction did we travel to the wholesale company? In which direction did John walk when he went home from Wegman's? Look at the smoke from the factory and see which way the wind is blowing.

We walked about a mile to the library. What corner is about one half mile from here?

[3] Read to pupils. Then yes-no test given.

OUTCOMES

Because the parents became so interested in our unit, we sent them a questionnaire to find out just how the work had helped the boys to improve in their homelife As the majority of the parents were below average, the replies may be judged accordingly. Some of the mothers' comments may be summarized as follows:

Has taken certain duties such as ——— of his own accord and likes to do them.

Tells me where certain foods come from, wants to know about others.

Asks how food is prepared. Sometimes makes suggestions.

Wrote two letters to relatives without any suggestions from us. They were well composed and well written. They were all ready for mailing before we knew they had been written.

Most every night takes something interesting out of the newspaper so as to help in school.

Getting better in his behavior than ever before. (Said of boy with reputation of being "troublesome.")

Watches how things are done and talks about them, and helps around the home.

Greatly interested in other people as to what they are doing and what for.

More like boys of his age. (Said of most incapable boy in group.)

Able to deliver newspapers and make change, also dependable on errands. (Said of a boy with a broken home—living with grandparents who are much too old to be interested in the problems of an active 12-year-old boy.)

In contrast to the formal type of learning, I would say the outcomes may be summed up as follows:

1. The boys learned more in the same length of time because they really wanted to know.
2. The boys were interested in studying about materials which they were actually handling.
3. The boys developed a feeling of self-respect because they were finding out for themselves.
4. The boys learned how to behave in many different environments.
5. The boys were enabled to take part in the ordinary conversation of the family.
6. The boys developed an incentive to read the newspapers.
7. The boys gained the respect of other pupils and teachers.

8. The work carried over into the home and the parents were interested

9. The activity gave the teacher practical goals to work for, freedom to carry out her class work, and a feeling of satisfaction when the unit was rounded up.

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IV. CHILD CARE

By Julia Lyons, Gertrude Jarm, Florence Page, Beatrice Zdara, *Cleveland, Ohio*

[Note.—One of the most important fields in which the retarded girl needs special training is the care of children. Both as a preparation for motherhood and as a possible means of earning her own livelihood, it should be given careful consideration in all special classes of adolescent girls.]

The school in which this activity was carried on is an ungraded center enrolling 87 pupils. Thirty-six of these (all girls) took part in the units described. Their chronological ages ranged from 14 to 16 years. In mental age they varied from 8 years 2 months to 9 years 8 months. Foreign parents of the laboring class, predominantly Slavic, thrifty and neat, constituted the major home background.

The activity is divided into three units, each comprising an essential part of the total project.

UNIT A

Entertainment of child from 1 to 6

I. Objectives

1. Direct objectives:
   - (*a*) To develop the ability to tell stories.
   - (*b*) To help in selection of suitable stories.
   - (*c*) To teach reading through a new interest.
   - (*d*) To develop better judgment by discussion of play and games.
   - (*e*) To create new ideas for play and original entertainment.
2. Indirect objectives:
   - (*a*) To prepare girls to give better service when caring for children.
   - (*b*) To fit girls for nurse-girl positions.
   - (*c*) To build ideals for future homes.
   - (*d*) To instill the value of play.

II. Methods and Activities Used

1. Story telling:
   - (*a*) Method used to prepare girls for socialized activity:
     - (1) Teacher and pupils told stories in classroom.
     - (2) Class discussed advisability of outline.
     - (3) Outline for story was developed, as follows:
       - (*a*) Introduction: Who, when, where.
       - (*b*) Events of story, with correct sequence.
       - (*c*) Conclusion, with some satisfaction in the experience of the listener.

1. Story telling—Continued.
   (*a*) Method used to prepare girls for socialized activity—Contd.
      (4) Stories were outlined at school and written from outline at home
      (5) Groups of four or five girls worked for perfection and then told story to class.
      (6) Class graded ability of story teller and judged whether she was prepared for application of the method.
   (*b*) Activity applying the method:
      (1) Stories were told to a group of 28 preprimary children at 9 a.m. and at 1:30 p.m. Girls went in groups of three or four.
      (2) Preprimary teacher passed judgment and girls reported on one another's work.
      (3) Stories were told at home and reported on.
      (4) Stories were told publicly at the baby party, described later.
2. Selection of material (inseparable from 1, above):
   (*a*) Class discussed types of stories suitable for children.
   (*b*) Teacher told various types of stories:
      (1) Nursery rhymes.
      (2) Stories of animals personified.
      (3) Fairy stories.
      (4) Short stories of people and events.
   (*c*) Class agreed that library books offered much good material.
   (*d*) Books were brought from home and from library, and judgment was passed on them.
   (*e*) Lists of books were tabulated for future needs.
3. Games:
   (*a*) Class discussed different types of games:
      (1) Instructive games· For counting, for recognition of objects, for habit formation.
      (2) Constructive games: Drawing, painting, pasting, building, cutting, gardening.
   (*b*) Girls observed children at play.
   (*c*) Reports were made on play as conducted in other groups, such as the kindergarten and nursery school.
   (*d*) Class discussed the value of play from the standpoint of health and recreation.
   (*e*) Girls applied knowledge at home and reported.
   (*f*) Each girl made a scrapbook and a cut-out puzzle. (Home work.)
   (*g*) The girls planned and conducted a baby party of their own, at which they entertained with games, toys, and stories. They also made and served the refreshments. Twenty children under 6 years of age were present.

4. List of stories told by girls to preprimary group:

Mrs. Tabby Gray.
The Bean.
The Porridge Pot.
The Little Pig.
Little Black Sambo.
The Mouse and the Frog.
The Wind's Work.
The Stork and the Frogs.
The Seven Little Goslings.
Little Two-Eye.
How the Turtle Saved His Life.
Tiny Rosebud.
The Tar-Baby.
Little Halfchick.
The Wolf and the Seven Kids.
The Hare and the Grasshopper.
Two Dogs, Jip and Jack.
The Pig With a Curly Tail.
The Three Bears.
The Star Dipper.
The Fox and the Bag.
The Foolish Frog.
The Three Little Pigs.
The Teeny-Tiny Woman.
The Fox and the Hen.
The Girl Who Would Not Work.
The Foolish Turkey.
Please and Thank You.
The Lion and the Mouse.
The House With a Star inside.
The Little Helpful Engine.
The Billy Goats Gruff.
Red Riding Hood.
The Hare and the Tortoise.
The Little Boy Who Forgot to Wash His Hands.
Henny Penny.
The Old Woman and Her Pig.
The Greedy Cat.
Why the Bear Has a Stumpy Tail.
The Elves and the Shoemaker.

UNIT B

Food for the preschool child

I. Objectives

1. To enable the girl to prepare in the most sanitary manner foods prescribed by the doctor, nurse, or dispensary.
2. To give the girl a working knowledge of the first solid foods for the baby and of the change in preparation with the advance in age.
3. To help the girl to recognize a well child from the following indices: Weight, height, color, appetite, activity, sleep, eliminations, eyes, ears, nose.
4. To enable the girl to plan, prepare, and serve an attractive simple dietary which meets the bodily needs of the growing child.
5. To teach good food habits for children and to help parents and older children to set an example by their manners and food habits.
6. To teach the girls how to make a child happy; the effect of unhappiness upon his appetite and disposition; the matter of discipline at the table.
7. To teach the importance of keeping the child well and the factors which aid growth, such as proper food, sleep, water, sunlight, freedom from physical defects, regular habits, exercise, and fresh air.
8. To teach the care of a sick child.




TOAST

9. To change the attitude of the girl toward the feeding of her smaller brothers and sisters and toward nurse-girl services; to help her share in creating happiness by helping younger children and by relieving tired mothers

II Methods and Activities Used

1. The girls collected articles and pictures from newspapers and magazines for their notebooks.
2. Baby bottles and other equipment were collected from the homes and brought to school. Bottles were sterilized, a formula was prepared, and all other details incident to baby feeding were put into practice.
3. Mimeographed copies of daily food plans were distributed and discussed. Dietaries from the girls' homes were also used.
4. The child's four daily meals were prepared in class over a period of four lessons. The girls worked in family groups and each group borrowed an underweight child from the kindergarten to eat the meal prepared. A small table with small chairs was used. The girls made a tablecloth, embroidered bibs and napkins, and bought gay dishes from the 10-cent store. This plan provided a laboratory for the working out of the good food habits discussed in class. It also stimulated a new respect for oatmeal, whole-wheat bread, milk, and other simple foods on the part of the girls.
5. After the course was completed, we had a children's party to which each girl brought a small child. Suitable toys, books, and puzzles were made; stories were told; and refreshments suitable for a small child were served.

UNIT C

Care and hygiene of preschool child

I. Objectives

1. To develop in our girls a wholesome, right attitude toward babies and younger children in the home.
2. To give some understanding of care and hygiene of infants and children.
3. To teach the selection of materials and the making of simple garments for infants and children.
4. To show girls how to make suitable and inexpensive toys of materials which they have in their own homes.
5. To help the girls to be more efficient and to get more joy out of caring for children after school hours and during vacation as a means of earning money.

II. Contacts Made

1. With department stores for study of baby garments and other items.
2. With day nursery school for observation of children and care given them.
3. With baby clinic for study of infant behavior and attention required.

III Outline of Content Presented

1. Early observations of the infant·
   (*a*) Height and weight: At birth; at 6 months; at 1 year.
   (*b*) Posture when asleep.
   (*c*) Breathing
   (*d*) Skin.
   (*e*) Expression of face
   (*f*) Muscular development. At 3 months; at 6 months; at 1 year.
   (*g*) Exercise: Kicking, crying, crawling, playing.
   (*h*) Methods of handling baby: Lifting, holding, carrying
2. Clothing:
   (*a*) For the infant: We compared and discussed layettes and decided upon a simple layette of inexpensive materials. Flannelette and long cloth were used with trimmings of fancy stitches.
   (*b*) For the child from 1 to 6:
      (1) Bases of selection: Health, comfort, convenience, pleasure of child, training of child.
      (2) Articles needed: Underwear, sun suits, play garments, night clothes, shoes and stockings, mittens, storm garments. Some of these garments were made in class by the girls for their families, for friends, or for sale
      (3) Care of clothing· Changing, washing; child's responsibility in hanging up and handling.
3. Water:
   (*a*) For drinking: Amount; time; sterilization.
   (*b*) For bathing: Temperature; types of baths; methods of giving. Our school nurse bathed a 9-months-old girl in class. The baby was a child from the neighborhood. The bathing of an older preschool child was also observed and discussed in class.
4. Fresh air; sunshine; ventilation.
5. Sleep: Requirements and cautions to be observed.
6. Special care of eyes, hands, ears, nose, teeth, hair, finger nails, genitals.
7. Nutrition and health.
8. Summer care of babies and children.
9. Habit training.
10. Toys: The girls made inexpensive toys in class, such as rag dolls and cats; yarn dolls; tinker toys.

SIGNIFICANT OUTCOMES OF THE UNITS

1. Change in attitude toward motherhood and babies.
2. Appreciation of importance of consulting skilled aid (doctors or nurses) through the free agencies (dispensary, nursing centers, or visiting nurses) and of following their orders.

3. A new interest in clothing, feeding, and habit formation for younger children.

4. A desire to show skill in entertaining children.

5. A marked improvement in English, growth of vocabulary, and poise.

6. A new interest in reading, as the girls found children's stories within their own comprehension.

7. A new respect for the position of "nurse girl."

8. An interest in establishing favorable conditions for homes of their own.

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V. THE NURSERY PARTY

A CHRISTMAS ACTIVITY FOR SLOW LEARNING CHILDREN

By GLADYS MAY MACLIN, *Denver, Colo.*

[NOTE.—Here is a concrete means of giving a festive air to real training. Attitudes, habits, and skills are all brought into action through the plans that were made for a party.]

As teacher of a senior special class I was confronted with an unusual situation in which the prevailing characteristics of both the pupils and their environment were unique, since most of the children were inmates of an institution for dependent and neglected children.

CHARACTERISTICS OF GROUP

Before attempting to initiate an activity with such a group of pupils it was necessary to become familiar with the individual characteristics of the group and with the environment in which these children lived. This was done through several short units of work planned to reveal the abilities of the individuals in subject matter. A careful testing program of the 24 children (13 boys and 11 girls) showed the following characteristics:

Chronological ages ranged from 12 years to 15 years.
Mental ages ranged from 8 years to 11 years.
Binet I.Q.'s ranged from 56 to 74.
Average chronological age was 13 years 1 month.
Average mental age was 9 years 2 months.
Average I.Q. was 67.

The grade abilities of the group were found to be as follows, according to Denver tests:

In reading:

2 had less than 2B ability.
9 had 2A ability.
7 had 3B ability.
3 had 3A ability.
2 had 4B ability.
1 had 4A ability.

In arithmetic:

Two scored 0.
Five had less than 3B ability.
Nine had 3B ability.
Six had 3A ability.
Two had 4B ability.

These abilities represented lower accomplishments than I had yet experienced in a senior group of slow-learning children of these ages. Investigation of the sources from which most of my pupils came revealed the following facts:

1. Their parents were in some cases practically illiterate.
2. They had proved themselves unfit, for one reason or another, to rear their families; hence the children had become State dependents.
3. Many of the children had lived too far from outlying schoolhouses to attend regularly.
4. Many of the older children had been kept at home for farm and family duties during spring and fall, missing a large part of the school term.
5. When these children did attend school they were placed in classes with normal 7- and 8-year-old children; the teacher did not know how to handle such cases; usually she lacked the time and materials as well as the training for doing much with them.
6. Two of the children were mentally impaired through infantile paralysis. One was a cretin 14 years of age but of kindergarten development both mentally and physically. Four came from neighboring schools, three of them living in squatters' shacks along the river banks.

The attitude of the group made it difficult to know what might interest them. Some of them resented being in school at all. Some were unsocial toward one another. Their treatment of younger children on the playground made it advisable to give them separate recesses. They were not interested in books because they were able to get little satisfaction from them. They chafed under the authority of the employees of the Home and were not appreciative of the advantages it offered in the way of good food, comfortable clean beds, and an opportunity for wholesome play and work.

During September and October I worked to gain some spirit of cooperation and solidarity in the group, using each week simpler plans and materials, as I found that even methods suited to their mental ages brought poor results

because of lack of foundation in tool subjects. By November I was using primary methods for developing reading abilities.

HOW THE ACTIVITY BEGAN

As Christmas approached these children showed interest in gifts for their little brothers and sisters. Eleven of the group had brothers and sisters in the nursery at the Home and were particularly anxious to remember them at Christmas.

We decided to plan a visit to the nursery to see these little folks in their own surroundings. A note was written to the superintendent asking permission to go, and our visit followed. We enjoyed inspecting the gayly decorated dormitories and the sunny, cheerful playrooms. The big brothers and sisters proudly exhibited the younger members of their families to the class. We saw what toys they had, a stock now in need of replenishment.

THE CLASS PURPOSE ARISES

Upon our return the children showed an earnest desire to contribute in some way to the Christmas joy of their own brothers and sisters who lived in the nursery. Some of the outsiders (who did not live at the Home) wished to contribute to other little ones they saw there. It was finally suggested by one of the children that our class could make toys for all the 28 children in that department. This idea was discussed and later accepted by the class.

Various types of toys were suggested, with no particular plan in mind. Some attractive pictures of Goldilocks and the Three Bears led one boy to suggest that we make toys to represent the characters in that story. Then books of interest to nursery children were perused to find other ideas for toys.

This furnished strong motivation for intensive reading of many easy stories. An older girl read aloud some stories to her little sister to see which ones she enjoyed most. Soon several children were asking to read aloud to the first-grade class to see what stories and characters pleased them most. This desire motivated much needed practice in oral reading.

PLANNING IS BEGUN

The following questions arose in deciding what toys were to be made and how to make them:

What are the main characters in this story?
Would they be interesting to little children? Why?
What should be the appearance of the doll representing each character? (Size, sex, apparent age, dress, facial expression, and distinguishing characteristics were all needed to answer this question.)

This led to much interpretative reading, through which a foundation was laid for improvement in many reading skills which these children needed. When the period of exploration was over the group as a whole was ready to make definite plans. Since planning was one type of thinking in which these children were deficient, every opportunity was given them to engage in it. Each child contributed his suggestions, which were written on the board with the initials of the contributor. These were discussed and the plans most acceptable to the class were written in more permanent form, to be enlarged upon or improved as experience dictated. The first general plans read as follows:

Our plans for the nursery Christmas party

I. Make toys for the children. Each toy will stand for a character in a favorite story.
II. Give a party for these children when we present their toys.
(*a*) Have a Christmas tree and Mr. and Mrs. Santa Claus.
(*b*) Have something for our guests to eat.

Several English lessons were given over to discussion of detailed plans to carry out the two main ideas, the making of the toys and the giving of the party. More detailed plans were made in chart form, the class contributing ideas gained from reading books on toy making. Such a chart as the following resulted:

How to make the toy

1. Choose the toy to be made.
2. Write out description of toy.
3. Decide on size and materials.
4. Make or find pattern for toy.
5. Finish according to special directions.
6. Label toy for child who is to receive it.

The chart given below was made to record individual responsibilities and achievements. It was filled out as work was completed.

Name of story	Character or article to be made	Maker of toy	Date		Remarks
			Begun—	Finished—	
The Three Bears	Papa Bear	Louis	Dec. 11	Dec. 18	Louis made his own pattern.
	Mama Bear	Helen	Dec. 9	Dec 17	Helen learned to use sewing machine
	Baby Bear	Grace	Dec. 10	Dec. 17	Grace embroidered the eyes, nose, and mouth
	Goldilocks	Ruth	Dec. 10	Dec. 20	Ruth dyed the wool for the hair.
	Chairs	Robert	Dec. 8	Dec. 21	Robert made cushions for his chair.
	Beds	John and Everett.	Dec. 8	Dec. 21	The boys made their own bedclothes.
	Table	Ed	Dec. 14	Dec. 21	Helen showed Ed how to make the tablecloth
	Bowls	Joe and Mary.	Dec. 18	Dec 21	Joe made the bowls; Mary painted them.
Chicken Little, etc.	Hen Pen, etc.	Harry, etc.	Dec. 11	Dec. 18	Harry used real feathers for the tail.

CARRYING OUT PLANS

The toys were made of materials furnished by the practical arts department. A surprising amount of ingenuity and initiative was called forth in making the articles planned. Each child kept a simple record of directions to use if he cared to repeat the process at home. For three weeks the classroom was a busy workshop; a spirit of cooperation and unselfish effort gradually replaced the thoughtlessness which formerly characterized the group. Many of the workers were clumsy and unskilled in the use of tools, so a high degree of perfection was not sought, but some toys were quite well made, and all were bright and attractive enough to please the little guests. During the process of making, the stories were read and reread to check certain details in the appearance of each character or article. Directions in various books on toymaking were read over and over to gain a clearer understanding of some difficult part of the process. Books proved their value to these interested toymakers in attaining their desired goals.

When the actual work of construction was well under way, we turned our attention to the plans for the Christmas party. Since entertaining a group of little guests was a new experience to the class, it called forth such puzzling questions as the following:

1. How shall we invite them?
2. Where shall the party be?
3. What shall we do to give them a good time?

Again the need for careful planning arose. These children who a month ago considered it fun to tease a small child on the playground now busied themselves with such plans as:

1. How to write the invitations.
2. How to plan our entertainment (tree, gifts, stories).
3. How to receive guests.
4. Introducing matrons and guests to our principal.
5. Responsibilities of each member of class for the comfort and enjoyment of one small visitor.
6. Bidding guests goodbye.

As their interest in the ordinary courtesies of life increased, their attitudes toward one another changed, until by the time the work of planning was over it was difficult to believe that this was the same group that had been so unsocial. A written chart of all courtesies heard in the room was kept from day to day. Children unconsciously vied with one another to see which could become the most hospitable host to his small guests.

The party was arranged for Thursday. By Tuesday everything was ready—the toys finished, the tree decorated with simple, home-made decorations, tiny popcorn men ready for each child, plans for the welcoming and entertaining of the visitors completed. Wednesday was spent in discussing last-moment details to be sure no misunderstandings would mar the pleasure of the event. At this time we checked our plans item by item to see if everything had been carefully carried out. A feeling of satisfaction and anticipation was apparent when one plan after another was checked as completed.

The afternoon for the party found all in readiness, eager to share the fun of the day with the children from the nursery. All arrived dressed in their holiday apparel. The party was a real success, the hosts showing great pride in their handiwork

and in their ability to entertain the little tots from the Home. The little guests were pleased with their toys around which the respective stories had been woven by the best story tellers of the group as Mr and Mrs. Santa Claus presented them. As the nursery tots departed with their toys and popcorn men at the end of a happy hour, I am sure that the senior special class was by far the happier group of the two. Their faces fairly beamed with pride and satisfaction at the success of their undertaking.

It was unneccessary for the teacher to ask for any formal judging of their attempts. They freely discussed the pleasure of the little ones, commenting on all phases of their first school party. Such remarks as "Did you see Billy's eyes shine when Santa gave him the Papa Bear?" or "Helen says she's going to take Chicken Little to bed every night!" were evidence enough that these problem children were impressionable material if one had patience enough to find their interests and to develop them on the needed level of ability no matter how low in the academic scale that might be.

A few weeks after Christmas plans for Valentine's Day were suggested. Only one idea seemed to prevail—to give a Valentine party for little children, this time for those in grade 1. This brought about a more definite judgment of our Christmas party. In order to impress on these children the growths they had made we listed the following items on charts which they themselves could now read, understand, and appreciate:

Growths in our class during December

GROWTHS IN OUR BEHAVIOR

1. We became more polite.
2. We became more thoughtful of younger children.
3. We learned what good care the Home gives our little brothers and sisters and ourselves.
4. We learned to work together nicely.
5. We learned to be pleasant hosts.
6. We learned to plan carefully.
7. We learned to follow directions.
8. We know we can do things well if we try.
9. We want to give another party soon.

GROWTHS IN READING

1. We improved in oral reading.
2. We can find information more quickly.
3. We understand many new words.
4. We can understand directions better.
5. We like to use books to help us carry out our plans.
6. We must read correctly if our work is to be right.
7. We learned to tell the stories we read.
8. We know how to find the characters in a story.
9. We know how to find what happened to them.

GROWTHS IN ENGLISH

1. We can give our ideas more easily now.
2. We like to talk about our plans.
3. We learned polite ways to do things.
4. We know many polite ways to say things.
5. We can tell stories well.
6. We can write invitations.
7. We can write sentences telling directions for making toys.
8. We want to write our own verses for our valentines.

There were other growths in art, music, arithmetic, and in the use of tools; but to me, their teacher, the growth in appreciations and attitudes far outweighed all other results of this activity, as they were so apparent through the rest of the year. A careless, unsocial group started on its way to become a courteous, thoughtful class, anxious to achieve and interested in the welfare of other members of their school and home.

VI. A PROJECT IN MANICURING

By Florence Meabrod, *Detroit, Mich.*

[Note —To interest a girl in her personal appearance is not difficult. Here is one way of using this interest as a means for developing certain academic skills as well as for introducing possibilities of trade training.]

In an effort to give practical experience to a class of special B girls and to present a situation which might interest them, it seemed feasible to use a manicuring project.

Type of group: Seventy-five special B girls whose I.Q.'s ranged from 60 to 70, with chronological ages between 13 and 16 years.

Type of school: Regular elementary school.

Type of environment: Homes range from poor to fair.

Objectives:

1. Immediate:
   - (*a*) To motivate a pride in well-kept nails.
   - (*b*) To check nail biting.
   - (*c*) To correlate work with arithmetic, English, and science.
2. Ultimate:
   - (*a*) To introduce a practical trade within limits of special B girls.
   - (*b*) To give a general knowledge of the sources and uses of various products.

Time:

1. One month of consecutive work, 1 hour per day.
2. Then once a week.
3. As a special favor—on request.

General procedure: For a time during the "health-inspection" period, care of the finger nails was stressed. "Helen's were well kept." "How did she do it?" "An older sister gave manicures." "Would you like to give one another manicures?" Of course, they would. We were on the right track. The cooperation of a manicurist was secured. She

came to the school for a part of one day. We made a visit to a beauty parlor for further information.

After some inspection, two girls who were anxious to have manicures were chosen. Before the final choice was made, however, 1 or 2 possible candidates were told that their nails were too short due to nail-biting. The manicurist impressed upon them that until their nails grew, no manicuring could be done. The girls were intensely interested and paid close attention to the procedure, which was as follows:

1. File finger nails on the right hand—file in one direction.
2. Soak the right hand in warm soapy water.
3. File nails on the left hand.
4. Scrub the nails on right hand.
5. Soak the left hand.
6. Push back the cuticle of nails of right hand with an orange stick so half moons will show.
7. Scrub the left hand.
8. Push back the cuticle of nails of left hand.
9. Wash and rinse.
10. Emery.
11. Polish.
12. Use lotion to soften hands.

Materials needed:

Small nail brushes.
Finger-nail files.
Emery.
Soap.
Pumice stone.
Nail polish.
Towels (made by girls in sewing class).
Bowls and water (borrowed from kitchen).
Poster showing correct procedure.

Telephone: Through the courtesy of the telephone company, a large dial card and telephone to teach use of dial phone were secured. Directions for use of the telephone and booklets on "Story of Telephone" were also used.

Appointment book.
Toy money.

Detailed procedure: The first requisite was a manager whose duty was to hire and discharge girls and to inspect the work of the manicurists. A desk girl was appointed. Her duties, after discussion, were found to be multiple. She kept an appointment book, answered phone calls, greeted customers, introduced them to operators and helped them with wraps.

Customers made appointments by telephone and in person, conversed with operators and paid the cashier. Operators applied for work and gave manicures, following the manicure procedure. The cashier received the money and kept an account for each girl. The supply girls took care of materials.

Correlated subjects:

1. Spelling.—One of the girls kept a list of all new words. These were included in their spelling lessons. Following are some of the words learned:

manicure	telephone	soap
cuticle	nail	towels
file	polish	day of week
emery	brushes	proper names
orange stick		

2. Arithmetic.—Keeping appointment book, making change, using toy money, telling time. The girls took turns acting as desk girl, operators, supply girls, and customers.

3. English.—Much conversation took place concerning the following topics:

(*a*) Correct telephone habits: Courtesy, brevity, promptness, efficient service.

(*b*) How to use the dial telephone.

(*c*) Pleasant greeting to customers and courtesies extended.

A letter was written to the telephone company asking them to lend a telephone and other helpful material. Upon receipt of these a letter of thanks was written to the telephone company.

4 Science.—While not immediately connected with the project, our class work in science took its origin from a study of the mechanism and use of the telephone. Brief consideration was given to the chief sources and uses of each of the following: Copper, cotton, silk, gold, silver, rubber, lead, paper, tin, nickel, iron, zinc, coal, aluminum, mica, asphalt, and wool. This study was carried on in the following manner: The girls appointed a chairman, groups were formed, and oral and written reports were given. In some cases, groups prepared booklets about their subject, others prepared product maps. Two girls volunteered to go to the public library which was near their home and bring reference books for the various groups. The class had access to the


MANICURE
PROCEDURE
1 FILE
2 SOAK " 1
3 FILE " 2
4 SCRUB " 1
5 SOAK " 2
6 CUTEX " 1
7 SCRUB " 2
8 CUTEX " 2
9 WASH - RINSE
10 EMERY
11 POLISH



school library where frequent conferences were held. At the close of the study a series of questions was formulated by the group, which served as a test on the actual facts they felt they should have learned.

It was gratifying to note the number (18) of nail biters who had overcome the habit during this activity. There was a noticeable improvement in general personal appearance among the entire group. The girls gained in self-confidence and self-respect. As one girl expressed it, "I feel just like I'm grown up now. I always wanted to know how to use the telephone and do things like grown people. I don't believe I'd be afraid to go and ask for a job now."

VII. BEAUTIFYING THE SCHOOLROOM

By THELMA LANGDON WELLER, *Niagara Falls, N.Y.*

[NOTE.—The teacher who finds herself assigned to a classroom that is bare and unattractive will find in this account some suggestions for improving its appearance and at the same time for developing in the children desirable attitudes toward their own homes.]

I have 20 children in my class, 7 boys and 13 girls. The chronological ages range from 9–4 to 13–2, the mental ages from 4–8 to 9–0, and the I.Q. range is from 58 to 79. The group is made up of children of foreign parentage, including 8 Poles, 7 Italians, 3 Canadians, and 1 Croatian. There is also 1 Negro in the class. The homes from which these children come are very ordinary and even very poor. Three families are receiving aid from the city, and 8 have little or no income. Five homes boast a radio, 3 an automobile, 2 a telephone, 10 a bathroom, and 5 families either own or are buying a home. An interesting fact about the class is that there are 8 children who now have, or have had, a brother or sister in the special class.

NIAGARA STREET SCHOOL

The school in which this class is located is in the foreign section of the city. There are approximately 1,300 children and 48 teachers, including the principal and vice principal. There are 3 special classes in the building. The other two classes are made up of older children, who are chronologically 13 years old and over, with the boys in one class and the girls in the other. All our special-class children enjoy equal privileges with the other children in school. Each week the children have time allotted for swimming, gymnasium, manual training, domestic science, and drawing. A half hour a week is given to the library. Each child selects a book, under supervision, and enjoys it in his own way. There is a nurse

in attendance 4 days a week. She inspects the children in each room monthly. The dental hygienist cleans the children's teeth once a year and gives two instructive talks.

While the class of which I write was being organized and adjustment was being made, we had very little with which to work. During this period our aim was to create a homelike atmosphere in school and to give the children training which would fit them for the needs of life.

DRESSING UP THE WINDOWS

Our first activity was to dress up the windows. We made curtains from unbleached muslin which cost 10 cents a yard. In a sewing lesson, the girls cut and hemmed them by hand. We included the boys in the cutting and measuring of the curtains. We learned the inch, foot, and yard in the arithmetic class and made oaktag rules with the 12 inches marked. After the curtains were properly made, a nursery rhyme character was stenciled at the bottom of each one. At the top the children drew circles to represent balloons. We spent some time discussing the color combinations to use and finally decided to use all shades in some way. The pictures were crayoned with school crayolas. Each child took part in the activity. After the curtains were colored, the girls pressed them on the wrong side with a hot iron. The boys made the rods for the curtains to hang upon. We have had several lessons in laundering and after 10 washings the curtains still retain their gay, original colors.

As supplementary work during this project we learned nursery rhymes and songs for memory work, rhythm, and music. In manual training we cut out articles and used them in several ways. Among some of the articles made were doorstops, jointed characters of nursery-rhyme fame, book ends, and shade pulls. These articles were used as gifts for the homes and decorative purposes in school. For free expression in form and color, we made scrapbooks of drawings. These were all original and depicted the rhymes in various ways. For seatwork, the children made puzzles by cutting up pictures pasted on oaktag.

DECORATING TABLES AND CUPBOARDS

Our second project in beautifying our schoolroom was to make our tables and cupboards more attractive. We cut pieces of brown burlap for our two tables. Each end was fringed by the older girls. Then, in a drawing lesson, we drew a border of flowers on each end. These were colored with bright crayons and outlined in black. From this we became interested in flowers and had several lessons on the different kinds of flowers, their life, growth, and use. Immediately the children brought plants and slips from home. We have a geranium, a strawberry plant, a foliage plant, a cactus, babytears, and several vines. Some of them were rooted in school. Our crocks and jars now needed decorating, so we spent some time discussing color combinations. Several jars we painted white and then dipped them into mixed enamel colors floating on water. Other jars were painted in one color with gold or silver sapolin blown on while the jar was wet. Still other jars were covered with gay linings from envelopes. The crocks were enameled a neutral color. Since the children had brought so many plants, I brought two goldfish for them. Each month some child takes over the entire care of the plants and fish. The children enjoy this responsibility and learn to care for plant life and also to protect it. We have many discussions about the goldfish and know their habits and mode of living.

MAKING NEW CUPBOARDS

We soon decided that we needed more cupboards. The boys brought two orange crates which we nailed together, one end to the other, to resemble a pier cabinet. It was stained brown and trimmed with orange. One of the girls wove a bright-colored yarn scarf on a tyndall loom for the top. A boy made a bowl-shaped basket which we try to keep filled with flowers. The cabinet is within easy reach of every child and makes a fine place for games, puzzles, picture books, and logs for building. This project gave us an excellent opportunity to study the orange industry. We took up growth and cost of the fruit and its benefits to mankind. When the pier cabinet was finished, one of the boys made a small corner cupboard for the opposite corner. It is painted orange and displays two fine clay pieces made by the children.

DECORATING THE WALLS

Some one soon suggested that the walls and bulletin board needed decorating. We planned to use the bulletin board for colored pictures whose scenes depicted certain months. For instance, during March, we used Dutch pictures. Each month the pictures are mounted alike on colored construction paper. Two children take charge of the bulletin board every month. In one corner of the board we keep a calender which is marked daily according to the weather. We also note birthdays on it. In manual training the boys cut pieces of basswood 8 inches long and 5 inches wide. These were painted black or brown. The girls then cut and pasted green grass and stems on the board. Colored surprise cuts made gay flowers for the stems. Leaves of green were added last. A coat of shellac kept the paper clean and made a lovely wall placque for some places between the windows.

FITTING UP A BEDROOM

The last project was a doll's bedroom made by the whole class at very little expense. This activity was very closely related to home life. A doll's high chair and a doll were donated by one of the children. Soon after that one of the boys said he could make a doll bed. We made a pattern from paper first, and then cut it from wood with a coping saw. A small doll's cradle was made from the wood left from the bed. The highchair, bed, and cradle were enameled white and decorated with colored flowers. We made a dressing table by nailing two chalk boxes together, side by side. A piece of flowered cloth was ruffled and tacked over the box. A bench, similarly covered, was made of the box covers. I bought a small mirror to hang over the dressing table. The girls had many lessons in sewing, making mattresses, pillows, cases, sheets, blankets, and spreads. The boys made yarn rugs from spool knitting and on tyndall looms. The girls enjoy putting the dolls to bed every afternoon and dressing them in the morning. Through this activity we also have training in laundering, cleanliness, and health.

RESULTS

The results of this work are very gratifying. When I call at the children's homes, they are proud to show the cupboards they have made, the jars decorated, and the pictures they have constructed. One girl, with the help of her parents, made a dressing table for her room. The children have taken gifts home at various times, which the parents seem proud to display. Among these gifts are flower-pot mats made from inner tubes, stuffed animals made also of inner tubes, pot holders, enameled jars, and boxes. Furthermore, I notice the child's great hesitancy when the rooms are disorderly and the family unkempt. They all make apologies as do some parents, when things are not clean and neat.

VIII. TOY TELEPHONES

By Annie Dolman Inskeep, *Berkeley, Calif.*

[Note —"What's the use of learning the alphabet?" is a query that every teacher needs to answer for herself and for her children. To the mentally retarded child the use of rote memory is of greater importance than to children of normal reasoning ability. But to none of them does the alphabet stand for anything except as it is used in practical everyday situations. In the activity here described the telephone is introduced as a means of lending interest to the tasks that confront the child in these daily problems.]

"What's the use of learning the alphabet?" droned John.

"It's too hard anyway", piped up Mary.

The hand-waver in the backseat declared he could say his letters in 1 minute and confided to the room that Granddad had licked him every day until he could.

So it is in many a special class when the teacher attempts to enlarge and make more accurate language concepts by having a word looked up in the dictionary. This one, by courtesy called an adjustment class, consisted of 18 boys and girls whose I.Q.'s ranged from 61 to 105. (This last one was there temporarily because he had an almost complete reading disability.) The majority tested between 65 and 75 and their chronological ages ranged from 11 to 13 years. It was the senior class of its type in an elementary school of some 600 pupils and attempted to cover the minimum essentials of the fourth, fifth, and sixth grades. Often, though, it seemed as if the emphasis turned out to be on the minimum rather than on the essentials.

The day on which the alphabet fell by the wayside the teacher went home and carefully thought over the values arising out of knowing the alphabet. Then suddenly the activity that would not only fix the alphabet but would also help the children to learn to spell, to copy accurately, and would give them almost unlimited oral language work in socialized situations sprang forth full grown like Athene from the brain of Zeus.

The children of this adjustment class, though some of them came from distant parts of the city, were practically

all from very modest homes or low-rent apartment houses. Their fathers, when employed, were carpenters, plasterers, truck drivers, small store clerks, etc. The mothers, when the families were not too large, often worked part of the day. In the majority of the homes there were telephones or use could be made of that of a neighbor. So why not have a telephone activity?

The next morning the teacher had a telephone directory and a copy of the simplified dictionary used in the fifth and sixth grades placed on the table devoted to "something new each day." Someone discovered that the names in the directory were in the same order as in the dictionary. Soon various children wanted to look up their own or a friend's name in the telephone book. It developed, as will often be found, that these children by themselves seldom if ever complete the whole process of telephoning. Perhaps they could not find the number. Often, if it were given to them, they were so inhibited by fears or complexes that they did not know how to address central, or what to say on getting the party called for.

Would they like to learn how to telephone? Much enthusiasm and the attitude that makes a real learning situation appeared on every side. Two things to start with were necessary: telephone directories and toy telephones. Children offered to get discarded books from home, to ask neighbors for them, and one boy, whose father worked for the telephone company, secured several.

About 12 of the 18 children in the group participated in securing enough telephone directories so that each child had one. The whole group took part in discussions about why new telephone directories were issued, what became of old ones, the hygiene of clean books, etc. These questions arose for the most part in the weekly "free question period." The teacher and the children together read the "General Information for the Guidance of Telephone Users."

Toy telephones were made by the boys of the class during their shop-work periods. A wooden wheel of about 4 inches in diameter, such as was supplied for little wagons, formed the base of the stand telephone.[1] A 10-inch piece of three quarter-inch dowel was fastened to the center of the wheel.

[1] Where the dial system is used the dialing numbers can be pasted on the wheel.

A 2-inch piece of the same kind of dowel was fastened at the top of the first piece so as to form a right angle. On this was placed as a mouthpiece a wooden core such as comes in large rolls of wrapping paper. Another core, as a receiver, was hung by a cord and screw-eye to the side of the upright dowel.[2] The telephones were painted black When finished every child had his own (for sanitary reasons), and there was an extra one, with a paper cover over the mouthpiece, for "central."

While the telephones were being made, the class looked up in the telephone directories names of their own choosing and wrote the names, addresses, and telephone numbers in their language blank books. Sometimes at their own request this was done under time pressure. This work became an immediate incentive to know the alphabet in a more usable form; to know what letter came before or after a certain letter, how to judge about where to open the telephone directory or dictionary so as to be as near as possible to the letter wanted and not waste time in fumbling. The children were led to consider why certain names in the directory and certain words in the dictionary were at the top of each page. A game was made of finding out who could open either the telephone book or the dictionary nearest to, for example, the t's. Their efforts in looking up some well-known store or other agency were timed by a stop watch and the results noted on their graph cards. Each one was encouraged to improve his own record.

Then arose some wonderfully fine motivated situations. One child would act as "central", someone else would be the telephone girl in the health center. Other children in the class would telephone for information concerning such appointments as they frequently really had with the dentist or nurse at the center. Sometimes the lesson setting took the form of a large department store, children acting as "central", the store exchange operator, and the special department clerk. The members of the class began voluntarily to study prices in window displays, to ask at home about the cost of food so as to be able to order the correct

[2] Each child in the class had written a letter to a large neighborhood laundry asking for the wooden cores. The children asked if they might choose the best letter by secret ballot. They also chose a boy who knew one of the employees of the laundry to deliver the letter which received the most votes.

amount of what the family really used. As Christmas approached it was surprising how much knowledge these children displayed of current prices when inquiring about or ordering holiday goods over their toy telephones.

At other times some child called up each member of the class inviting the playmate to a party he was going to give. Again the local movie was called up to find out what show was on. The railroad depot was asked when a certain train bearing friends was expected in. Police were called, fire alarms were sent in correctly via toyland phones. Telegrams were sent by telephone. The children enjoyed making 10 spaces on paper and writing in 10 or fewer words a situation they imagined which made it necessary to send a telegram. Long-distance conversations were carried on. These were carefully timed and the cost computed.

Throughout these and other socialized situations correct telephone procedures were always insisted upon by the children themselves. Central said "Number, please", the child telephoning talked distinctly, repeated without show of feeling when requested to or when a wrong number was obtained. In ordering from a store the child learned not to say first thing, "I want", but "this is Mrs. - - , - - Street" (his mother's name and address), and then to give his order. Children who were at first afraid to talk into a telephone became oriented to terse, polite, accurate telephone procedures. Of course looking up words in the dictionary or topics in the children's encyclopedias became a fascinating game rather than haphazard drudgery.

Probably all teachers of special classes will agree that oral language is of paramount importance to special-class children. If they can explain their needs, ask for their wants, express themselves concisely and accurately, they are traveling one of the roads to economic success.

This activity utilizes situations that will arise in the lives of most children and includes among its probable outcomes: Adjustment to social and business situations, some oral and written language facility; accurate copying of names, number, and other material; some interest in prices of common commodities; and such valuable attitudes as attention, patience, and poise.





IX. HOW WE SEND AND RECEIVE MESSAGES

By Gladys Norziger Fager, *Pasadena, Calif.*

[Note.—A study of communication is exceedingly rich in possibilities for developing social concepts. Mentally retarded children need every possible experience which will help to put them in touch with the lives of other people. The account here given tells how this was done in one particular situation.]

The study on communication was chosen by a special study group in a Pasadena elementary school. There were 15 boys and 3 girls in the class, ranging in ages from 10 to 15 with I.Q's between 65 and 80. The school had an enrollment of approximately 800 and included all grades from kindergarten through the sixth. There were 2 special study rooms—a primary class for children below 10 years of age and an elementary group for the older children.

The community is composed of homes of the lower middle class. The pupils in this special group were generally from poor homes. In most cases the father and mother were both employed and there was little time to visit school, but they had a friendly, cooperative attitude toward the work.

With the support of the principal, the special-class supervisor, and the teachers in the building, no discrimination was made between the children of the special class and others enrolled in the school. They took part in the school activities—athletics, dramatics, and student government. They visited other special classes in the city where experimental work was being done with normal and with gifted children and they felt as though they were a part of an interesting experiment.

An activity period in this classroom was a busy scene with children moving about freely, each intent on his task. The following episodes are typical:

John stood perched on a box at a window where he had been inspecting a wire.

"Well, it's not the aerial!"

"I can't understand why we couldn't even get a squeal this morning. The radio had been working so much better since we lengthened the aerial."

The door to the outside corridor was flung open and Louis entered exclaiming, "I found it. Someone swiped our ground again but I attached a new wire to a faucet hidden by some shrubs. They won't find it now. Come on; let's try the radio."

In one corner of the room a colored boy and two white children were preparing a little play about Samuel Morse. A rather heated debate was ensuing.

"No; that's not right."

One boy produced a book. "See; the message he sent was, 'A patient waiter is no loser.'" The argument was settled and the youthful Samuel Morse was intently clicking the message on a telegraph set of his own making.

At a small sewing machine a girl sat repairing the strap to her work apron. Another girl was seeking help from the teacher on a puzzling arithmetic problem. Some of the children sat in groups at large tables while others preferred small individual tables. The room was informally furnished with movable tables, chairs, and work benches. Here teacher and pupils worked together as copartners.

We practically stumbled on the subject for study during the first morning of the new term. The children were gathered in a group recalling experiences of the year before in the study of transportation. They were discussing automobiles.

"Say, I saw a police car yesterday that had a radio in it and the policeman was listening to a message as he drove along."

"Why, just the other day there was a bank hold-up on Broad Street. They broadcast a description of the men and car to the police cars, and they caught the robbers before they had driven four blocks."

"The police cars in all the big cities are going to have radios now so that they can get messages from police headquarters quickly."

TEACHER.—"Would you like to find out about the different ways we have of sending messages?"

This met with an enthusiastic reception and such exclamations as these were heard:

"Then we'll learn about telegraphs!"

"I know a fellow who has a telegraph set at home."

"My father works for the telephone company. We could go there and see lots of things."

THE OUTLINE OF WORK

The following is a brief outline of the subject matter as it developed during the year's work:

PART I.—How do we send and receive messages today?

1. Four systems using electricity:
   - (*a*) Telegraph.
   - (*b*) Submarine cable.
   - (*c*) Telephone.
   - (*d*) Radio (wireless).
2. The postal system—sending mail by train, boat, and airplane.
3. Signals:
   - (*a*) Semaphore system.
   - (*b*) Code flags.
   - (*c*) Wigwagging.
   - (*d*) Heliographs.
   - (*e*) Submarine signals.
   - (*f*) Bells and whistles.

PART II.—How were messages sent and received in the past?

1. Beacon lights and signal fires.
2. The runner.
3. African drum.
4. Homing pigeon
5. Stage coach.
6. Pony express.
7. Famous rides.

Throughout the study the teacher kept the following objectives in mind:

1. HEALTH:
   - (*a*) Physical and mental freedom promoted by informal work and room arrangement and by a friendly spirit as teacher and pupil worked together.
   - (*b*) Good mental health encouraged by setting noncompetitive individual standards.
   - (*c*) Better muscular coordination developed through manual activities.
   - (*d*) Opportunity for complete relaxation given in a daily rest period.

2. Character Building or Training for Citizenship:
   (*a*) Responsibility, dependability, and initiative stimulated by greater mental and physical freedom.
   (*b*) Personal satisfaction attained in accomplishing tasks which met individual interests and abilities.
   (*c*) Perseverance inspired by reading of the struggles and discouragements of successful inventors.
   (*d*) Increased interest aroused in other nations and peoples.
   (*e*) Right attitudes toward public services formed by building up a social consciousness.
3. Knowledge and Appreciation of Subject Matter:
   (*a*) Importance of inventions in modern life.
   (*b*) Realization of the smallness of the world as a result of modern methods of communication.
   (*c*) Pleasure derived from the stories of the romance of communication.
   (*d*) Improvement in tool subjects—mechanics of reading, English, spelling, arithmetic, and writing.

ELECTRICITY AND MAGNETS

Each morning the class met in a group to discuss problems, to outline plans of work, and to give reports on research work (elementary, of course). They decided in one of their discussion groups that they would first take up the study of messages sent by electricity. The teacher wrote on the blackboard some experiments dealing with electricity. The children eagerly tried these and added others.

Someone said, "Why, electricity works like a magnet, doesn't it?"

"I can bring a magnet from home."

For the next few days excitement was keen as they worked simple experiments with magnets and electricity.

They kept written accounts of their experiments and research work in individual record books. Later they compiled a class yearbook from these articles.

A 10-year-old, I.Q. 69, wrote:

"We tried to see if the magnet would pick up nails. It worked O.K. We tried to pick up other things. We weighed the things. They weighed a half pound. We like to play with magnets."

Edward, 11 years old with an I.Q. of 74, wrote on How to Make an Electromagnet, as follows:

"We got a spike and wrapped the wire around the spike. We attached one end of the wire to the center terminal of

the battery and the other end to the outside terminal. The spike picked up a big pile of nails. We took the wire off of the battery and all the nails dropped. The spike was a magnet when it was attached to the battery."

TELEGRAPHS AND CABLES

The children constructed simple telegraph sets. Wires were stretched in all directions connecting sending and receiving instruments. Efforts were made to send the Morse code, and some in the group worked out simple codes of their own. When sets became quite numerous, it was decided that a committee should regulate communication and determine the best hours for sending messages, so that lines should be closed part of the time.

Billy writes about an important event, "A Real Telegram":

"We received a telegram. It was from Miss Brown. We were going out for physical education and a messenger boy was coming up the stairs. When we came in the room we found we had a telegram. It was the first one we had ever received. We knew it had come through the new kind of a telegraph machine because the message was pasted on."

Louis visited the telegraph office and brought back a sectional model of a submarine cable. Questions like the following were raised:

What are the materials used in the cable?
From where do they come?
What is the purpose of each layer of material?
Where are cables laid?
How are cables laid and repaired?

The class wrote a play about the laying of the Atlantic cable. This included many details about the struggles and ultimate success of Cyrus Field. A large picture map was made showing the sections of the cable, materials used, countries and people involved. There was much letter-writing to secure the information.

THE TELEPHONE

One day one of the boys announced that his father would make arrangements for the class to visit the branch telephone office if they wanted to go. The class came back from the trip eager to talk about what they had seen.

"I liked to watch the operators at the long-distance switchboard. I saw little green lights. Someone was making a telephone call. When the lights went on, the operator pushed a little plug into the switchboard to connect the person calling with the one he wanted to speak to."

"Can an operator listen to your conversation?"

"They should not. There is a fine for doing it."

"It isn't right for us to listen in when another person is on our line."

"No; and people shouldn't talk so long over the telephone when it isn't necessary. Some one might need the line badly."

The class thought it desirable to know the telephone number of the police and fire departments. Several days later one of the boys had a chance to make his knowledge practical. He reported: "Last night I was making a kite. A large fire was in back of my house. I ran to the telephone and called the fire department. They came and put out the fire."

"Why can't we make a still film about the telephone like the one we made last year on transportation?"

The children had been saving from the newspapers colored historical pictures about the telephone. Some insisted that the colored pictures could be transferred to the roll of paper for the film. They brought wax and for several days tried to transfer them by rubbing wax on the reverse side. The children were not satisfied with the results and finally one of the girls said, "Let's draw our own pictures." When the film was finished on architect's vellum, the children never tired of seeing it projected.

A moving-picture film on Communication loaned by the General Electric Co. was greatly enjoyed, although parts of the film were too technical for the group.

THE RADIO

John, our radio fan, entered the room one morning carrying a "C" battery and several "B" batteries. "These are for our radio", he announced. The next day a loud speaker was brought by another member. Parts of an old set were donated by the teacher. Several children brought tubes to try out. One boy brought a very good crystal detector. The boys admired it but explained that crystals were not used in sets of this kind. They decided then that they would make a crystal set later.

Imagine the joy when the radio first operated!

"May we ask Miss Martin's room in to hear it?"

"I'm going to ask Mr. Smith to come in for the Standard Symphony Hour."

"Let's write to Miss Brown and tell her about it. Maybe she would like to hear it."

"I've brought the radio news. We can look it over so we don't miss anything that's good."

The radio was one of the most interesting activities of the year. After a visit to the local broadcasting station, one corner of the classroom was transformed into a studio with an imitation microphone. Groups of the children broadcast weekly programs which took the nature of a review of the subject matter they had covered during the week.

THE POSTAL SYSTEM

Many activities grew out of the study of the postal system, some of which were:

1. Visiting the post office, where the postmaster showed how the letters were sorted into pigeonholes.
2. Collecting stamps.
3. Writing and addressing letters correctly.
4. Sending money orders.
5. Shop work—making models of airplanes, trains, and boats.
6. Mapping air-mail routes.
7. Weighing and figuring costs in sending packages to different places.
8. Comparing length of time required in using different methods of sending mail.

When the Western Air Express opened its first transcontinental air-mail route one of the boys remarked, "I wish I could have one of the stamps from this trip for my collection."

"Let's send a letter to ourselves and see what happens."

The letter was sent and later the class received an envelope addressed in a familiar handwriting. They were jubilant when they saw the large seal the letter bore. It was treasured and safely preserved in one of the stamp collections.

SOME COMPOSITIONS

Several articles written for the class yearbook are given below to show how this unit brought out an appreciation of the usefulness of the inventions in ordinary life.

HOW AN OCEAN CABLE IS IMPORTANT

"If you never send a message or receive one, they are still important because you get all the news. An ocean cable is important. If you were to get the news by boat it would be over a week old, and the news would not be any good. So you see it would be hard to get along without a cable."—Written by J. B.; C.A. 15; I.Q. 70.

THE TELEPHONE IS OUR BEST SERVANT

"The telephone can be used in case of fire. If you do not know the number of the Fire Department call an operator and say 'Fire Department, please.' If there is someone hurt in an automobile accident, you can call operator and say 'Emergency' and the ambulance will be there in a minute."—Written by J. L.; C.A. 12; I.Q. 80.

WHY WIRELESS IS SO IMPORTANT

"A long time ago during the World War, the enemy destroyed the cables used in sending messages. Marconi had invented the wireless and since the enemy could not destroy it, the wireless came into use more than ever."—Written by L. C.; C.A. 13; I.Q. 75.

INDIVIDUAL PROGRESS

Some significant values of this unit may be indicated through the progress made by the different individuals.

L. C. was a poor reader, yet because of his interest in the subject matter involved in this study he would work untiringly to prepare reports for the class. Whereas previously he had been lacking in dependability, this became one of his stronger traits as he realized the group was depending on him when he volunteered to work on a subject.

J. B. found spelling very difficult; consequently he seldom expressed himself in writing. It was a task to write even a few lines. By the end of the term he was writing letters for information and answering advertisements not only for the benefit of the class study but on other subjects which he found of interest. He was intensely interested in radio, telegraphy, experiments with electricity, and woodwork. He had some special ability along these lines and his initiative

was developed as he took the lead in gathering information from outside sources. His knowledge of arithmetic was scant, he could not retain the multiplication tables, yet he learned to use them. He made drawings to scale and was very accurate and precise in his woodwork.

When G. S. entered the room from another school, he was so self-conscious that he never ventured to express himself before a group. Due to the informality of the room and the freedom allowed in pursuing work, he gradually overcame much of this. He learned to enjoy a group discussion. He surprised the class one morning by jumping up as the group was disbanding and saying, "Wait a minute. I haven't had my turn." A feeling of confidence in himself grew, and he was able to accept responsibility for tasks that were increasingly difficult.

D. K. had never liked school. When the children found that she could print unusually well and could easily manipulate the hand-powered sewing machine, she was constantly in demand for certain tasks. Her entire attitude toward school changed.

The twins, A. W. and L. W., had been described by their previous teacher in a regular class as "silent partners." She had never heard their voices, and neither she nor the other children knew them apart. After entering the special class, they were asked to dress differently, a plan which they readily agreed to. They soon had their mother interested and helping out. Their lost identity was regained. When they were allowed to pursue work in which they were interested, they chose very different activities and were both very talkative about the things they were doing. They had been afraid of competition, and when this strain was relieved they began to function normally.

J. L.'s writing was an index to his personality. It was a nervous, jiggly, cramped scrawl. He was so slow that he never got anything written. He responded, though rather slowly, to the informality of the room. With a feeling of ease and relaxation came an ease in writing. His handwriting became large and free. Both his written and oral accounts of activities and experiments became unusually clear and interesting. They were given in great detail.

SOCIAL EXPRESSION

The class was entertained by an experimental group (normal children) in another school. They, in turn, had this experimental group as their guests for one morning. They worked their experiments for the visitors and showed the things they were making. The preparation for this event afforded an opportunity carefully to summarize and evaluate their work. A short play period with organized games followed this program. These experiences helped greatly to strengthen their self-confidence and to eradicate any stigma which is so easily attached to such a class.

The class also demonstrated their work to a group of special class teachers from the city. Other smaller groups were similarly entertained during the term.

When the work of the year was finished, the query "What shall we study about next year?" was frequently heard, an indication that the satisfaction created by this activity was a vital force which would carry forward and mold the attitudes of the children toward the work of the coming year.

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X. UNITED STATES MONEY

By Curriculum Committee of the Auxiliary Department,
Kalamazoo, Mich.

[Note.—The knowledge of the value and the use of money constitutes a very practical necessity in the life of every child, be he normal or retarded in his mentality. There is no better way to secure his interest in the subject than through a class activity that will give him the opportunity actually to handle money himself as well as to hear and read about its place in the life of the people.]

The study of United States money is one of particular value to the retarded child, as he gets from it a knowledge which he is not in a position to get incidentally and which functions in life situations. The unit is strong in language and in arithmetic.

Objective.—To learn the value of the various kinds of United States money and the methods used in making it.

Type of group.—This activity was worked out with 18 mentally retarded children ranging in chronological age from 9 to 16, and in I.Q. from 50 to 70. They were divided into three groups as follows:

5 in the upper group (D).
8 in the intermediate group (B-C).
5 in the lower group (A).

Time devoted to the activity.—Three weeks.

Procedure.—Several days had passed since the pupils had completed a unit. There had been several suggestions for new ones, but none which the entire class was willing to accept. We were about to put the matter to a vote when one of the pupils in a group who were reading "The Story of Wampum" said "Why don't we study about money? There's some sense in that." This idea met with the approval of all and was acted upon at once.

Outline.—The following topics were considered:

I. Early mediums of exchange:
   A. Wampum.
   B. Skins.
   C. Birds' scalps.
   D. Fishhooks.
   E. Cattle.
   F. Grains.

II. Metal coins:
   A. Government assay offices.
   B. Government mints.

III. Other currency:
   A. Checks: Personal checks and bank checks.
   B. Drafts.

IV. Sending money by telegram or cable.

Materials used.—The first thing we discovered in this activity was the scarcity of pictures to illustrate our subject. We wrote to the Department of the Treasury at Washington and found that it is no longer permissible to take pictures illustrating the processes by which United States money is made. However, some interesting and helpful publications were sent us from this source and are listed in the bibliography. Other materials collected included coins of the United States and of other countries; paper money of the United States and of other countries; shells used for wampum; small loom for weaving wampum belts. All materials were placed on a table for display. The coins and paper money were arranged in frames under glass and were locked up each night. The coins were also used in games designed to develop sense training.

SUBJECT ACTIVITIES

1. *Spelling.*—From the outset words entirely new to the pupils were introduced. Since they wished to understand them, we started a vocabulary list, to which words were added from time to time. These, together with words frequently misspelled and those with which help was requested, made the basis of our dictation lessons. The following lists show the words used with each group of children, together with the Thorndike frequency index (F.I.) for each word:[1]

[1] According to the frequency ratings given by Thorndike in his "Teacher's Word Book", the figure 1 appearing after a word indicates that with reference to frequency it is included among the *first* thousand words used in life; the figure 2 indicates that the word is included in the *second* thousand words; etc.

Group D

	F.I.		F.I.
Shilling	7	Readily	4
Fortune	2	Difficult	3
Fifty	--	Common	1
Hundred	1	Office	1
Thousand	1	Officer	1
Million	2	Permit	2
Govern	3	Business	1
Government	1	Determine	2
Examine	2	Resolve	3
Tobacco	3	Factories	3
Wampum	7	Expensive	4
Beaver	6	Currency	
Reign	2	Wood pulp	1, 7
Younger	1	Linen	2
Quietly	1	Instead	1
Overalls	7	Private	2
Question	1	Secret	2
Color	1	Ridge	3
Permanent	4	United States	1
Durable	7	Melting	2
Valuable	2	Acid	6
Massive	8	Worn	2

Group B-C

	F.I.		F.I.
Dollar	2	Copper	2
Cents	1	Mine	1
Sent	1	Banker	5
Sense	2	Fortune	2
Check	2	Water	1
Mint	6	Asked	1
Pure	1	Bread	1
Furnace	3	Stove	1
Metal	2	Grain	1
Quarter	1	Wheat	
Nickel	4	Basket	1
Crimson	4	Mountain	
Magic	3	Priest	
Money	1	Printing	1
Purse	2	Eagle	3
Pocketbook	10	Thought	1
Silver	1	Sorry	2
Obey	2	Made	1
Piece	1	Stopped	1
Gold	1		

Group A

	F.I.		F.I.
Bank	1	Good	1
Dime	4	Funny	3
Penny	2	Face	1
Quarter	1	Nose	1
Hand	1	Eyes	1
Land	1	Mouth	1
Jump	1	Have	1

2. *Reading.* While hunting for material pertinent to our subject, the children of group D found the story of "Jason and the Golden Fleece" and asked to study that. The remainder of their reading was taken from "Lessons in Community and National Life." "Uncle Sam's Secrets" was found to be so full of interesting and worthwhile information that those parts which deal particularly with the coinage of money were rewritten and given to groups D and B-C for informational reading. Group B-C also read the "Golden River." Group A used the Bolenius Primer which contained nearly enough material for the duration of the unit. Short stories composed by the children were placed on the board. This furnished language practice as well as reading. The following is an example of this work.

I made a bank.
Fred and Ruddy made a bank, too.
My bank has a head.
My bank has a nose.
My bank has two eyes.
My bank has a funny face.

3. *Language.*—The work in group D consisted of oral discussions and reproduction of "Uncle Sam's Secrets." Stories were written on the following subjects: "A Visit to a United States Mint"; "A Story of Ancient Times"; "Studying about Money"; and "Substitute for Money."

Group B-C wrote two stories, "The Life of a Penny" and "How I Made My Bank", both written in the first person. In addition to these they composed original rhymes. Each child wrote three or more. Examples are:

If you can tell the time,
I will give you a dime.

I asked my father for a dollar,
To buy myself a nice new collar.

Smokey is a very funny man,
He drives the fire truck with one hand.
He puts his money in the bank
And hears it go, "clink, clank, clank."

Group A made up oral stories which were written on the board and read. Later they were copied by the children.

4. *Arithmetic.*—There is such an abundance of material for this subject that little need be said about it. Since every business transaction involves currency, it only remains to fit the work to individual needs of the pupil. Group D, in addition to those problems in which cost and change were computed, learned to write receipts and checks and to endorse checks. They discussed the various ways by which money could be sent from place to place.

Group B-C received practice in fundamentals, using the dollar and cent signs in each. Group A learned to indicate cents, using the zero and decimal point, and they continued their work with the multiplication tables.

5. *Social science.*—The history of money and the necessity for constant improvement in the monetary systems of this and other countries furnished topics for interesting discussions. Maps were used to locate the assay offices, the mints, and the Bureau of Engraving and Printing. A map of mineral products was used to locate the gold and silver sections of the country. The routes from mines to assay offices and to mints were traced on the political map.

6. *Handwork.*—This unit furnishes little handwork. However, all the children made banks. They received their inspiration for these from the story which group A was reading in the Bolenius Primer, "Riddle, Riddle, Rantum." Powder boxes painted to represent a darky's head were mounted on wooden shoulders attached to a wooden base. A brightly colored shirt and tie added to the effect. A slit in the back completed the bank. Some of the children made dime savers from small boxes, and one boy made a bank in imitation of a grandfather's clock.

7. *Visual education.*—A political map and a relief map of the United States, accompanied by pictures, helped the children to visualize that part of the country in which mines are found and to see the advantage of placing the assay offices in existing locations.

A loom with a bit of wampum weaving set up in it, also some shells similar to those used by the Indians as wampum, were a source of interest and instruction.

Coins, paper money, blank checks, and drafts helped to maintain interest and acquaint the pupil with various forms of currency.

8. *Special activities.*—Coins of different countries were placed on a table and the pupils given ample opportunity to observe and feel them. One of their number was then blindfolded and a coin placed in his hand for identification.

Another sense-training game was played by placing the coins as before, giving the pupils a chance to observe them, then removing one or more of the coins. The child who could name the missing coin was allowed to arrange the coins the next time.

The unit closed with an assembly in the room. The children read aloud the stories and rhymes they had composed and played sense games with the coins.

ATTITUDES ACHIEVED

1. A renewed interest in thrift was shown by an increase in the number of children banking in the school bank.
2. Children made a greater effort to conserve school materials, such as paper toweling, crayons, etc.

TEST USED AT THE CONCLUSION OF THE ACTIVITY

1. Name three ways of mining gold ———, ———, ———.
2. When metal is taken from the mine it is called ———.
3. The place where coins are made is called a ———.
4. The Bureau of Printing and Engraving is a ———.
5. Give an example of bartering in modern times ———.
6. A Canadian dime is worth 10 cents in Michigan, Wisconsin, or Minnesota, but it passes for only 8 cents in St. Louis, Mo. Can you explain why? ———.
7. What coin is called an eagle? ———.
8. What is a half eagle? ———.
9. What is a double eagle? ———.
10. How many eagles in $100? ———.
11. Whose portrait is on our newest penny? ———.
12. Name six United States coins ———, ———, ———, ———, ———, ———.
13. A goldsmith is one who ———.

Fill in the blanks with the true words

1. When gold and silver are taken from the mine they are called ———.
2. The place where gold and silver are coined is a
3. The word that means to mix metals is
4. Gold was discovered in California in the year
5. Three fourths of a dollar are ——— .
6. A shilling is worth ———.
7. Pence means ———.
8. United States mints are located at ——— , —
9. Three ways of mining gold are ———, — —
10. The man who went after the golden fleece was
11. People prefer using paper money rather than gold because gold is ———.
12. Two ways of sending money to foreign countries are by ———.
13. A person who makes false money is a ———.
14. A penny is 95 percent copper. What percent is alloy?
15. United States assay offices are located at ———
16. A rim is stamped on a coin to ———.
17. To separate the ore into its parts and examine the parts is the business of the ———.
18. You may send money anywhere in the United States by ———.
19. When a coin is badly worn it is ———.
20. The first weights used in weighing small objects were ———.

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XI. A NATURAL HISTORY MUSEUM

By JULE B. DAVIS, *Battle Creek, Mich.*

[NOTE.—Nature is a living challenge to the interest of the retarded child if the introduction is made in the right way. Abstractions or generalizations from afar do not appeal, but close contact—seeing and handling the objects themselves—is a concrete means of approach that rarely fails to arouse interest in the life about him.]

My special room for mentally retarded children has an enrollment of 19, 7 of them Negroes. They range in chronological age from 6 to 11 years, and in mental age from serious defectives to those with intelligence quotients as high as 85. However, most of them have intelligence quotients between 60 and 70. There are 12 boys and only 7 girls.

The school as a whole consists of a kindergarten and grades 1 to 6, inclusive, with a total enrollment of 330. The teaching staff includes the principal and 11 teachers. The school system is very progressive and tolerant, giving each teacher enough latitude to solve her own problems. The location of the school is such that it draws children from the poorest homes in town, and my children come from the least desirable of these poor homes. Little, if any, attempt is made to teach them honesty, truthfulness, fair play, or cooperation. Of course, initiative in school is totally lacking, since in other rooms brighter children always took the lead. This lack of initiative, coupled with the fact that there was little or no reading ability apparent, necessitated a great deal of guidance and help.

In guiding the children toward a project one very significant fact influenced me. Before this year, this school had no special room for the lower grades, hence all of my children came to me from regular rooms, where they had either failed continually or had been promoted because of their age. The children having experienced nothing but failure, I felt that the most important point was to have an activity that would be familiar to the children, that would be easy for them to comprehend, and thus would lead to success. I hoped that success in one activity would breed a healthy attitude toward work, and that it would be a beginning in securing a better

attitude toward all desirable habits. I hoped also to stimulate an interest in the skills, especially in reading.

I tried through the usual methods to find out where the real interests of the children were centered, watching their reactions to pictures which I showed them, to stories which I told or read to them, and to various articles which I placed around the room, such as dolls, doll dishes, lumber, paint, etc. They were rather bored with these things, however. They had similar activities in other rooms; it all spelled inferiority and failure for them. Any trip out of their own immediate environment seemed to bewilder them with its complexity, making them want to come back to school.

The children themselves, as might be expected, solved the problem for me. They began bringing in fall leaves. I had been encouraging them to keep our room attractive. Then, sensing my interest in their contributions, they began bringing everything they could find. They brought things from the river and river banks, from woods, from vacant lots, from any place and every place. Finally, one boy brought a fossil of a bee-hive. The children seemed quite interested, so I explained in simple words and with the aid of pictures how fossils are made. Because this was close enough to their own daily life to be familiar and yet had a novel slant, the interest of the whole room was aroused. Here was my unit of work.

My first step was to pay a visit to our very excellent city museum, where I made notes on the things which were common enough to be fairly familiar to the children. Then, after gathering suitable pictures from every available source, I began to tell the children about the interesting things one could see in our museum, leading them very slowly from the known and extremely familiar items to the unknown and interestingly new things to be seen. All encouragement was given them to bring in any of the things we had talked about or, better still, articles that had not been mentioned or items of information.

Soon my work was rewarded by hearing one child express a desire to visit the museum, then by hearing all the other children expressing a like desire. Of course I lost no time in taking them on the trip, hoping they would find the museum interesting and provocative, but not so new as to bewilder them. Much to my delight, the children could

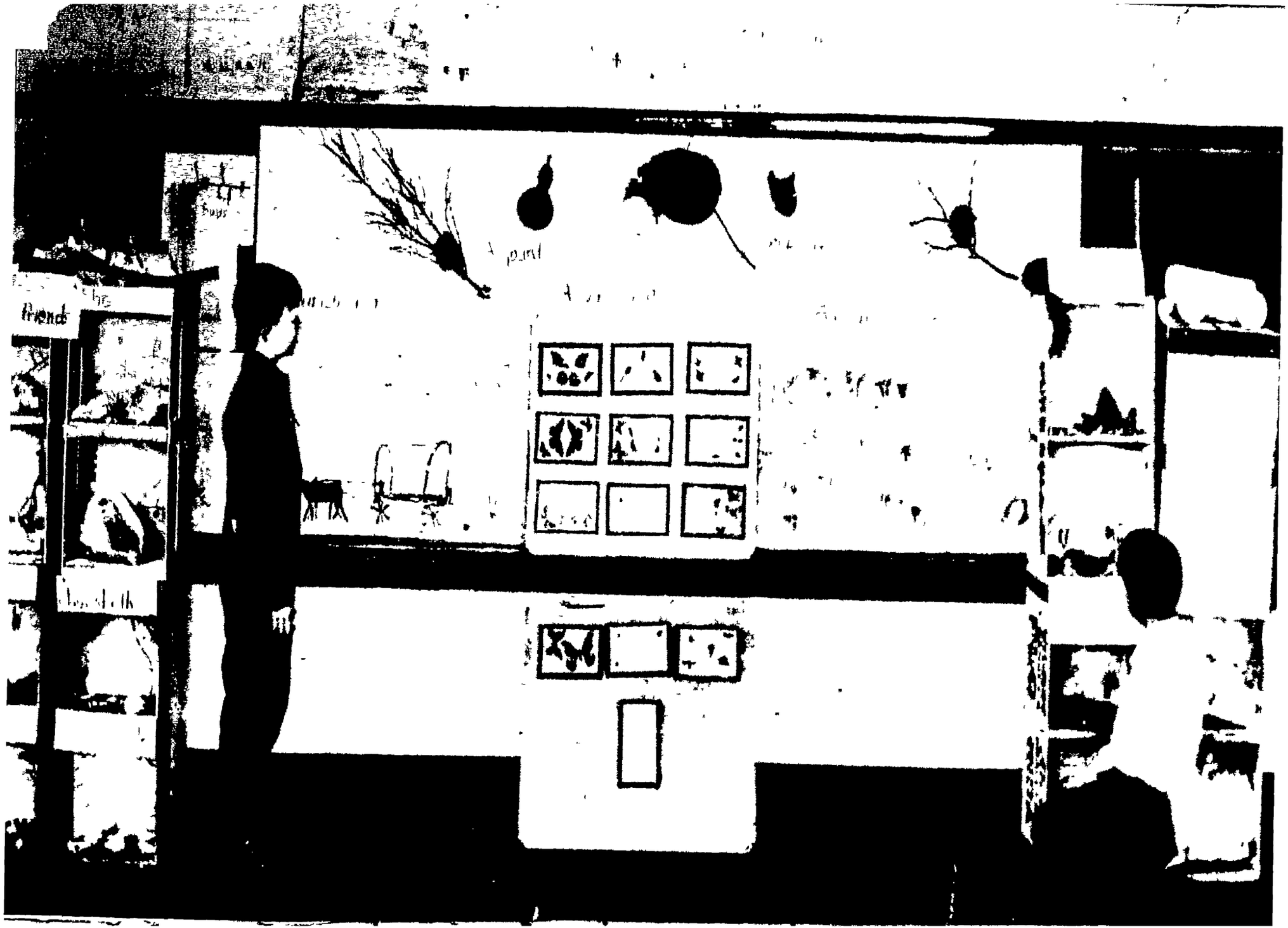
hardly be torn away from the place when our time was up. They were enraptured with everything they saw, from the cases of butterflies to the strange stuffed animals and various skeletons. The exhibition of eggs brought out many exclamations about the contrasting sizes—from eggs that were as small as a bean to the huge ostrich eggs interesting to them because they had the familiar bird and hen eggs to use as a yardstick. Even my little introverts were talking volubly, asking questions, and, most encouraging of all, volunteering a few bits of information.

On our return to school, I found the children overflowing not only with enthusiasm but with constructive suggestions. They wanted to have a museum of their own, so the project started immediately. We had quite a small collection already, but now they brought in new things with a keener and more discriminating taste. We had a varied collection: Birds' eggs and nests, living crayfish and skeleton crayfishes, caterpillars, cocoons, bee hives and the fossil bee hive, an interesting collection of stones, and many other articles. Soon I found the children making simple pictures of various things they had seen in the museum, and these pictures became as much a part of our museum as the real objects.

As the need arose, the children decided to erect a building in which to house our relics. Even though crudely planned and poorly executed, it was initiated and built by the children themselves. Always before they had been relegated to the background by brighter and more aggressive children and the act of really creating gave them infinite satisfaction.

Checking up on the activity, I felt the results had been very beneficial and far reaching. In the matter of skills, the activity brought a marked improvement. Because the children had an inner desire to work, they had exerted themselves to their utmost limit. Several little artists who were naturally clever with their hands were discovered and the constructive ability of all was increased. An interest in reading developed. The usual method of teaching children to read by presenting sentences, then phrases, and then words was utterly impossible for my children. However, single words with a real meaning were presented to them by labeling the different articles as they were brought in, together with the name of the donor. Since they were vitally


OUR MUSEUM


Friends

interested, the words made a lasting impression. Later on we were able to make up very simple stories about our museum. The activity was rich in language content, since the children had something to talk about that they were interested in and could talk about.

The activity opened up a field of associative learnings for future use. Nature study and animal study were, naturally, the foremost suggestions. An interest in other localities was created by telling the children of the museums I had seen in Washington, D.C., New York, Chicago, and St. Louis. Astronomy in a very simplified form, travel, and various other fields were opened for future exploration.

The children had started with a hopeless feeling that they were incapable of doing any constructive work. While this attitude could not be changed entirely in one activity or even in one year, still the change seemed almost miraculous. As one boy said, "Yes, I'm lazy. My daddy is lazy and I'm going to grow up just like him." But under the contagion of the group spirit, how could he be anything but busily helpful? Here was something familiar enough to insure success, yet new enough to be fascinating. The cooperative spirit improved, bickering lessened, and, most important as an opening wedge, school was not a place of dread, but a place of enjoyment.

The children who had formerly been dull and apathetic, not caring to try to do anything for fear of failure, were now sitting on the edge of their chairs, eyes bright and showing real enjoyment in their work. The next problem they attacked was solved much more readily through the judgment and initiative developed in this project. While their span of interest continued extremely short and variable, tempers hot and habits bad, and a very great deal still to be accomplished, my main purpose had been achieved. *My children were now willing to try!*

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XII. A STUDY OF COTTON

By ZENOBIA LYLES, ST. LOUIS, MO.

[NOTE.—Informational as well as practical this study of cotton proved to be. It provided the means for both appreciation and expression. Creative activities are quite as essential for the retarded child as for the normal or gifted.]

The activity here described was carried out with a mixed group of 15 mentally retarded colored children assigned to special schools for individual instruction. The children had intelligence quotients ranging from 41 to 67 and chronological ages ranging from 9 to 15 years.

Twelve of the children in the group came from the average homes to be found in the colored districts located in the industrial centers of the city. Three children were living in homes which were undesirable places for good living conditions.

THE PREVIEW OF THE ACTIVITY

In planning this activity for the group, I had in mind two important questions:

1. What are the opportunities which it offers for individual growth in social living, health, habits of work and play, ability to use the tool subjects, ability to acquire resourcefulness, appreciation of the work of others, and efficiency in the use of leisure time?
2. What helps does my teaching environment offer?

(*a*) Public-school museum.
  (1) A complete cotton exhibit.
  (2) A film on the growing of cotton.
(*b*) Public library.
  (1) Books on cotton.
  (2) Pictures for room use.
(*c*) Art museum.
  (1) Woven textiles.
  (2) Looms
(*d*) Dress and shirt factories, making garments on a large scale.
(*e*) Laundries, washing and ironing clothes on a large scale.
(*f*) Experiences of parents who have moved from the States where much cotton is grown.

HOW THE ACTIVITY WAS STARTED

The girls in the class wanted to make wash dresses. When two of the girls decided to make ensembles, a younger girl not knowing the meaning of the expression wanted to know what they called an "ensemble dress." The reply which was given in answering her question was not adequate, and she asked to be shown a picture of one. A real interest in the collection of a few magazines with the pictures of dresses was aroused. The girls cut out pictures of the dresses which they liked best, collected samples of wash materials, and placed them on a large table for inspection.

The actual experience of collecting samples, selecting patterns and materials, finding out the amount of cloth needed, looking for sale prices, cutting and making the dresses, called forth a real desire on the part of the girls to know more about their clothes.

When studying and judging the desirability of each girl's choice, a number of questions came up for discussion. They were listed on the board. The following questions which are stated in the exact words of a boy in the class aroused the interest of the boys as well as that of the girls:

"Why does the storekeeper down our way charge 98 cents for a cotton dress and want you to pay $9.98 for a woolen dress? Why is cotton material cheaper than woolen material?" The answering of this question was a direct lead to the study of the production of cotton from which was developed our unit of work.

THE DEVELOPMENT OF THE ACTIVITY

Two of the boys in the class had some interesting and realistic experiences in the cotton fields of their former homes in the Southern States. They were in a simple and understanding way able to give considerable information concerning the production of cotton. Many were interested in collecting pictures of cotton fields and placing them in a large record book in which all information concerning the study of cotton was kept. The best readers cut a few articles from the newspapers and magazines. The group composed a letter to a farmer in McKenzie, Tenn., and asked him to bring some cotton bolls when he made his visit to the city. The cotton

was sent by mail, and a card arrived a few days after ___ bolls. The children sent a simple letter of appreciation to the man Many new words were called for before the letter met the approval of all in the class.

A sand-table representation of plantation life was carried out by the children having very low mental ages, while the older boys made a simple map study of the cotton-growing States. Drawings showing city life and plantation life were made and a short description was written under each picture.

After the cotton had been examined in the bolls, the group separated the cotton seeds from the fiber. A simple study of the cotton gin as a labor-saving device was brought in with the study of Eli Whitney's gin, invented in 1793. Two hand cards were borrowed for the carding of the cotton into "slivers."

Samples of all the available things made of cotton and its byproducts were collected. Each child with some guidance and help made a contribution to this exhibit of thread, garments, bandages, bedding, soap, and rubberized cotton fabrics. Discussing the use of each gave a chance for much free expression. Having this material on hand, the class decided to have a store. Shelves were made, prices printed, and all the materials properly labeled and arranged in the store.

After gaining an acquaintance with the source of cotton, the children wanted to know how the cotton was made into cloth. Simple hand spindles were made of rods of the size of a pencil and sharpened at both ends with a weight near the lower end. After the pupils had spun cotton threads, they became interested in pictures of old colonial spinning wheels, and made a careful inspection of one found in an old furniture dealer's store. Home weaving and factory weaving were compared in many ways. Looms of various types were made—frame looms for weaving rugs, cardboard looms for weaving hat bands and bags, and box looms for rugs and scarfs.

The children made notes on the use of cotton materials in their homes. The following "Notes on Cheesecloth" are typical:

Cheesecloth is a loosely woven cotton material. Because it was used for wrapping cheese, it received the name of cheesecloth.

Uses—We use gauze to make simple bandages.
We use cheesecloth for curtains.
We use it for pressing cloths.
We use it for dust cloths.

Similar notes were written under samples of muslin, gingham, and oilcloth.

Discussion of the parents' work in providing children with clothes led to talks on the care of clothes. The girls had actual experience in washing stockings, handkerchiefs, and towels. A few of the younger children cut out, mounted, and labeled the articles washed and the equipment used. The boys made wash benches and small ironing boards. Clothes bags were also made.

Simple textile tests were made in order that the pupils might be able to identify cotton fibers in materials. They found that cotton burns with a flash leaving no deposits, and that wool burns more slowly, forming beads at the end and giving off an odor like burning hair or feathers. These tests were made when a boy brought in an old sweater sleeve and asked if it were made of wool or cotton.

Cretonnes, chintzes, percales, and the very much in vogue printed ginghams came up for discussion when the group wanted to know if the designs were painted on the cloth. When learning about the dyeing of cloth the girls made stencils for curtains and painted oilcloth luncheon sets. The boys cut designs out of linoleum blocks and printed designs on their ties. Plain white handkerchiefs were tied and dyed.

A special study was made of Indian dyes, vegetable dyes, and commercial dyes. The dyeing experiences were organized by the children and placed on the bulletin board. A new reading vocabulary developed.

SUMMARY OF ACTIVITIES

1. Making dresses (seven girls made dresses).
2. Making cotton thread.
3. Seeding cotton.
4. Carding cotton.
5. Making a spindle.

6. Making looms.
7. Weaving rugs, bags, and bands.
8. Learning to do spool knitting.
9. Making a large cotton book.
10. Studying the designs on cotton materials.
11. Knowing cretonnes, percales, ginghams.
12. Making curtains.
13. Making charts.
14. Making tests for cotton.
15. Making dyes for cloth to be dyed.
16. Trying out vegetable and fruit dyes.
17. Making designs.
18. Studying the effect of cleaning on fabric.
19. Making stencils for scarfs.
20. Making oilcloth sets.
21. Cutting a block printer.
22. Tie-dyeing handkerchiefs.
23. Making a batik scarf.
24. Making stands and posters for the exhibit.

HOW THE ACTIVITY CLOSED

The children wanted to share their experiences with others and decided to ask their mothers to come out to see the things that were made in class. An older girl suggested that a program be given if the parents were to be invited.

It proved profitable to close the unit of work with an exhibit representing the complete unit. The children made plans for the exhibit. A program was arranged. Invitations were written and sent to the parents. When the children were arranging the different articles into groups to be placed in an assigned space or on a table, there was much evidence of worth-while living and planning together. They put up the exhibit and were able to explain it to the parents and visitors. The program included many features, such as the following:

The boys made up a drill called "Picking Cotton."

"Old Black Joe" was dramatized.

The girls exhibited the dresses which they had made.

One girl read a selection which told about the different ways to remove ink and paint stains.

Each group explained a part of the exhibit.

OUTCOMES OF THE ACTIVITY IN TERMS OF INDIVIDUAL AND GROUP GROWTH

1. *General habits and attitudes.*
   - Each child accomplished something that was considered worth while.
   - They were happy to know when they had made a worthwhile contribution, and had more confidence in their ability to carry out other activities.
   - Each child learned to share in group plans and responsibilities.
   - A desirable interest, that added to their appreciation of the work of others, was aroused.
   - The children set up standards of work.
   - Many were so busy with the carrying out of the plans that they got out of the habit of not cooperating.
2. *English.*
   - The unit of work presented many situations in which expression, oral and written, was necessary.
   - There was a very noticeable change in the ability of the group to give simple reports and information, to talk clearly and to the point, to read directions and follow directions, to read advertisements and descriptive materials.
   - The speaking vocabulary of each child was enlarged.
   - The poorer readers began to learn the meaning of symbols in concrete associations.
   - An interest in library books was developed.
   - Much of their leisure time was spent in reading.
3. *Social studies.*
   - All the children had some knowledge of the importance of the cotton industry to the comfort and well being of people.
   - They became interested in life in the South.
4. *Science.*
   - An idea of the nature of the cycle from seed to plant, of the different seasons and of the enemies of the cotton plant was gained.

5. *Arithmetic.*

The children gained some knowledge of the cost of materials.

There was much growth in the ability to work out practical problems concerning the buying, selling, and measuring of materials.

They began to read advertisements and to make a comparison of prices.

6. *Health.*

All the children became more interested in keeping their clothes clean and in wanting to be clean in the home as well as in public.

They were able to apply their knowledge of a few of the first-aid principles, and the use of cotton when necessary.

A real interest in personal appearance was evident.

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XIII. A STUDY OF TREES

By MYRTLE ARBUCKLE, *Kansas City, Mo.*

[NOTE —Here is another visit with nature—this time limited to the specialized realm of trees. We find that the study offers abundant material for tying together all subjects of the curriculum through a common center of interest and coordinated activities.]

The community in which this activity was carried on is a home-owning district, with parents willing to cooperate with the school in the making of good citizens. It is composed of a few professional people, several merchants, and many tradespeople and laborers. The community activities center about the school and about the three neighborhood churches. There is much open space, an interest in gardening, and a pride in the appearance of homes.

The activity was carried on with an ungraded class representing fifth- and sixth-grade levels. There were 30 children in the group with IQ's ranging from 70 to 80. Their ages range from 10 to 15 years.

THE SITUATION

The project was initiated by 3 boys who brought some acorns to school. They asked the teacher if all were acorns since they were unlike in appearance and taste. The teacher had them ask other children in the room. Only 3 boys knew that they came from oak trees. The boys said they would bring some leaves from the trees to school. From the study of those leaves the tree project started.

GENERAL OBJECTIVES

1. To learn the common trees of the vicinity and gain an appreciation of their values.
2. To realize the value and necessity of conserving the national forests.
3. To give pleasure to the individual pupils.
4. To give pupils a greater interest in geography.

SPECIFIC AIMS

1. To learn how to identify trees by their leaves,[1] bark, blossoms, fruit, and shape.
2. To learn to know the parts of a tree, such as roots, trunk, branches, leaves, flowers, and fruit.
3. To learn a few of the common tree families, such as the maple, oak, rose, willow, etc.
4. To learn something about the way trees breathe in carbon dioxide and give out oxygen.
5. To learn some facts about how forests enrich and retain soil.
6. To learn some uses of trees, such as building houses, bridges, furniture, etc.
7. To learn how trees produce rosin, maple sugar, and foods of various kinds.
8. To learn how our forests are preserved for economic and aesthetic needs by forest service work and national reserves.

PROCEDURE

A. Activities Carried on

1. Leaf collections were made by the class.
2. Field trips were taken to Swope Park and woods.
3. Booklets on trees were made.
4 Magazine clippings and pictures were collected.
5 Samples of wood from lumber yards were collected.
6 Seeds and fruits were collected.
7. Original poems were written.
8. Booklets and pamphlets from lumber manufacturing companies were collected.
9. Lantern slides and motion-picture films were used (from Visual Education Department).
10. A kraft paper reel showing trees and information about them was made for the Little Theater.
11. A lumber mill and forest were designed in the sand table.

B. Methods of Work

1. Each child selected one tree seen on a field trip and drew tree and leaf.
2. Each child found material giving all the uses of trees.
3. The class located the forests in each group of States in the United States.
4. Pupils gave reports to the class on various phases of the life and use of trees.
5. Each child brought a leaf which he inked with green ink, and pressed with a blotter on drawing paper to make the outline. He then filled in the outline with a brush. These sheets made the class booklet.

[1] Identification by leaves was the easiest method and was used almost entirely

6. Each child drew a tree for the Little Theater reel. The best were selected. Every tree in the reel was made by a different child.
7. Several children were appointed to give special attention to printing on the reel.
8 The pupils who were not so skillful in drawing produced a lumber scene in the sand table.
9. Pupils gave reports to the class relative to marks of similarity of trees in the same family; compared early waste of trees with the practice of conservation.
10. The tree study was correlated with reading, geography, arithmetic, English, and art.
11. Drills and checks were used when needed.

CORRELATED SUBJECT MATTER

1. Geography:
   (*a*) Each group of States in the United States was studied to find what trees grow there and why.
   (*b*) National-forest reservations were located.
   (*c*) It was determined what group of States produce lumber, naval stores, maple sugar, etc.
   (*d*) The countries producing rubber and dyes were located.
2. Reading:
   (*a*) Extensive reading for facts and general information about trees.
   (*b*) Intensive reading to secure facts for oral reports.
3. Arithmetic (original problems were made about the following subjects):
   (*a*) Number of men employed in lumbering and in the manufacturing of products from trees.
   (*b*) Comparison of areas now covered with forests with those of former days.
   (*c*) Values of lumbering industries.
4. English:
   (*a*) Oral and written reports on trees were given.
   (*b*) Original poems were written.
5. Spelling: Meaning and spelling of new words in the tree vocabulary were learned.
6. Art:
   (*a*) Posters were drawn.
   (*b*) Leaf books showing types of trees were made.
   (*c*) Reel for Little Theater was made.
   (*d*) Leaf for each tree seen on field trip was mounted.
7. Nature study:
   (*a*) Names of common trees and tree families were learned.
   (*b*) Parts of tree were learned.
   (*c*) Uses of trees were studied.
   (*d*) Means of nourishment and life for trees were studied.

8. Citizenship:
   (*a*) Spirit of cooperation was increased.
   (*b*) Satisfaction and pleasure in pleasant talk about trees were developed
   (*c*) An appreciation, a knowledge, and a love of trees were developed.

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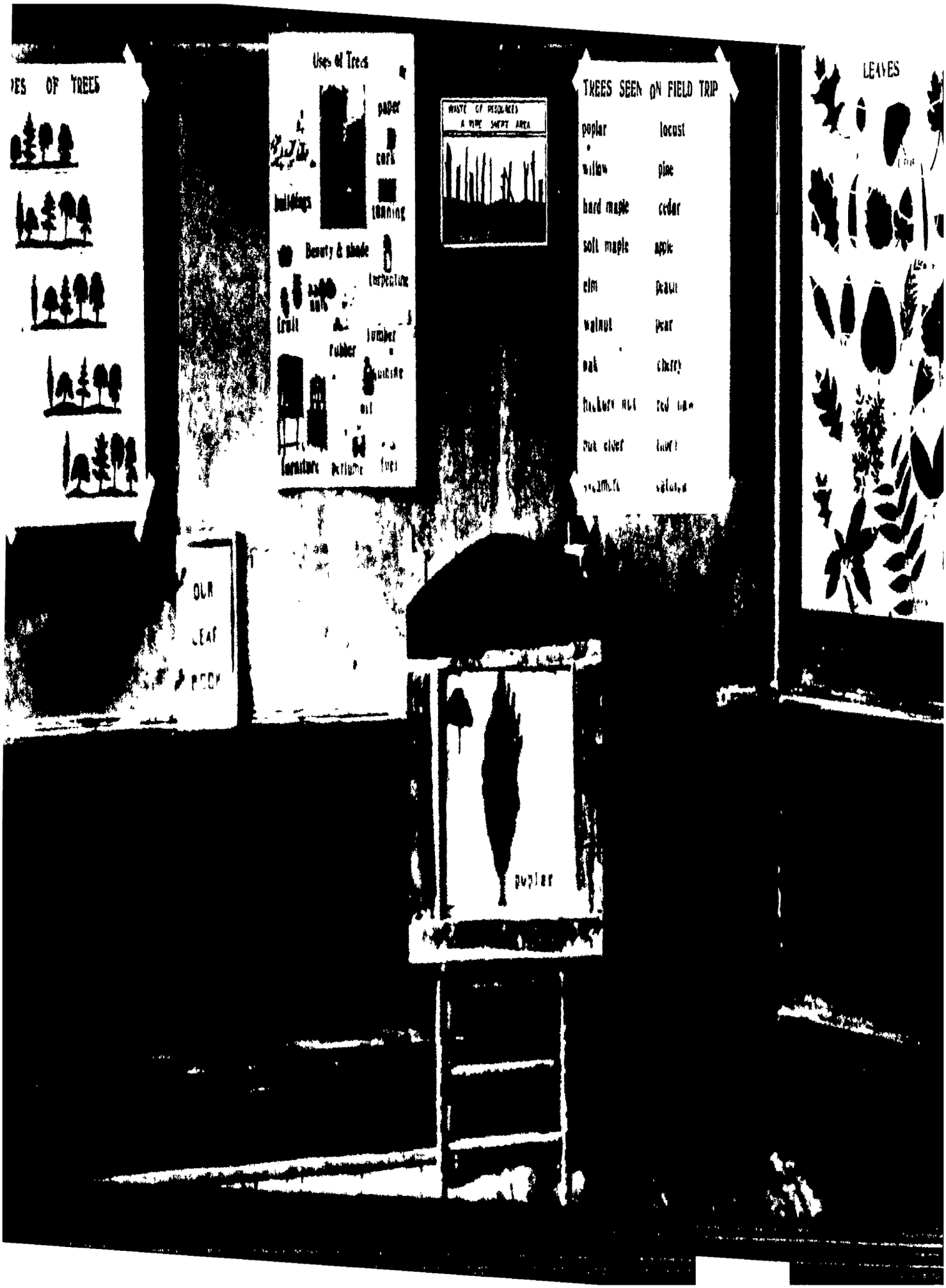
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ES OF TREES
Uses of Trees
paper
cork
turning
Beauty & shade
fruit
rubber
lumber
oil
furniture
fuel
WASTE OF RESOURCES
A FIRE SWEPT AREA
TREES SEEN ON FIELD TRIP
poplar
locust
willow
pine
hard maple
cedar
soft maple
apple
elm
beech
walnut
pear
oak
cherry
red oak
LEAVES
OUR
LEAF
poplar







XIV. THE TOY ORCHESTRA

By Georgia F. Isaac, *Los Angeles, Calif.*

[Note.—There is no field that gives greater opportunity for creative activity than music. This account shows how the pupils in one special class were led to an appreciation and expression of musical interests that brought delight not only to themselves but to others who listened to their performance.]

The activities included in this account are merely suggestive. No teacher will wish to follow them exactly. Since any one who is interested can find a wealth of material on toy orchestras from books suggested in the bibliography, I have omitted numerous details. For many helpful suggestions concerning the activity, grateful acknowledgment is due to Mrs. Nelle C. Taylor, principal of Echandia Street School.

THE SCHOOL

Echandia Street School is a development center, the enrollment consisting of 150 subnormal children divided into groups according to their chronological ages and ability to adjust socially. The school is located in a neighborhood that consists largely of Italians, Russians, and Mexicans. Nearly all of the pupils come from very poor Mexican homes where the parents cannot speak English. Besides the Mexican children there are several Russian, Armenian, and Jewish children in the school.

The chronological ages of the boys who took part in the activity ranged from 9 years 10 months to 11 years 5 months. Their I.Q.'s ranged from 44 to 78. The entire group of 28 intermediate boys took some part in the activity, although all of them did not have a permanent place in the orchestra.

OBJECTIVES

1. To endeavor, through actual happy experience, to bring the children to a better understanding of rhythm and melody.
2. To help to make the children better American citizens by giving them practice in cooperative teamwork and by

trying to develop within them the qualities of courtesy and helpfulness to one's fellow-workers in everyday living; to help the boys to adjust socially.

3. To endeavor to instill within them a permanent interest in and love for music.

ACTIVITIES

A. Making Toy Instruments:

I. Bass drum:

1. Materials used:

(a) Nail keg.
(b) End of wooden orange crate (for stand).
(c) Old leather pillow top.
(d) One half pint red paint.
(e) Sandpaper.
(f) Thumb tacks.
(g) Small amount of green, blue, and yellow calcimine.
(h) Paint brush
(i) Hammer, saw, scissors, pencil, wrapping paper, chalk.
(j) Piece of doweling and spool for drumstick.

2. Procedure:

(a) Make stand for drum to rest on out of two pieces of one-half inch wood.
(b) Nail keg to stand.
(c) Sandpaper keg.
(d) Paint keg and stand; allow to dry.
(e) Plan design for drum on wrapping paper.
(f) Draw design on drum with chalk. (Chalk marks are erased easily if mistakes are made.)
(g) Color design with calcimine, allow to dry and shellac.
(h) Put a keg on end over a piece of wrapping paper and trace around it. Cut two inches on the outside of the line to make pattern for the drumhead. Fit the pattern over the keg ends to make sure it is the right size.
(i) Cut two leather drumheads the size of the pattern.
(j) Soak the drumheads in water.
(k) Squeeze as dry as possible by hand.

MAKING TOY INSTRUMENTS—Continued.

I. Bass drum—Continued.

2. Procedure—Continued.

(*l*) Stretch firmly over the keg ends and tack in place. (Our boys turned in the edges of the leather to make a stronger finish.) As the leather dries it shrinks and gets tighter. It should be watched so that the tacks may be removed if the leather begins to tear.

(*m*) Smooth a whittled stick or piece of half inch doweling and fasten a spool to the end of it for a drumstick. Pad the spool with cloth or leather so that your drum will have a softer sound.

II. Horn:

1. Materials used:

(*a*) Kazoo.
(*b*) Funnel.
(*c*) Cardboard spool such as those on which string or jute is wound.
(*d*) Glue.
(*e*) Paint and paint brush.
(*f*) Gummed tape.
(*g*) Colored string, scissors.

2. Procedure:

(*a*) Wrap end of funnel with narrow strip of gummed tape.
(*b*) Glue funnel into one end of cardboard spool.
(*c*) Glue kazoo into other end of cardboard spool.
(*d*) Allow glue to dry thoroughly.
(*e*) Paint horn any color.
(*f*) Make a tassel of string to decorate it, if desired.

III. Clapper:

1. Materials used:

(*a*) Two tin bottle tops.
(*b*) Thin piece of wood.
(*c*) Sandpaper.
(*d*) Paint and paint brush.
(*e*) Saw, hammer, nails.
(*f*) Pencil, paper, scissors.
(*g*) A few small pebbles.

A. Making Toy Instruments—Continued.

III. Clapper—Continued.

2. Procedure:

(a) Fold paper and cut pattern for clapper.
(b) Trace pattern to wood.
(c) Saw out clapper.
(d) Sandpaper smooth.
(e) Put pebbles into bottle tops, fitting the insides of the tops carefully together.
(f) Nail securely to round part of wood.
(g) Paint any color.

IV. Lute:

1. Materials used:

(a) Cigar box.
(b) Long piece of wood for neck.
(c) Strings from guitar.
(d) Strip of wood for keys.
(e) Tools: Hammer, saw, auger, paint brush, knife.
(f) Paint.
(g) Glue.
(h) Sandpaper, nails.

2. Procedure:

(a) Saw triangular hole in top of box.
(b) Shape neck of lute and bore holes for tuning keys.
(c) Cut out tuning keys, sandpaper them and fit them into holes.
(d) Nail box shut.
(e) Slit small piece of wood to hold strings and nail it over end of box.
(f) Attach strings to lute.
(g) Tune to piano.

V. Tambourine:

1. Materials used:

(a) Two heavy paper plates.
(b) Red paint and paint brush.
(c) Pencil, ruler, and paper punch.
(d) Heavy red string.
(e) Small brass bells.

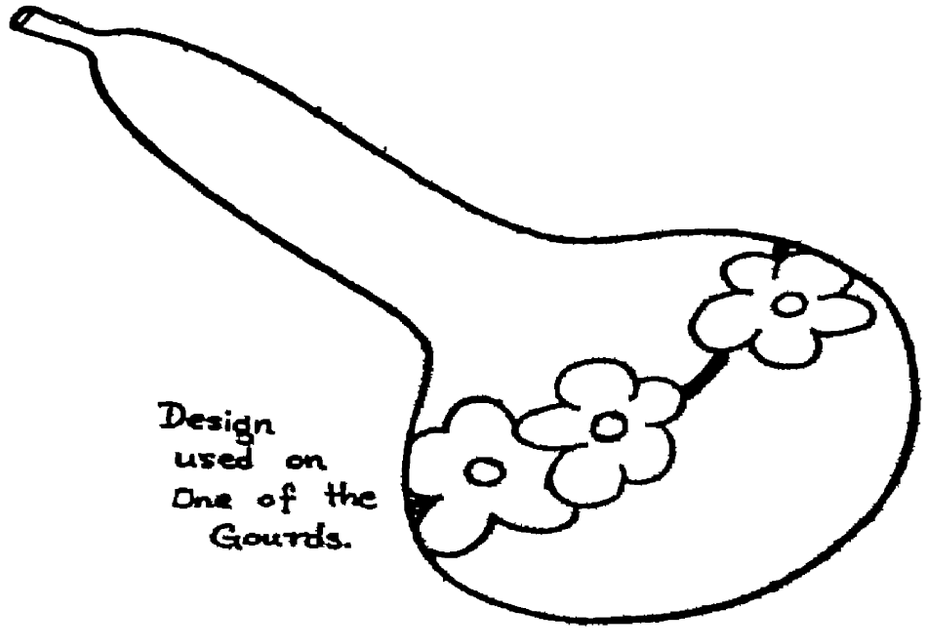
2. Procedure:

(a) Put pencil dots two inches apart and one-half inch from edge all around each plate.
(b) Punch holes on pencil marks.
(c) Paint border to represent rim of tambourine.
(d) Lace plates together, putting a bell at each hole.

A. Making Toy Instruments—Continued.

VI. Gourd:

1. Materials used:
   - (*a*) Gourd.
   - (*b*) Sandpaper.
   - (*c*) Chalk
   - (*d*) Calcimine.
   - (*e*) Paint brush.
   - (*f*) Shellac.
2. Procedure:
   - (*a*) Clean gourd thoroughly with sandpaper.
   - (*b*) Draw design on gourd with chalk. If the first attempt is not successful, it may be erased with a damp cloth.
   - (*c*) Paint design with calcimine.
   - (*d*) Give the gourd a thin coat of shellac to protect the design.



Design used on One of the Gourds.

VII. Pipes of Pan:

1. Materials used:
   - (*a*) Hollow reeds or small tubes.
   - (*b*) Stout string, thumb tacks, and strip of wood.
   - (*c*) Sand
2. Hints on making:
   - (*a*) Placing sand in the reed raises its tone.
   - (*b*) When shortening reed to raise the tone it is better to use sandpaper than a knife because less can be removed with sandpaper.
   -) Reeds may be fastened together with cord, wood, and thumb tacks.

A. Making Toy Instruments—Continued.

VIII. Can of shelled pop corn (decorated with paint). (Th makes a rather pleasant sound with which to bring : effects of rhythm)

IX. Castanets:

1. Materials used:
   (*a*) Tin lids from jars.
   (*b*) Strip of wood.
   (*c*) Tools (same as those used in making clapper).
2. Hints on making:
   The castanet is made in the same way as the clapper with the exception that the bottle lids are attached loosely so that they will clap together when played. The pebbles are omitted.

X. Painted small tin kettle lids for cymbals.

XI. Baton (made of dowel painted black).

XII. Rattler (made of oatmeal box with chips of wood inside).

XIII. Triangle (made of metal rod).

XIV. Snare drum (made of old drum frame covered with heavy cloth to which a coat of shellac was applied).

B. Making Other Equipment:

I. Instrument rack.

II. Serapes for uniforms.

III. Spanish shawls for decorating piano and walls:

1. Hemmed square of unbleached muslin.
2. Large square of paper—to plan design.
3. Pencil, carbon paper, pins.
4. Crayolas.
5. Hot iron to set colors.
6. Colored string for fringe.

IV. Slides of activity:

1. Writing brief stories for slides.
2. Making pictures on glass slides with small pen and India ink.

   (The stories may be typed on small sheets of transparent cellophane by putting a piece of carbon paper over the cellophane and releasing the typewriter ribbon before typing. These sheets may be placed between glass slides for showing)

V. Invitations written for "picture show."

C. Other Classroom Activities:

I. Making booklets for records:

1. Writing stories of work done.
   (This was a class activity.)
2. Copying the stories into the booklets.
3. Drawing pictures of instruments.

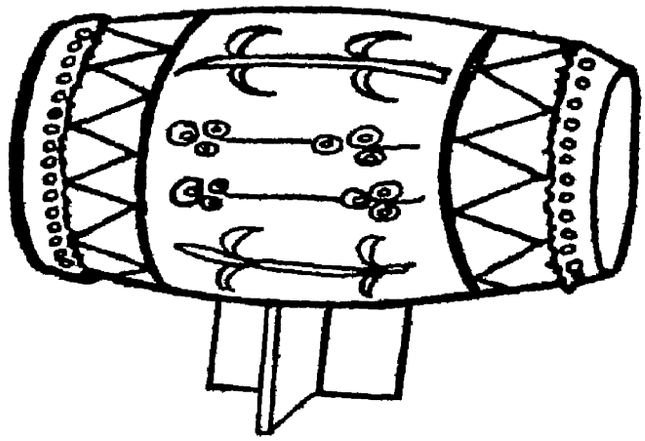
C. Other Classroom Activities—Continued.

II. Writing letters to music companies for literature on musical instruments.
III. Playing games with flash cards of new words learned.
IV Making holders from cheese boxes for word cards to be filed alphabetically.
V. Computing costs of materials used in activity.
VI. Reading from the music appreciation reader, Storyland, by Hazel Kinscella. This book was obtained in sets from the Los Angeles City School Library.
VII. Listening to phonograph records and instrumental music suggested by the lessons in Storyland.
VIII. Listening to musical poems.
IX Listening to musicians at Spanish Club.
X. Looking at pictures representing the love for music:
1. Song of the Lark.
2 Pipes of Pan.
XI. Operating slide machine and entertaining at "picture show".
XII Playing instruments for girls to dance.
XIII. Playing at the annual fiesta of the school.
XIV. Playing at the benefit entertainment of the Spanish Club.
XV. Playing at carnival of Wilshire Crest School.

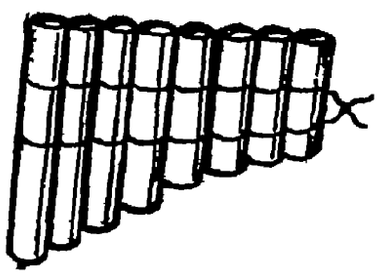
BRIEF ACCOUNT OF THE ACTIVITY

The activity at Echandia Street School was pupil-motivated. Just before Halloween, Raoul, one of the boys of the class, brought a kazoo to which he had fastened a wooden spring to represent a slide trombone. It was a very amusing affair and he wanted to play it at the Halloween party that the children were having that afternoon. We had 2 boys in the room who could play harmonicas, and they asked to play with him. The 2 harmonicas, the piano, and the ridiculous slide trombone produced a couple of numbers at the Halloween party that were highly entertaining to the children of the whole group. The boys were so enthusiastic over the music that they wanted to hear it over and over again.

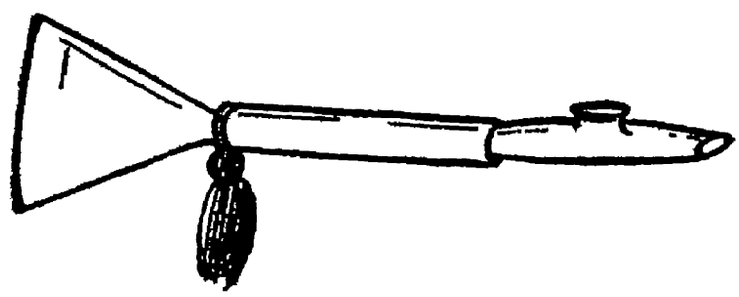
The following week the boys began to bring to school all sorts of things that made noise. Whistles, tin drums, tin horns, Halloween click-clacks, and kazoos were brought in. They all wanted to try to play. "Let's have a band and all play together", suggested one of the boys. "If I bring something, may I play, too?"



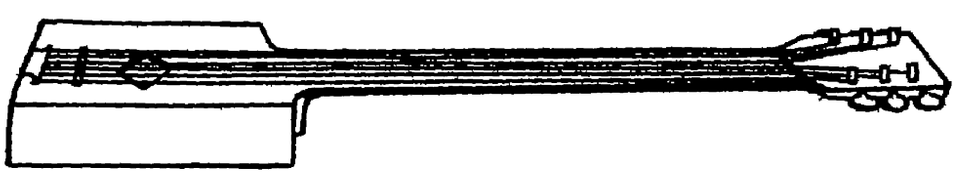
Drum



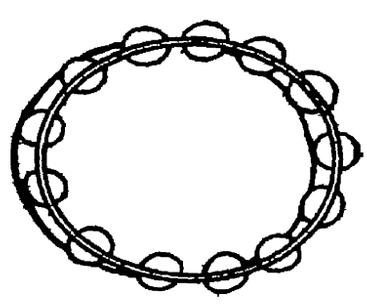
Pipes of Pan



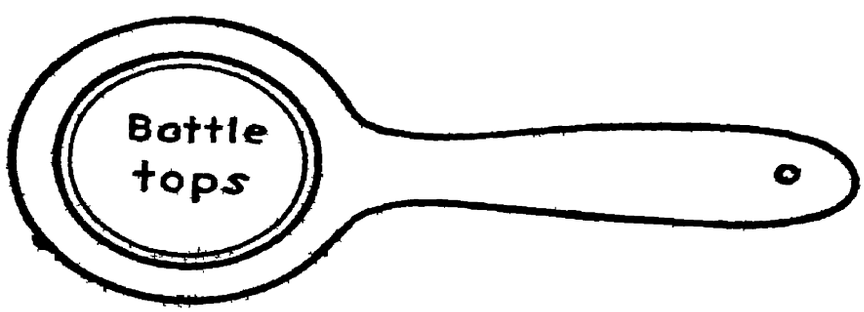
Horn



Lute



Tambourine



Clapper

Many things were brought in that could not be used. Halloween tin tambourines, automobile horns, an old phonograph horn, and all kinds of old sheet music. The children had the opportunity of trying their new finds and then of deciding in the case of each one whether it would improve the music of the original trio. In almost every case the group decided that something better was needed. The horns and whistles could not be used because they each had but one tone. The tin drums and tin tambourines had loud harsh tones when played. Then came the question, "What are real drums and tambourines made of? They don't sound like these." One of the boys said that real drums had leather stretched over them. He believed that the class could make one if they had some leather.

On the following Monday we secured two books containing pictures of home-made instruments, *Creative Music for Children*, and *The Drum Book*, by Satis N. Coleman. The Drum Book gives suggestions for making drums of all descriptions. The boys looked at the pictures and listened to passages read from the books. They finally decided that they would like to make a large drum out of a pickle or nail keg.

Then began the search for a keg. The boys looked for more than a week before one of them was able to acquire a nail keg from a carpenter. Someone gave Robert an old leather pillow top to use for a drum head.

Two boys began work on the bass drum. First they made a stand out of some rather heavy box lumber. They nailed this securely to the side of the keg and sandpapered the entire exterior. Then they painted the drum and stand red and set it away to dry.

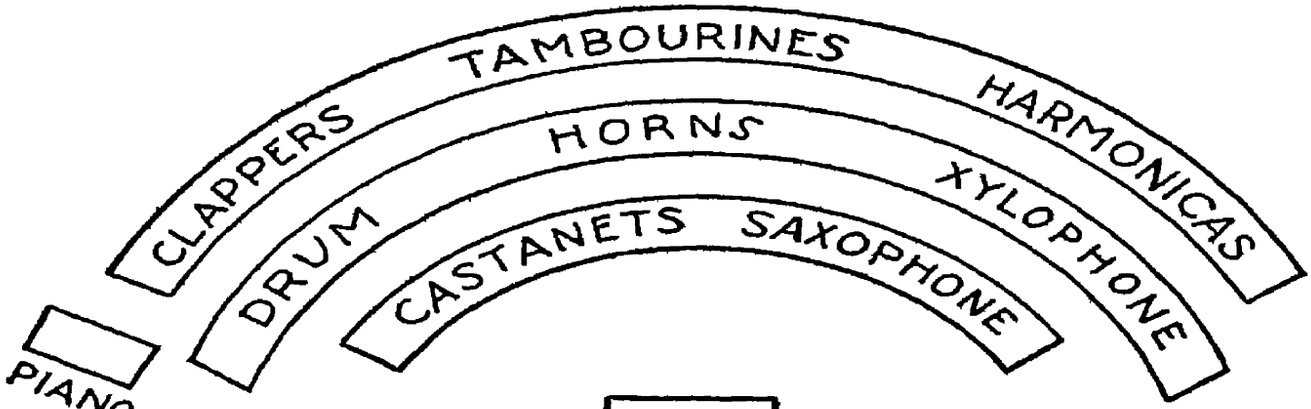
Several other boys tried to draw designs to put on the drum. They worked on wrapping paper of the width of the drum and made a border to allow for the fastening of the leather drum head. After they had made a design that they liked, they copied it on the drum with white chalk. The design was then painted with calcimine, allowed to dry, and shellacked.

In the meantime we borrowed books containing pictures and stories of real instruments, and some of the other children became interested in making small drums, horns, and clappers. Scarcely a morning passed without contributions of old fun-

nels for horns, cigar boxes for guitars, or pieces of broken discarded instruments that the children had found; and it was not long before nearly every child in the class was making something for the orchestra.

As soon as several of the instruments were finished we began to practice playing them together. Because our harmonicas were in the key of C, we chose simple familiar songs written in this key. It was necessary to stress rhythm at the beginning, so that every child would feel the importance of keeping time, and we began to feel the need of a good child leader.

Alfonso made a baton of wood and painted it black. Each took turns at directing while the rest of the boys tried to follow. It was very difficult for the leader to get them all to begin at once and all to stop at the same time. In order to make it easier for the director, we decided to group the children who played the same instruments and to put the boys who played the drum, clappers, and tambourines, closer to the piano where they could get the time from the bass of the piano accompaniment. We finally worked out a seating plan like this:



As soon as the band began to keep better time we added more instruments to carry the melody, namely, some new harmonicas, a toy xylophone, a toy saxophone, and some horns made of kazoos and funnels.

The boys who played the xylophone learned the tunes at first by following the names of the notes. The notes on the xylophone were lettered and they felt that they were accomplishing a difficult feat when they followed this "score" of "Cielito Lindo": g c c a b g c c a b g c c a b g f d b b b a g f e d e f g g g b d e c.

Since we had but one small instrument of this type, the youngsters considered it a privilege to be able to play it, and they came in before school in the morning and at recesses to practice their songs.

The children learned to play the other "toys" by ear, however; and since we tried to choose those that did not offend too much if a mistake was made, the children were well pleased with results.

In order to facilitate order in getting ready to play and in putting the instruments away after use, the children thought that they needed a place to keep the things and a manager to see that the chairs and instruments were in their places. The boys chose a manager and monitors for chairs and harmonicas. Three of the pupils made a rack on which to hang the instruments when they were not in use.

It was suggested to the children that they might write stories of their band. They readily accepted the suggestion and made some booklets with cardboard covers for their records. In these they wrote short simple records of their activity.

From the library books that were used, the children learned that nearly all bands have uniforms of some kind. The boys thought it would be nice to have some serapes to wear when they played. After looking at pictures of serapes and a real serape that came from Mexico, the boys drew designs on unbleached muslin and colored them with crayolas to represent serapes. They put a fringe of red cotton string on each end. The principal allowed money from the school fund to purchase white trousers for the group. With shirts and sombreros that the school already owned, the boys were quite presentable in their uniforms. They were especially proud of their white trousers.

The culmination of the activity came when the school had its annual "El Mercado de Los Niñas" or Little Market of the Children. The market was open 4 days and the band had a part in the program.

PRACTICE

The boys began their practice with a selection with which they were already familiar. They had tried to sing "La Paloma" during their music period, and they were familiar

with the melody of this Mexican song, so we decided to learn to play it

After the chairs were arranged, the instruments were distributed and the boys were in their places. The children listened to the first part of the song while it was played on the piano. Then the group with kazoos played the first 10 measures with the piano. Some of the children had to be shown again the best way to play the kazoos. The drum player, the groups with the clappers, tambourines, and harmonicas each had a turn at playing part of the selection before they tried playing together.

When they were questioned, the boys said it would sound better to have the piano, the drum, and the tambourines play the first four measures of the selection, and have the harmonicas and kazoos begin on the fifth measure. We tried practicing the first part according to this suggestion and found that the variety of effect was more pleasing.

It was necessary to stop at different intervals to give special help to an individual player or group of players who did not play in time or in tune. The boys were insistent upon having the members who were off tune practice with only the piano until they improved.

Our practice periods lasted from 30 to 45 minutes about twice a week. By having a rather short time for practice the children did not tire of it and were always anxious to "play."

As soon as the boys had learned to handle their instruments properly and had acquired the habits of listening more attentively and responding more quickly to the leader, they began to learn new selections.

With the exception of the xylophone player, all of the children tried to play by ear. We used the following method:

1. The children listened to the composition to get the rhythm and melody.
2. The children listened while it was played a second time, to decide where the different instruments should be played.
3. Members made suggestions and showed how they would bring in their particular instruments.
4. Class decided what ideas were best for that selection.
5. Groups practiced parts separately.

6. Entire selection was tried, the groups coming in at different parts of the song.

Only very simple "orchestrations" and short compositions were selected for this work. We also tried to choose music with marked rhythm and lively tempo. since those qualities appealed to this group of boys.

There were several monotones in the class and these children had never been interested in singing. After the orchestra had been organized and could play a few selections fairly well, there came a suggestion that the boys sing certain parts of the songs they played. Many of the popular orchestras heard over the radio and on our phonograph records interpolated their playing with singing. The children had heard these orchestras and were anxious to try singing parts of some of the songs. I believe that this practice did more for the children than did our former singing lessons, since they had learned to listen more attentively and since they were vitally interested in the work of "their orchestra."

Some of the boys in the orchestra and the girls in another group learned a few of the Mexican folk dances and practiced dancing to the music of the toys.

CONTROL

The one problem of control in this activity involved the playing of instruments before the leader gave orders. The boys were impatient to begin playing, and their natural impulse was to toot their horns the minute they came into possession of them. To overcome this confusion we discussed the ways that a real band or orchestra takes its place—how the members are quiet with the exception of those who must tune their instruments. Our instruments needed no tuning, so any sound from them before the leader gave the signal was unnecessary noise. After the discussion we tried playing a selection without having any needless commotion. The boys, of course, were favorably impressed with the difference. They decided they would have no more confusion in their band. Occasionally after that a member would obey the impulse to blow his horn out of turn. When this happened the rest of the boys were disgusted.

"Let's put him out, Miss", they would suggest.

"He'll spoil the band."

None of the children wished to be ostracized, so we h very little trouble.

OUTCOMES

Specific outcomes of the activity in terms of:

A. Knowledge:
   1. Recognition of differences between marches, waltzes, and jarabes (Mexican folk dances).
      (*a*) Accent sensed.
      (*b*) Basis for time recognition acquired.
   2. Names of various instruments.
      (*a*) Tambourine.
      (*b*) Castanet.
      (*c*) Guitar, etc.
   3. How instruments are made.
   4. How to plan work before the material is altered.
      (*a*) Drawing of drum to be made.
      (*b*) Design of decoration for drum drawn on paper.
      (*c*) Pattern for drum heads, etc.
   5. How a booklet is made.
   6. How a simple record is written.
      (*a*) Margins.
      (*b*) Capital letters.
      (*c*) Punctuation marks.
   7. Method of applying crayons to cloth in making Spanish shawls and serapes for decoration.
      (*a*) Applying crayola firmly and evenly to cloth.
      (*b*) Pressing with hot iron under damp cloth to set colors.
   8. Method of putting fringe on serapes.
   9. Ways of directing an orchestra or band and meanings of different signals.
   10. Ways of making slides and operating slide machine.
   11. Improvement in technique of reading, writing, and arithmetic as applied to the activity.

B. Habits. Children improved in habits of:
   1. Courtesy.
   2. Promptness.
   3. Attention.
   4. Order.
   5. Responsibility.
      (The boys were especially careful of their instruments and uniforms.)
   6. Concentration.
   7. Worthy use of leisure time.

C. Attitudes
   1. Interest in and appreciation of music.
   2. Spirit of whole-hearted cooperation.
   3. Pride in work and in school.

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[1] Some of these books are too difficult for the children to read, but they enjoy the illustrations.

XV. BOOKS AND BOOKMAKING

By MARTHA MACDONALD, *Pittsburgh, Pa.*[1]

[NOTE.—To bring into the children's experiences a feeling of close comradeship with books and with some of the simpler gems of literature is one of the major objectives of this activity. It shows how actual construction work and the development of reading ability can proceed hand in hand as component parts of the same project.]

The activity suggested by the caption above was carried on with a group of 16 children, ranging in chronological age from 10 to 15 years, and in mental age from 6 to 12 years. The project seemed to be worth while for the following reasons:

1. Every child loves an attractive book. To handle it and to look into its pages affords pleasure, whether the child can read or not. In this the special-class child is not unlike other children.
2. The access to many books in the schoolroom has stimulated interest and extended the child's horizon to include many fields of information.
3. The frequent use of moving pictures and the reading of current topics in the Weekly Reader have brought the child in touch with "world interests."
4. The making of booklets simple in construction has furnished a pleasurable activity, developed skills, and helped in forming desirable habits.
5. The opportunity seemed at hand whereby the child's knowledge, interests, and skills could be organized into a unit of work which would add to his knowledge, multiply his interests, develop new skills, and prepare for a more intelligent appreciation and a wider use of books.

I. OBJECTIVES

A. To increase the child's knowledge through an awakened interest in books.
B. To help the child to make a wider use of books.
C. To train the child in the care of books.
D. To teach the rudiments of a phase of industrial life: Bookbinding.

[1] We are indebted to Miss MacDonald for the silhouettes appearing in this activity and on the cover of this bulletin. They represent actual children in her classroom.

II. Procedure

A. Sense games and stories, pictures, and specimens were used to direct the child's attention toward the field of information touching his life close at hand, about which he should know and about which he can learn much through a quickened functioning of his bodily senses.

B. Also by the means used under "A" above, fields of information, expanding and remote, were brought to the child's attention.

C. By the use of stories illustrated with posters it was shown that remote fields of information have become tangible through observation and the use of the various means by which one may travel over the earth and sea and through the air

D. Also by means used under "C" above, the child's attention was centered on the multiplicity of aids developed and developing to bring the world's information to all our children.

E A book is the best-known device from which to obtain and in which to store information, and the evolution of the book made an interesting story and study.

F. A book was explored as to construction, covering materials, tools, and steps in the making; this was a class lesson and was followed by a dramatization.

G. A book, through use or misuse, may be in need of repair, and the class repairs it.

H. An honor chart or graph may be used to stimulate interest and to reward for effort the children who have done independent work in the reading of stories or books.

III. Activities

A. Seat work:
   1. Simple booklets for use under points 2 and 3 following.
   2. Cutting, pasting, folding, coloring.
   3. Scrapbook work.

B. Class work·
   1. Reading:
      (*a*) Oral:
         1 Books based on the activity.
         2. Stories about books, found in standard readers.
         3 My Weekly Reader, edition no. 1.
      (*b*) Audience (reading by teacher):
         1 Supplementary books and stories related to the subject.
         2. Book of knowledge, vol. 3, pp. 887–898.
      (*c*) Work type:
         1. True and false tests.
         2. Multiple choice tests.
         3. Completion tests.
   2. Spelling: Words based on the activity.

3. Language:
    (*a*) Oral:
        1. Dramatization.
        2. Brief poems found in library books and readers emphasizing aims in the activity.
    (*b*) Written:
        1. Stories on unit of work.
        2. Stories about authors:
            (*a*) Longfellow.
            (*b*) Stevenson.
        3. Book maxims.
4. Numbers: Problems based on the activity.
5. Art:
    (*a*) Book covers.
    (*b*) Book cover designs.
    (*c*) Book markers.
    (*d*) Book posters.
    (*e*) Book plates.
    (*f*) Printing and lettering.
6. Excursions:
    (*a*) To local branch of Carnegie Library.
    (*b*) To Carnegie Central Library and room in Carnegie Museum containing "old and rare books."
    (*c*) To the bindery at Carnegie Central Library Building.
    (*d*) To a printing establishment and bindery in our own school district where books are printed and bound.
7. Construction:
    (*a*) A "library corner" in our classroom.
    (*b*) Book shelves in classroom.
    (*c*) Book ends.
    (*d*) A class book—being a composite of the children's work.

EXPLANATORY NOTE

The pages which follow have reference to a series of reading lessons worked out during the activity. First is given the "teacher's page", containing the aim and a possible procedure for each lesson development. Then comes the "pupil's page." This is to be "dittoed" and given to the children as the time for it arrives. Each of these pupils' pages contains a lesson "to read" and a task "to do." These pages, together with blank ones called "work pages" needed in the working out of the task assignments, will make up the pupil's book entitled "Read and Do."

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Poster work is introduced with lesson no. 11. There are 14 posters in the series, uniform in size. Pictures will be required from time to time for the posters and for the children's books, Read and Do. The teacher should begin to gather magazines, papers, and catalogs from which appropriate pictures can be cut by the teacher or by the children when required. Appropriate and inexpensive pictures can also be obtained from several commercial houses and their catalogs should be kept for easy reference at all times. The teacher should send for the same now.[2]

For the entire book a suitable cover is made and decorated and some method devised and followed for fastening in the pages.

[2] See page 146 under "Selected References and Materials."



(TEACHER)

The teacher will help the child to make the cover for his book. This should be simple in construction and for temporary use. To the cover should be added the title—

READ AND DO

in bold, large, cut-out or printed letters.

Later on, when the construction lessons in bookbinding have been developed under the unit of work, a permanent cover may be made.

The child receives the first page for his book, reads it, writes his name in the proper place, and fastens it into the cover.

LESSON 1

Aim of this lesson

To give to all the children an opportunity for free and informal expression.

To engage the children in conversation about the activities and experiences of the vacation season.

The opening day of school marks the end of the summer vacation and the beginning of schoolroom routine.

It seems to be an opportune time to let the children engage in a free and informal conversation about the activities and experiences of vacation. Develop the word "vacation."

"What we DID in vacation."
"What we SAW in vacation."
"Where we WENT in vacation."

The above captions could be used for oral or written English, word building, and illustrative work involving the child's interest and the child's ability.

Give the children a page with the poem "September" written on it.

(First Page for the Pupil's Book)

READ AND DO

Today you begin to make a book.
It will be Your Book.
In your book you will find lessons to Read.
In your book you will have things to Do.
Write your name in your book:
Name _____

Lesson 1

READ

1. Vacation is ended.
2. School has begun.
3. Vacation days are happy days.
4. July and August are vacation months
5. We played in vacation.
6. We worked in vacation.
7. Some boys and girls went away.
8. Miss MacDonald went away to summer school.
9. Mr. Fruit lived on his farm in the country.
10. Today is Tuesday, September 1, 1931.

DO

Make a picture and Paste it here:

_____

Vacation days are happy days.

READ

SEPTEMBER

The hills are gold, the nights are cool,
The apple wears a rosy look;
And now 'tis time to go to school
And learn how pleasant is a book.

We've played beside the buttercup
And rested near the friendly fern;
But now we take our pencils up
For there are happy things to learn.

And soon the birds will leave the wood
And ice will still the singing brook,
Then we shall find it very good
To stay indoors and read a book.
—*Vivian Yeiser Laramore.*

DO

Place this page in your book.

(TEACHER)

LESSON 2

Aim of this lesson

To utilize the child's interest in the varied activities attendant upon the opening day of school and particularly the enrollment of the little children just beginning their school careers.

Discuss the activities of the opening day of school, the need of enrolling early, and the age of children just entering. Talk of ways in which special class children can help the school, the home, and the beginners just entering school.

Special attention may be directed toward the beginner—how his environment has changed, what it includes, and how differently different children react to the new and strange environment.

The children then read the story of the little boy who refused to participate in anything on the first day of school, but repeated efforts to solve the difficulty finally ended when the teacher took the child unawares with a gentle love pat and said, "You'll do this for me, won't you?" to which the child replied, "Yes, but I won't read for you."

After the child has read the story, it should be placed in his book and fastened into it. Help him to understand clearly the work he is to do, so that independent work can be done on the succeeding lessons.

[NOTE —A work page is given with this lesson.]

(PUPIL'S PAGE)

LESSON 2

READ

Billy Goes to School

It was the first day of school at the Luckey School. A boy brought his little brother Billy to school.

Things looked very strange to Billy and he was frightened. He sat still. He would not talk. He would not do anything.

At last the teacher found out what was the trouble with Billy.

He had heard that boys and girls had to read at school. He could not read. He was frightened. He did not know that he had to LEARN to read.

Children learn many things before they learn to read.

DO

1. On the work page draw a schoolhouse.
2. Find the picture of a little child who has just started to school. PASTE the picture near the school. Give the child a name and write the name below the picture.

[NOTE.—A work page follows this]

(TEACHER)

LESSON 3

Aim of this lesson

To acquaint the child with some school facts which he should know.

Refer to the story of Billy and his great fear that he would have to read upon going to school. One child may tell the story and one may reread it.

Emphasize the fact that Billy had much to learn before he would learn to read. Let the children tell of the things he will be learning.

The children then read lesson 3, containing some school facts which are of special interest to them.

(PUPIL'S PAGE)

LESSON 3

READ

Things We Have Learned and Can Read

1. We are in school today.
2. Today is ———, September ———, 1931.

3. Our school is the Luckey School.
4. Our school is on Wabash Avenue, West End, Pittsburgh, Pa.
5. There are ——— girls and ——— boys in our school.
6. I am in the special class.
7. Miss MacDonald is my teacher.
8. Mr. Fruit is my principal.
9. ——— little children started to our school this week.
10. These little children can not read.

DO

Color the words below:

CHILDREN LEARN TO READ AT SCHOOL.

(TEACHER)

LESSON 4

Aim of this lesson

To familiarize the child with other facts which he should know.

Help the child to fill in the blanks in his lesson page correctly. Let each child read aloud his own lesson.

The facts in this lesson need further emphasis, so refer to this lesson as often as is needful.

(Pupil's Page)

Lesson 4

READ

1. My name is _____.

2. My address is _____ Street.

   _____ P.O.

   _____, _____.

3 I was born _____ _____ _____.
   month day year

4. I am _____ and _____ tall.
   feet inche

5. I weigh _____and _____.
   pounds ounces

6. I have _____ hair.
   color

7. I have _____ eyes.
   color

8. My favorite game is _____.

9. My best friend is _____.

10. I would like to be, when I grow up, a _____.

DO

Address this envelope to yourself:

_____

_____ Street.

_____ P.O.

_____, _____

(TEACHER)

LESSON 5

Aim of this lesson

To familiarize the child with other facts which relate directly to his school life, and about which he should know.

In our school the name of the teacher and the number of her grade appear on the outside of her schoolroom door; on the office door is the name of the principal and his official title.

The children, even when they know the office and the rooms by location only, stop and seem to enjoy reading the names on the doors.

The words on the work page are to be cut up by the children and pasted where they belong on the lesson page.

[NOTE.—A work page is given with this lesson.]

(PUPIL'S PAGE)

LESSON 5

READ

Read these names:

1. Mr. Fruit. ----------
2. Mrs. Ringle. ----------
3. Miss Egbert. ----------
4. Miss Brady ----------
5. Miss Will. ----------
6. Miss Curran. ----------
7. Miss MacDonald. ----------
8. Mr. Stein. ----------

DO

On the work page you will see:

1B–1A	5B–5A–6B
2B–2A	Office of principal
3B–3A	Special class and head teacher
4B–4A	Custodian

Cut on the lines from the work page and then paste the words in the right places on this page.

[NOTE.—Work page follows this.]

(TEACHER)

LESSON 6

Aim of this lesson

To familiarize the child with other facts which relate directly to his school life and about which he should know.

The children should be able to recognize the printed or written names of their classmates.

Children find it a happy experience to distribute papers to their owners, and this lesson should help them to learn to do this service and experience this happiness.

Have the names of all classmates printed on a separate paper. Let the children talk about these, and then have them cut the names apart and place the same in the positions the children occupy in the room.

[NOTE.—A work page is given with this lesson.]

(PUPIL'S PAGE)

LESSON 6

READ

Read the names of the boys and girls in the special class:

Philip Pass	Ruth Smoot
Henry Sawyer	James Moyer
Marie Hinston	Raymond Frey
Claude Fish	William Nels
Frank Fordson	Sylvester McGowan
John Binney	Thomas Brown
James Doll	Robert Allenson
Jane Passaro	Dominic Martino

DO

1. Here is a PLAN of the special classroom. See if you can tell where the boys and girls sit.
2. Cut the names from the work page and place them where they should go on this plan.

(*Plan of the classroom is blocked out in this space.*)

[NOTE.—Work page follows, with names of children blocked for cutting.]

(TEACHER)

LESSON 7

Aim of this lesson

To direct the child's attention toward the field of information close at hand and about which he can learn much through the sense of sight.

1. Eyes: Number, color, use, care of; precautions at play.
2. Keen eyes, defective eyes, sightless eyes.
3. Blind children, blind school, Braille system.
4. Sentences blind children will not read:
"I see you, Mother. I see you, Father."

5. Things blind children cannot comprehend: The landscapes and the skies.

6. Things we can see and know about with our eyes.

7. Sense games, involving sight.

8. How blind people find their way: Stick, friend, kindly stranger, dog.

9. How we may help the blind.

Pictures or plates of BRAILLE READER would add interest to this lesson.

(PUPIL'S PAGE)

LESSON 7

READ

1. The sky is blue today. (Yes—No.)
2. The sun is shining. (Yes—No.)
3 The lights are lit in our room. (Yes—No.)
4. Philip is in school today. (Yes—No.)
5. Jane is not in school. (Yes—No.)
6. There are 16 children in our room today. (Yes—No.)
7. The sink is clean. (Yes—No.)
8. This is September. (Yes—No.)
9. The trees are bare. (Yes—No.)
10. It is 12 o'clock. (Yes—No.)

DO

1. See with your eyes if the above things are TRUE, then CROSS OUT the wrong word.

2. READ for honor work these stories found in books in library corner:

(*a*) Eyes and No Eyes.

(*b*) Little One-Eye, Little Two-Eyes, and Little Three-Eyes.

(*c*) Who Hath Seen the Wind?

(TEACHER)

LESSON 8

Aim of this lesson

To direct the child's attention toward the field of information close at hand, and about which he can learn much through the sense of hearing

1. Ears: number, position, use, care of; precautions at play.
2. Keen ears, defective ears, deaf ears.
3. Sense games (eyes closed) to detect sounds in room.
4. Call attention to intensified sense of hearing in blind people.
5. Sounds we can hear: Voices, nature, music, etc.
6. How deaf people learn to read:
   (*a*) By sign language.
   (*b*) By lip reading.
7. Make clear pronunciations of words (and maybe sentences) without audible voice to emphasize the possibilities of lip reading.
8. Let the children talk of situations which arise—
   (*a*) Through failure to hear.
   (*b*) Through failure to heed what we hear.

(PUPIL'S PAGE)

LESSON 8

READ

1

How dreary would the meadows be
In the pleasant summer light,
Suppose there wasn't a bird to sing,
And suppose the grass was white!

2

And dreary would the garden be,
With all its flowery trees,
Suppose there were no butterflies,
And suppose there were no bees.

3

And what would all the beauty be,
And what the song that cheers,
Suppose we hadn't any eyes
And suppose we hadn't ears!

4

Ah, think of it, my little friends,
And when some pleasure flies,
Why, let it go, and still be glad
That you have your ears and eyes.

—*Alice Carey.*

DO

You may do one of these things:

1. Read a story.
2. Read to some one.
3. Let some one read to you.

(TEACHER)

LESSON 9

Aim of this lesson

To direct the child's attention toward the field of information close at hand, and about which he can learn much through the senses of feeling, of smelling, and of tasting.

1. Ask the children to keep eyes closed tight.
2. Put into their hands a piece of candy.
3. Ask them:
   To FEEL it.
   To SMELL it.
   To TASTE it.
4. Sense games may be used involving the three senses mentioned above.
5. Play the game, "I know," or "What is it?"
   The children reply:
   I see it; it is a book.
   I hear it; it is a bell.
   I smell it; it is soap.
   I feel it; it is sandpaper.
   I taste it; it is sugar loaf.

[NOTE—A work page is given with this lesson.]

(Pupil's Page)

Lesson 9

READ

All things bright and beautiful,
All creatures, great and small,
All things wise and wonderful,
The Lord God made them all.

Each little flower that opens,
Each little bird that sings,—
He made their glowing colors,
He made their tiny wings.

The purple-headed mountains,
The river running by,
The morning and the sunset
That lighteth up the sky.

The cold wind in the winter,
The pleasant summer sun,
The ripe fruits in the garden,—
He made them every one.

He gave us eyes to see them,
And lips that we might tell
How great is our Heavenly Father
Who hath made all things well.

—*Cecil Francis Alexander.*

DO

On the work page you will find some pictures to color. Write these words under the right pictures:

To SEE
To HEAR
To SMELL
To TASTE
To FEEL
To READ

(Note.—Work page follows with pictures to be colored.)

(Teacher)

Lesson 10

Aim of this lesson

To reemphasize the work done as it has related to the field of information close at hand and about which the child has been centering attention through sense games and exercises.

The teacher chooses something to keep in mind as a secret, and the children try to discover the secret by asking questions of this character:

Can we SEE it?
Can we HEAR it?
Is it LARGE?
Can we EAT it?
Is it in my desk?
Is it alive?
Etc., etc.

By this game, children learn to know, to classify, to localize, and to corral the field of information.

(Pupil's Page)

Lesson 10

READ

For this new morning with its light,
For rest and shelter of the night;
For health and food, for love and friends;
For everything thy goodness sends,
We thank Thee, Heavenly Father.

A Child's Prayer

God, make my life a little light,
Within the world to glow—
A tiny flame that burneth bright
Wherever I may go.

God, make my life a little flower,
That bringeth joy to all,
Content to bloom in native bower
Although its place be small.

God, make my life a little song,
That comforteth the sad,
That helpeth others to be strong,
And makes the singer glad.
—*M. Betham Edwards.*

DO

Find a pretty picture and paste it here:

(TEACHER)

(Following LESSON 10)

EXPLANATORY NOTE.—At this point in the series of reading lessons the poster work is introduced. There will be 14 posters in the series, uniform in size. A number of reading lessons will be worked out with each poster. Pictures will be required from time to time for the posters and for the children's books "Read and Do", and the teacher should by this time have available magazines, papers, and catalogs from which appropriate pictures can be cut by the teacher or by the children when required. For this illustrative work in their books "Read and Do", the children should be given from time to time as many work pages as are necessary. Much material is available and children quickly and joyfully succeed in their quest for pictures. At times it may be necessary to use original drawings, or photostatic copies of plates or cuts obtained at the library. Plan some way to have the posters preserved, and keep them in view of the class.

(TEACHER)

LESSON 11

Aim of this lesson

To extend the child's horizon to include new fields of information—not near but far.

To prepare for that link which makes the remote near—and information tangible, namely, "the book."

Show the globe; let the children handle it. Talk of the shape of the earth; its size, its motions. Let the children

name the great nations and peoples living on the earth; the lands from which the children's parents have come; the lands the children would like to visit and why.

Locate the poles; the great oceans; North America.

It seems best to have poster no. 1, READING AND LEARNING ABOUT THE EARTH, already prepared by the teacher, shown with this lesson, so that the idea of poster work will be more easily understood by the children.

Excellent copies of globes and maps of the world may be found in catalogs.

(PUPIL'S PAGE)

LESSON 11

READ

READING AND LEARNING ABOUT THE EARTH

The Child's World

Great, wide, beautiful, wonderful world,
With the wonderful water round you curled,
And the wonderful grass upon your breast—
World, you are beautifully drest!

You, friendly earth, how far do you go,
With the wheat fields that nod and the rivers that flow,
With cities and gardens, and cliffs and isles,
And people upon you for thousands of miles?

Ah, you are so great, and I am so small,
I tremble to think of you, world, at all;
And yet, when I said my prayers today,
A whisper within me seemed to say—

"You are more than the earth,
Though you are such a dot;
You can love and think,
And the earth cannot!"

—*Lilliput Levee.*

DO

Find a map of the world to paste on this page.

(TEACHER)

LESSON 12

Aim of this lesson

To extend the child's horizon to include new fields of information—not near but far.

To prepare for that link which makes the remote near—and information tangible, namely, "the book."

Help the children to think about all the various ways by which people have traveled over the earth and sea and through the air to obtain the world's information.

Make a blackboard list of these ways, as the children name them. Then let the children read lesson 12.

The children find pictures for this lesson and the teacher selects and arranges those most suitable for poster no. 2.

The children mount their pictures for this lesson on the work pages "SEEING AND LEARNING BY TRAVELING."

[NOTE.—Work pages are given with this lesson.]

(PUPIL'S PAGE)

LESSON 12

READ

In the long, long ago, people did not know much about the earth.

There were many strange and wonderful lands, but the people in these lands did not know one another. Indeed, it is strange but true that the people in one land did not know there were other lands and other people. You see people did not go far from home then.

But by and by people began to travel far. Then farther and farther they went from home. Then people began to learn about other people. They learned how they lived, what they did, and how they traveled from place to place. They learned about the plants and the animals of other lands. They learned about other kinds of weather.

How glad we are that people have traveled far and learned of so many things. We will try to remember that people have traveled on foot, in canoes, in boats, on horseback, on camels, on elephants, by ox-teams, by dog train, in wagons, by train, by steamships, by electric cars and electric trains, in motor boats, in submarines, by automobiles, and by airplanes.

DO

Find pictures that show how people have traveled over the earth and sea and through the air.

Paste these on your work pages:

"SEEING AND LEARNING BY TRAVELING"

[NOTE.—Work pages follow]



POSTER NO. 1—LESSON 11.

Poster
No. 1

READING AND LEARNING ABOUT THE EARTH

[MAP

of

the

EARTH]

[PICTURE

of

Teacher with globe, and

child reading a book]

"The world is so full of a number of things,
I'm sure we should all be as happy as kings."

[NOTE.—Map can be obtained from Rand-McNally catalog. Picture can be obtained from *Ladies Home Journal*, April 1920, p. 46.]

(POSTER No. 2—LESSON 12)

Poster
No. 2

SEEING AND LEARNING

BY TRAVELING

Pictures for this poster to show what people have learned about the earth by traveling

ON—IN—BY

Foot
Canoe
Boat
Horseback
Camel
Elephant
Oxen
Dog Train
Wagon
Steam Train
Steamboat
Ship
Electic Car
Electric Train
Motor Boat
Submarine
Automobile
Airplane

[NOTE.—Pictures can be obtained from magazines and catalogs.]

Additional poster lessons for this unit of work, in connection with which "Read and Do" activities were developed by the teacher, are listed below. The details of the work are not reproduced because of economy of space, but they can be planned by any teacher who is interested in developing this activity unit with her group.

Poster no. 3: Wonderful ways of learning about many wonderful things. (Pictures for this poster to show how the world's information is transmitted, e.g., pictures, books, newspapers, magazines; letters, telephone, telegraph, radio; schools, libraries, museums.

Poster no. 4: Learning about everything by reading. (Pictures of children reading.)

Poster no. 5: When there were no books. (Picture of one telling a story to children.)

Poster no. 6: A. Old ways to tell old stories without words. (*a*) A notched stick. (*b*) A Peruvian Quipi (knotted string).

B. New ways to tell new stories without words. (*a*) Traffic light—red. (*b*) Traffic light—green.

Poster no. 7: Early picture-stories. (Picture, Pictured History.)

Poster no. 8: Stories on clay, wax, and stone.

Poster no. 9: Stories in hieroglyphics from the land of Egypt. (Pictures of Egyptian hieroglyphics, obelisks, pyramids, other Egyptian relics.)

Poster no. 10: Reading and writing by use of an alphabet. (Pictures of English alaphabet, Braille alphabet, Cree Indian alphabet.)

Poster no. 11: The art of printing. (Pictures illustrative of poster subject, including John Gutenberg; early, later, and latest printing machines, etc.)

Poster no. 12: The evolution of a book. (Pictures of papyrus rolls, scrolls, unbound folded sheets, tied sheets, laced sheets, bookbinding in its various phases.)

Poster no. 13: The world's greatest book. (Pictures of Bibles, open, closed, and in stacks.)

Poster no. 14: Reading good books and learning about everything. (Enlarged kodak pictures of Luckey School Special Class, reading period.)

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UNITED STATES DEPARTMENT OF THE INTERIOR
Harold L. Ickes, *Secretary*
OFFICE OF EDUCATION
William John Cooper, *Commissioner*

A BACKGROUND STUDY OF NEGRO COLLEGE STUDENTS

By
AMBROSE CALIVER
Senior Specialist in the Education of Negroes
Office of Education

BULLETIN, 1933, No. 8

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D.C., June 1933.

SIR: This manuscript is another fundamental study. It is an effort to find out the social backgrounds of college freshmen in 33 colleges for Negro youth located in 17 States. A carefully prepared questionnaire was sent out to some 95 colleges requesting cooperation. Forty-two presidents expressed their willingness to cooperate. The colleges which did cooperate are listed in table 1 of this study. There were 2,176 examination forms returned.

The tabulations and the explanations of them are given in three parts: Part I is a discussion from a more or less personal angle; part II approached the topic from the schools previously attended; and part III from the point of view of the parents of these children and the educational opportunities enjoyed by their parents, and their brothers and sisters. It was found that "the typical Negro college freshman is 20 years of age, has a mean psychological score of 76; and comes from a family of four children, of which one has already graduated from college. His father and mother have, respectively, 8 and 9 years of schooling. During his high-school career he read 21 books voluntarily; engaged in three hobbies or interests; belonged to three organizations; and held two offices. He comes from a home having a monthly income of $95. The home he comes from contains 5 or 6 rooms and is occupied by 4 or 5 persons. His parents have 96 books in their home and take two magazines."

I am quite sure that this is a most suggestive study on a topic comparatively neglected. I respectfully recommend that it be printed as a bulletin of this Office.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

A BACKGROUND STUDY OF NEGRO COLLEGE STUDENTS

INTRODUCTION

GROWTH OF EDUCATION

In ancient times education was primarily an individual matter and consisted of the simple procedure of passing on to the child the limited number of knowledges and skills necessary for successful participation in primitive adult life. With the development of modern civilization and its consequent multiplicity of things and the increased intricacy of life in general the chasm between childhood and adult life became widened and more difficult to span. As a result of this expansion and growth of civilization education changed in the following five important aspects: (1) It became a necessity for successful living and participation in society; (2) it was desired and demanded by ever increasing numbers; (3) the period for its acquirement became longer; (4) its field of activity became broader and its processes became more intricate; (5) and finally, its organization and administration became unwieldy, rigid, and mechanistic.

Meanwhile, there grew up in many places an erroneous conception of "mass" education and a slavish worship of the "system" with concomitant evils of student mortality, school and social maladjustments, miseducation, vocational misfits, and failures. Fields of knowledge were shut up into "watertight compartments" called subjects, the mastery of which was considered the end of education rather than means for the development of students. The child's education was divided into levels (primary, grammar, high-school, college, graduate, and professional) which were more or less lacking in definite objectives and coordination. In an effort to train the children uniformly and symmetrically sight was lost of the individual and his varying capacities.

The development of experimental psychology furnished the principles and techniques and the coming of the World War set the stage for a thorough reorganization and revamping of educational theory and practice along lines which gave recognition to the fact of individual differences. Out of this reorganization emerged personnel work through which education hopes to lift itself out of the conditions just described.

PERSONNEL WORK

Personnel work is one of the more progressive innovations in American education, and it offers both the remedy and preventive for many of the ailments with which our educational systems are afflicted. Its primary and ultimate aim is to focus all the available knowledge and devices in the various fields of human endeavor and all the factors in the life of an individual on the task of developing a growing, wholesome, and functioning personality, satisfying to itself and useful to society.

PERSONNEL RESEARCH

Characterized by experimentation and the spirit of the scientific method at every stage, personnel work naturally divides itself into two parts, namely, personnel research and personnel administration or service.

The research phase of personnel assumes the task of collecting all possible information about students and other facts which may throw light on the consideration of them, and of presenting them in understandable, usable, and convincing form. Limitations of time, money, techniques, and specialists make it impossible to gather all the information known to be desirable in the consideration of any given personnel problem. However, there are certain data which seem fundamental to effective work in this field and it is to the task of collecting them that practical personnel research has addressed itself. These data consist of facts about the background of individuals; their socio-economic status; school experience; interests; temperaments; extracurriculum activities; community and family relationships; personal habits; physical and mental health; and intelligence.

How few facts are known about students along these lines is manifest to every teacher and administrator. The impor-

tance of knowing them is emphasized by the realization that one's whole personality is called into action in every experience, and that the extent and nature of one's response to any given stimulus is conditioned by his whole life span: his past; his present physical, intellectual, and social environment; and the aspirations and ambitions he has for the future. The more that is known, therefore, of the various phases of one's life the better may he be guided and aided in the furtherance of his rightful purposes.

PERSONNEL SERVICE

Personnel service or administration is that phase of personnel work that puts to use the information received through personnel research. When properly conceived and administered, personnel service, in building up its techniques and devices, utilizes, among other things, both the materials and methods of psychology, ethics, psychiatry, medicine, social sciences, biology, and physical culture and hygiene.

Personnel research supplies the fuel while personnel service furnishes the machinery for the operation of personnel work. Unless the effort expended in gathering information by means of scientific research eventuates in an effectively functioning personnel program, it is futile.

Personnel work has already played a large part in bringing about a fundamental change in our conception of education. Instead of something static, education is now thought of as dynamic; in the place of a vacuum to be filled, the child's mind is an important part of his personality for which the most we can do is to help it habituate itself to change and growth. Accordingly, education becomes a cumulative, growing, expanding, habituating process, beginning at birth and continuing as long as life lasts.

SPHERE OF PERSONNEL WORK

The phases of school and college procedure which come under personnel work are: (1) Induction of students, including their recruiting and selection, admission, registration, classification, and orientation; (2) student counseling, which consists of educational guidance, vocational guidance, counseling about personal problems, scholastic adjustments, and disciplinary matters; (3) health service, comprising physical

examination at entrance, follow-up and corrective service, medical care, and mental hygiene service; (4) extracurriculum activities, having to do with the provision of and student participation in extracurriculum activities, and finding and supervising part-time employment for students; (5) student accounting, embracing the gathering and presenting of an accurate, comprehensive, and cumulative body of important facts necessary for the guidance of students' education; and (6) placement and follow-up of graduates.

PREVIOUS STUDY

It was with a view to making a contribution to the subject of student personnel that an investigation in this field was begun at Fisk University in 1926 and was continued until 1929. The purpose of the study was, on the one hand, to validate the admission, orientation, and advisory procedures at Fisk University, and on the other to improve some of the techniques employed in student personnel research and administration in general, and to show the possible value of a similar investigation on a more comprehensive scale. The special problem consisted of a study of the relations between certain background factors of Negro college students and their subsequent careers in college. The subjects comprised 450 entering students of Fisk during the years 1926, 1927, and 1928. As an aid in the construction and refinement of the background questionnaire, cooperation was received from the presidents of 50 Negro institutions who had the blank filled out by their entering students. In addition, personnel forms of 80 of the leading institutions of the country were studied, and the tentative drafts of the questionnaire were submitted to a number of authorities in the field for their criticisms and suggestions. This study has been published [1] and reference will be made to it frequently throughout the present report.

THE PRESENT STUDY

THE PROBLEM AND PURPOSE

The present study is an extension of the smaller study referred to above. It is essentially a problem in personnel research, and is a national survey of the social, economic,

[1] Caliver, Ambrose. A Personnel Study of Negro College Students. Teachers College, Columbia University, New York City. (Contributions to Education, No. 484) 1931.

cultural, academic, and intellectual background of Negro college students. A description and analysis of these background factors will be made; many of them will be correlated with each other, especially in relation to certain personal characteristics, kind of school attended, and parental occupation; and an interpretation will be made of some of their educational and social implications.

The purpose of this study is to establish criteria and reveal trends with which local schools may compare their own student bodies; and to furnish a body of information which will be helpful in establishing and conducting a personnel program and to serve as one of the guides in further reorganizing educational theory and practice.

THE DATA AND THEIR SOURCES

The data consist of facts concerning background factors and the psychological scores of 1,880 Negro college freshmen. These data were obtained from 33 colleges for Negro youth, located in the following 16 States and the District of Columbia:[2] Alabama, Arkansas, Delaware,[2] Florida, Georgia, Kansas,[2] Kentucky, Louisiana, Maryland,[2] Mississippi, North Carolina, Pennsylvania, Tennessee, Texas, Virginia, and West Virginia. The students represented in the schools come from practically every State in the Union.

THE PROCEDURE

In November 1930 the United States Commissioner of Education wrote to the presidents of 95 Negro colleges explaining the nature of the contemplated study and requesting their cooperation (see appendix I). Forty-two presidents expressed willingness to participate. On the basis of the previous study [3] and with the cooperation of the staff of the Office of Education a personnel questionnaire was constructed (see appendix II) and sent to the Negro colleges the presidents of which had responded to the Commissioner's letter. These 42 colleges had an enrollment of approximately 5,000 freshmen. One form was sent for each student. A letter from the Assistant Commissioner of Education was sent (see appendix III) explaining how to administer the

[2] "Border" States.
[3] Caliver, Ambrose. Op. cit.

questionnaire. The letters and questionnaires were sent directly to the instructors whom the presidents of the colleges delegated to supervise the work.

In addition to the background questionnaire the 1930 edition of the American Council on Education psychological examination for high-school graduates and college freshmen was administered to each student. These examinations were furnished by the American Council on Education and were sent out with the other forms. In addition to the letter of instruction from the Assistant Commissioner, the manual of instructions accompanying the examination was sent to each instructor having charge of the work. Each school was requested to score the examination and a score sheet was included for recording the scores in the five tests of the examination and the gross scores. All schools except one scored the examinations before returning them.

In most cases the person having charge of this study in the colleges was the head of the department of education or the dean. It is believed that these persons were sufficiently familiar with objective testing and modern educational procedures to have administered the tests and questionnaires in a manner to insure reliability. Since each examination was returned, together with the score sheets and the questionnaires, any apparent errors could be checked and corrected, or thrown out.

Hollerith cards were then punched for each student represented and tabulations made by running them through the tabulating machine. These tables were then subjected to statistical treatment and prepared for the report.

The names of the schools and the number of students participating in the study are shown in table 1.

NEED OF THE STUDY

There is in evidence the dawn of a new era in Negro education. With the growing popularization of secondary education, with the consequent increase of applicants to college, and the decrease in available funds, there comes the necessity of a more critical evaluation of education on all levels, and particularly on the collegiate level. This has required greater attention to the wise use of the funds that are available and resulted in a growing realization of the need of more

objective and comparable facts about Negro students—their nature, characteristics, capacities, achievements, interests, and ambitions.

It is the purpose of this study to supply this need to some extent, and to furnish additional information which may be of value not only to college administrators and teachers, but to elementary- and high-school people as well. It should also prove helpful to officials of private- and public-school systems, to social workers, and to parents and students themselves.

TABLE 1.—*Names and addresses of schools and number of students participating in study*

Institutions	Location	Number of questionnaires returned	Number examinations returned
1	2	3	4
Agricultural and Technical College [1]	Greensboro, N.C	44	58
Alcorn Agricultural and Mechanical College [1]	Alcorn, Miss	59	59
Arkansas State College	Pine Bluff, Ark	42	35
Bennett College for Women	Greensboro, N.C	54	54
Bethune-Cookman College [1]	Daytona Beach, Fla	41	39
Brick Junior College	Bricks, N.C	41	41
Coppin Normal School	Baltimore, Md	41	42
Fisk University	Nashville, Tenn	94	95
Florida Agricultural and Mechanical College	Tallahassee, Fla	94	95
Georgia Normal and Agricultural College	Albany, Ga	24	
Houston Junior College	Houston, Tex	100	96
Howard University College of Liberal Arts [1]	Washington, D.C	182	
Howard University Dental College [2]	do		7
Howard University Medical College [2]	do		54
Kentucky State Industrial College	Frankfort, Ky	61	72
Kittrell College	Kittrell, N.C	9	9
Knoxville College	Knoxville, Tenn	105	104
Lincoln University	Lincoln University, Pa	76	79
Meharry Medical College [2]	Nashville, Tenn		58
Miner Teachers College	Washington, D.C	129	121
Morehouse College	Atlanta, Ga	21	62
Morgan College	Baltimore, Md	76	78
Philander Smith College	Little Rock, Ark	18	18
Shaw University	Raleigh, N.C	70	69
Spelman College	Atlanta, Ga	25	43
State Agricultural and Mechanical Institute	Normal, Ala	46	44
State College for Colored Youth	Dover, Del	31	31
State Normal School [1]	Fayetteville, N.C	166	165
State Teachers College	Montgomery, Ala	67	65
Storer College	Harpers Ferry, W.Va	14	14
Straight College	New Orleans, La	36	
Tennessee Agricultural and Industrial State College.	Nashville, Tenn	144	
Virginia State College	Ettrick, Va	165	130
Virginia Union University [1]	Richmond, Va	105	105
Western University	Quindaro, Kans	31	31
West Virginia State College [1]	Institute, W.Va	138	191
Total		2,369	2,165

[1] Used only random sampling from these colleges.
[2] Professional schools.

In approaching the psychological and administrative aspects of student personnel in terms of the family and environmental background, it is believed that the sociological implications of the present study will have almost as much significance as its educational bearings.

Although this is a study of a large group of students its main justification is that it will assist in better understanding the individual. The mass is studied in order to identify those students who deviate from the average, either above or below. In both cases they need special treatment, which they usually fail to get because they are engulfed by or buried under the mass.

Persons of superior minds and talents are too rare to be lost, yet hundreds are annually sacrificed through the deadening uniformity and the utter disregard or cruel treatment of some of our school systems. A scientifically and wisely administered personnel program will aid greatly in saving some of these superior intellects who border on genius, but many of whom are "born to blush unseen."

Such a personnel program will also help to salvage and to adjust those individuals who seem to be inferior, and guide them into channels and activities in which they can succeed. Furthermore, it will tend to level upward the whole mass and thus assure a better society.

If colleges and schools could be persuaded to enter into a cooperative personnel program, in which a large span of a child's development would be revealed, and which would show the direction and tendencies of his growth, and reflect periodically the state of his knowledge, skills, appreciations, and ideals in relation to his personality, it would represent a forward step in the direction of a larger and more satisfying education for our youth.

If the present study makes any contribution to the attainment of this goal it will have justified the time and effort expended and will have fulfilled its purpose.

PART I: DESCRIPTIONS OF AND RELATIONSHIPS BETWEEN CERTAIN PERSONAL CHARACTERISTICS AND FACTORS

Part I will concern itself with a description of certain general facts having to do with more or less personal factors and characteristics of students. The topics to be discussed are: A. School and college relations; B. Age and intelligence of students; C. Scholastic and vocational interests and activities; D. Extracurriculum interests and activities; E. Time lost from school; F. Brothers and sisters and their education; and G. Information about parents.

It is of special interest to administrators of Negro colleges to have a general picture of the students who come to them: Where they come from; the kinds of schools they have attended; the proportions who come from various kinds of schools and different parts of the country; what influenced their choice of a college; their average age and intelligence; and the differences in these respects between boys and girls. It is also of value to know what are the scholastic, extrascholastic, and vocational interests of students; and the possible influence of the education of brothers and sisters in conditioning them for education on a college level. These and other similar questions will be answered in this part of the study.

A. SCHOOL AND COLLEGE RELATIONS

KIND OF HIGH SCHOOL ATTENDED

The kind and geographical location of the high schools from which the students of this study graduated are shown in figure 1. This information was secured from 716 men and 1,064 women. Nearly three fourths of the students come from Southern high schools, the percent being 73.

These facts have important implications both for the secondary school and the college. First, they indicate that nearly three fourths of the Negro college students are coming from public schools of the Southern and "Border" States,

which suggests the need of a better understanding and closer cooperation between the college and the public high school. And, secondly, they indicate the direct responsibility which private colleges still have for the high-school preparation of their students. A recent study [1] shows that 69 percent of the Negro public high-school teachers are graduates of private colleges.

If then, the quality of education being received by Negro high-school students is inferior, as is claimed by most colleges,

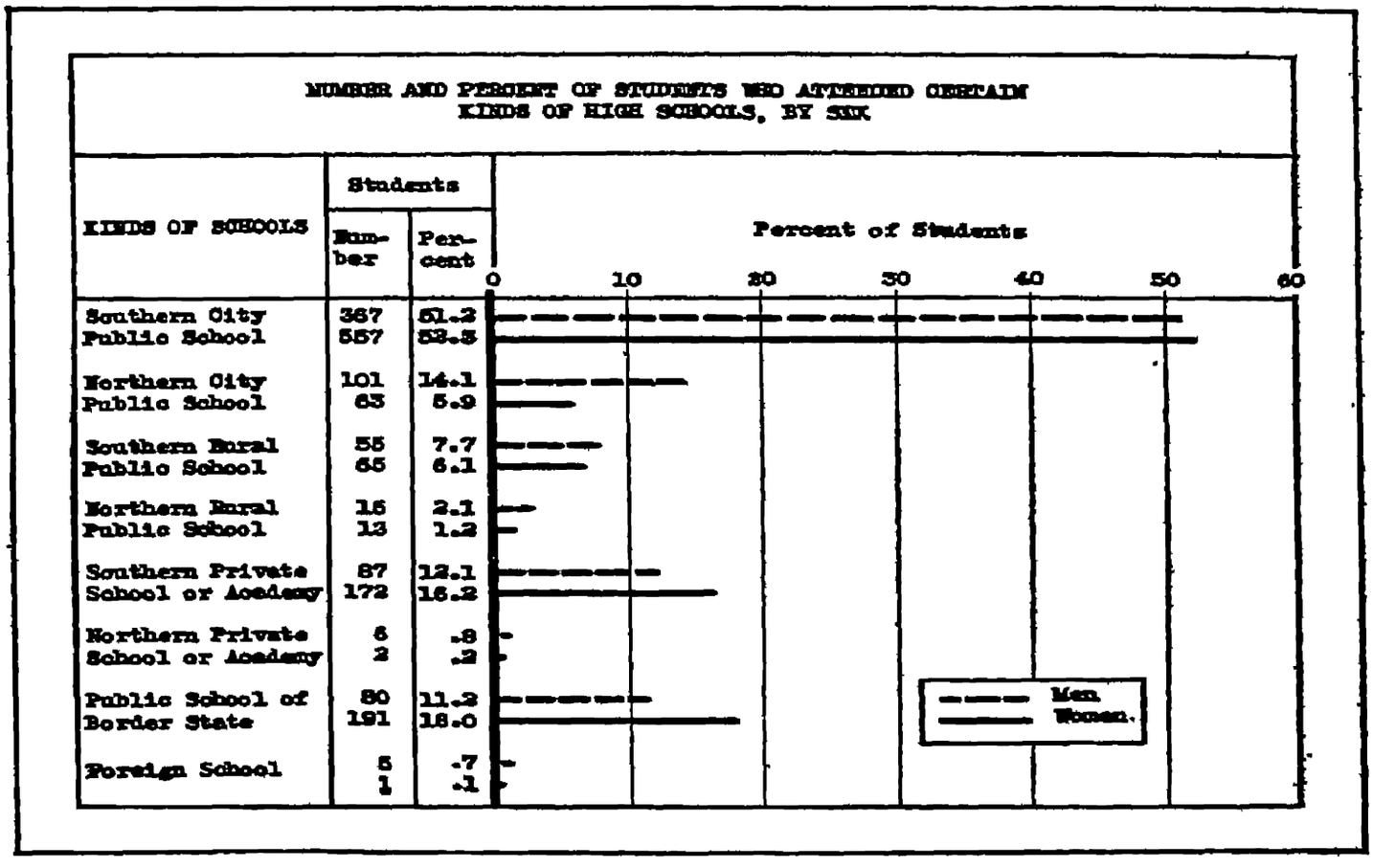


FIGURE 1.—Number and percent of students who attended certain kinds of high schools, by sex.

and especially private colleges, they must share some of the responsibility.

The facts revealed in figure 1 are also of special significance in relation to the scholastic aptitude of the students investigated, which will be discussed later.

It will be noted that the percentages of men and women coming from Southern public schools are practically equal, but in the case of students from Northern public schools the

[1] United States. Office of Education. National Survey of Secondary Education. Washington, Government Printing Office, 1933. (Bulletin, 1932, no. 17. Secondary Education for Negroes. Ambrose Caliver. Monograph no. 7.)

percent of men is almost three times that of women. Women surpass the men in their attendance at Southern private schools and public schools of the "Border" States by 4.1 and 6.8 percents, respectively.

KIND OF COLLEGE ATTENDING

Although private colleges represent 52 percent of the total number participating in the study, they have only 41 percent of the students. Public State colleges and normal schools

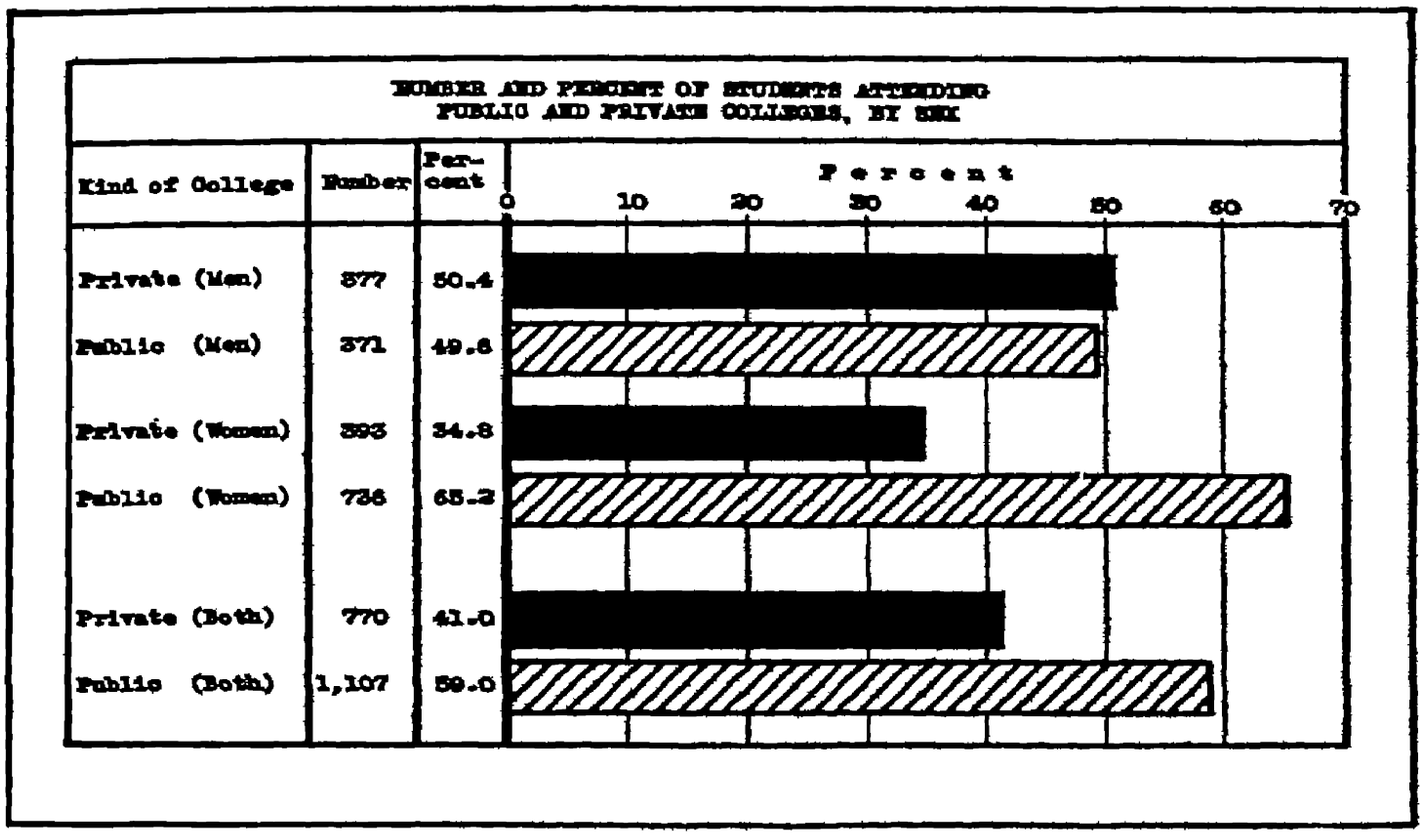


FIGURE 2.—Number and percent of students attending public and private colleges, by sex.

and city colleges and normal schools furnished 59 percent, as shown by figure 2.

Contrary to the findings concerning high-school attendance, a larger percent of the men than the women attend private colleges, their respective percentages being 50 and 35.

With the constant improvement of State colleges for Negroes and the gradual growth of city training schools an even larger proportion of students may be expected to enroll in public schools and colleges than at present. In fact there is evidence that there has been a tremendous change in the proportion of Negro students enrolled in public colleges and teacher-training schools during the past 5 years. In 1927

it was found that 75 percent of the students enrolled in 79 colleges were in private colleges.[2] (Seventy-two percent were private colleges and 28 percent public.) Certainly such a tendency should be a strong argument for an increase in the facilities and improvement in the quality of education offered at these public institutions.

Some idea of the educational task confronting these schools may be gained by reference to the third topic discussed in part II, under Intelligence and Kind of College Attending.

INFLUENCE TO ATTEND COLLEGE

The motivating factors which influence students to attend college should be of special significance to both administrators and teachers. Table 2 gives the number and percent of students who mentioned certain factors as influencing them to attend a certain college. A list of possible factors was given and each student was asked to check the item which most strongly influenced him to come to that particular college in preference to others. It is conceded that there is an element of subjectivity in these data. Because of the subtleness with which such factors operate, one's opinion or memory regarding them may not always be accurate. However, since the individual concerned knows more than anyone else about the matter, his judgment must be accepted for what it is worth.

TABLE 2.—*Number and percent of students who mentioned certain factors as influencing them to choose the particular college, by sex*

Reason	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Per cent
1	2	3	4	5	6	7
Vocational or professional reasons	170	24	274	26	444	25
Superior quality of work offered	150	21	214	21	364	21
Less expensive	120	17	136	13	256	15
Convenience to home	58	8	122	12	180	10
Influence of relatives or friends	53	8	80	8	133	8
To please parents	36	5	71	7	107	6
Influence of high-school teachers	43	6	43	4	86	5
Scholarship granted	28	4	50	5	78	4
Other influences	22	3	24	2	46	3
Visit of college representative	13	2	21	2	34	2
Desire to be with friends	7	1	8	1	15	1
Total	700		1,043		1,743	

[2] United States. Bureau of Education. Survey of Negro Colleges and Universities. Prepared in the division of higher education, Arthur J. Klein, Chief Washington, Government Printing Office, 1929 964 p. (Bulletin, 1928, no. 7.)

It will be noted that "vocational interests" and "superior quality of work" rank highest in percent of students mentioning them, their respective percentages being 25 and 21. It would be of interest to know what relation exists between the percent of students of a given college or special group of colleges who named vocational interests and superior quality of work as the most strongly influencing factors and the vocational offerings and accreditation of those schools. While this information is not reported here, the data given should be of value to colleges in working out the materials and objectives of their programs of studies and in setting and maintaining standards of work.

Another aid which the information contained in this table should give to college executives has to do with their recruiting procedures. Much time and money might be saved by giving more attention to those factors which most greatly influence the student in choosing a college and less to the ones which apparently have a negligible influence.

DRAWING POWER OF COLLEGE

The sphere of influence of colleges has definite relations to the extent of and methods used in recruiting students. Our data show that approximately 30 percent of the students are drawn from sources more than 200 miles from the colleges they attend, while nearly a third come from a radius of 10 miles or less. A fifth of the students come from distances of 100 to 200 miles.

The drawing power of a college as revealed by the percent of its students coming from various distances, among other things, is determined by their background factors and the strength of the appeal which the college makes in terms of these factors. Therefore, a detailed study by each college of its student body for the purpose of ascertaining the relation of its appeal and recruiting procedures to the distances from which students come should yield valuable information.

B. SCHOLASTIC APTITUDE OF STUDENTS

In order to ascertain the scholastic aptitude of the students under investigation, the American Council on Education Psychological Examination was administered. The scores made by students on this test according to age, sex, and kind of college attending are shown in figure 3 and tables 3 and 4.

AGE AND SCHOLASTIC APTITUDE

That the younger students are decidedly superior to the older ones in scholastic aptitude as revealed by the psychological scores is evidenced in figure 3. This figure shows the total group median, the number of students in each age group, their median scores, their ranges, and the percent who received a score above the total group median. Each bar shows the median of the age group it represents and the class interval in which the highest and lowest scores fall.[3]

The mean ages of the men and women are, respectively, 20.21 and 19.34, the difference being slightly more than 11 months. The group of students studied seems to be sufficiently representative to warrant the conclusion that the typical Negro student entering college is about 20 years of age. Gerberich found in his study of 10,000 Iowa seniors the median age of boys to be 18.2 and that for girls, 17.9. For both combined the median age was 18.[4]

TABLE 3.—*Mean psychological scores according to sex*

	Men	Women	Total
Mean and P.E.	80.7±1.55	71.6±1.06	76.01±.86
Number of cases	563	870	1,433

TABLE 4.—*Median scores made by students on different parts of psychological examination, by sex*

Part of examination	Men	Women	Total
1	2	3	4
Completion	17.28	12.02	14.32
Artificial language	16.29	18.17	17.41
Analogies	12.54	11.73	12.03
Arithmetic	14.55	8.80	10 37
Opposites	12.74	10.66	11.50
Number of cases	563	870	1,433

The contrast between the scores of each group with those of the groups which immediately precede and succeed it is in most cases pronounced, and the difference between the scores

[3] Midpoint of class interval used because scores were punched on Hollerith cards in terms of class intervals instead of absolute scores.

[4] Gerberich, J. R. A Personnel Study of 10,000 Iowa High-School Seniors. University of Iowa studies in education. Vol. V, no. 3. University of Iowa, Iowa City, Iowa. 1930.

of students who are younger than the mean age (20) and those who are older is particularly marked.

The first two age groups, 14 and 15, obviously are accelerated students and consequently a higher score is made by them. The fact that they are able to reach the freshman

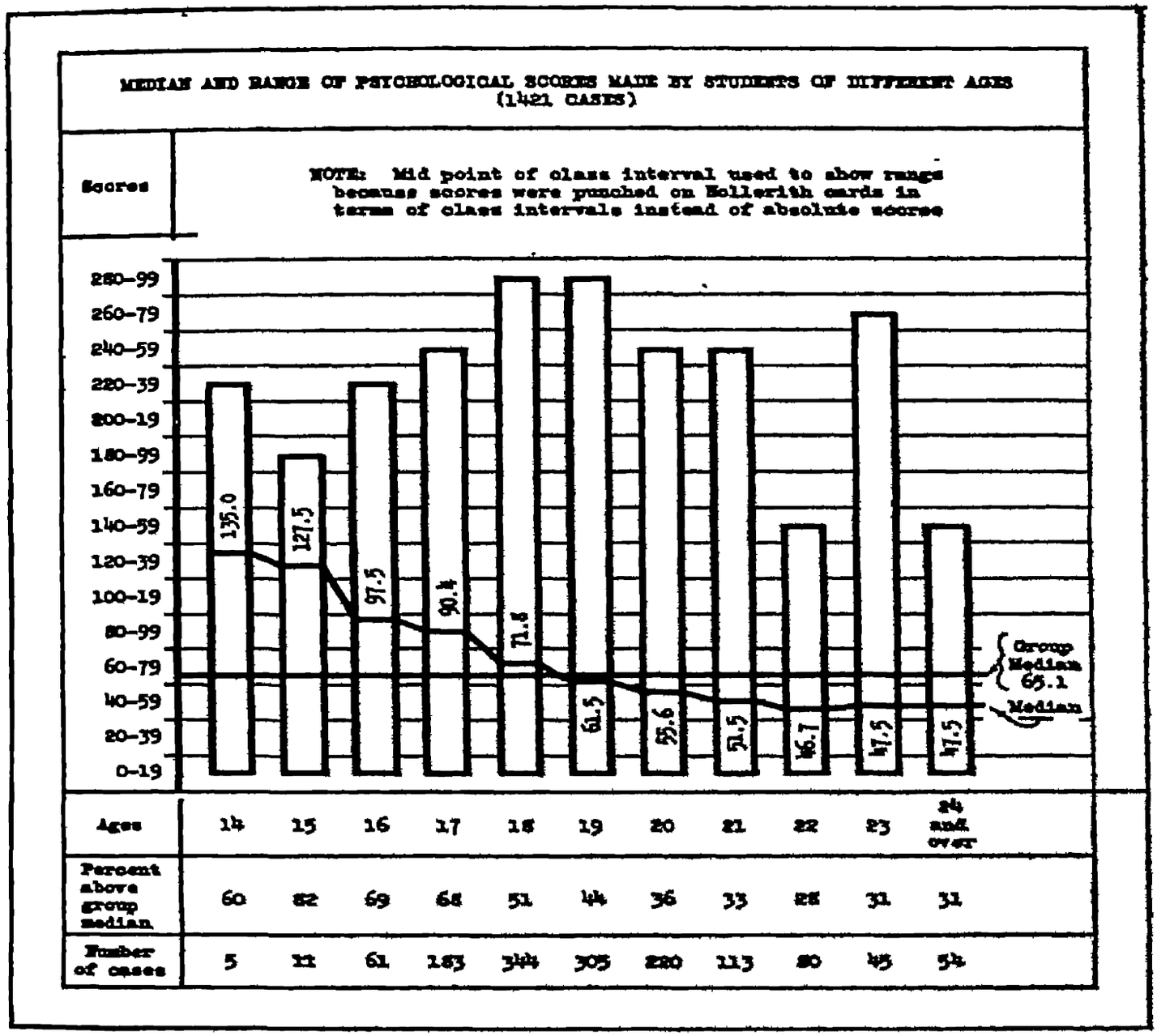


FIGURE 3.—Median and range of psychological scores made by students of different ages (1,421 cases).

NOTE.—Midpoint of class interval used to show range because scores were punched on Hollerith cards in terms of class intervals instead of absolute scores.

year of college at these ages indicates a high degree of scholastic aptitude. On the other hand students above the age of 20 may be said to be considerably retarded, probably for several reasons, the most likely one of which is a low degree of scholastic aptitude. That there are other reasons operating,

however, is evidenced by the fact that approximately a third reached or exceeded the total group median. This is also shown by the fact that the scores of a few students in the 21 and 23 age groups fell in the higher class limits. Seven students in each of the 21 and 23 age groups reached or exceeded the median of the 14 age group, while 5 and 2 students of the 22 and 24 age groups, respectively, reached or exceeded the 14 age median of 135.

Contrariwise, not all of the accelerated students are intellectually bright, for, as the figure reveals, in every case some have scores which fall in the lowest class interval.

While the data presented here are valuable in suggesting to a student of a given age what his chances of exhibiting a certain degree of scholastic aptitude are, the variations noted should induce caution in prescribing for students on the basis of age alone, for allowance should always be made for individual cases. However, it is believed that the evidence in hand is sufficiently conclusive to be of use to college officials.

SEX AND SCHOLASTIC APTITUDE

Do Negro college men show a higher degree of scholastic aptitude than women? If so, how great is the difference and what is its statistical significance? Also, what educational and social implications are involved? The first three questions may be answered by reference to table 3. The discussion in the succeeding section on high-school failures will attempt to throw some light on the question of educational and social implications.

Gross scores.—Table 3 shows the gross psychological scores made by men and women in terms of the means and probable errors. The small probable errors are particularly to be noted, as they indicate a high degree of reliability of the obtained means. If the sample which we have used of the 5,000 freshmen students enrolled in more than 100 Negro colleges in 1930 is random, it shows that the mean of the men would probably not vary more than 4.65; the mean of the women would probably not vary more than 3.18; and that of the group as a whole not more than 2.58.

The difference between the means of men and women is 9.1. Is this a significant difference or is it due merely to chance? In order to answer this question the critical ratio

between the averages of the men and women was found. According to authorities [5] if a critical ratio is three or more the difference between the obtained averages of the two groups under consideration is real and significant. The probable error of the difference of the means of men and women in the present study is 1.87, and the critical ratio is 4.86. The difference is, therefore, significant, and it may tentatively be concluded that Negro college freshman men have a higher degree of scholastic aptitude than women as measured by the American Council on Education psychological examination.

Individual test scores.—To test further our hypothesis concerning this matter, however, the examination was analyzed in order to ascertain the relative standing of men and women in scores made on each component part of the examination. Table 4 gives the results of this analysis. It is seen that in every case except one, the artificial language test, the men surpass the women.

These findings are not in agreement with those of the previous personnel study referred to.[6] In that study the women surpass the men in the psychological scores on the American Council test, the respective means being $88.90 \pm .2$ and $69.96 \pm .3$. There were 76 men and 114 women included in this study. It is believed that that particular group of students was representative of those who enter Fisk University as freshmen, but that students in the present study are more representative of the typical Negro freshman for the country at large.

The findings here reported do not indicate that Negro men in general have a superior intellect to Negro women, but the apparent superiority of the group in question may be explained by the fact that the 563 men are probably a more highly selected group than is true of the 870 women. This theory is borne out by the findings of a previous study.[7]

The hypothesis of greater selectivity of men than of women students is also supported by the Iowa student personnel study.[8]

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[5] McGaughy, J. R. The Fiscal Administration of City School Systems. New York, The Macmillan Co., 1924, pp 6–10.
[6] Caliver, Ambrose. Op. cit.
[7] Caliver, Ambrose. Secondary Education for Negroes. Op. cit.
[8] Gerberich, J. R. Op. cit., p. 29.

Intelligence of students and kind of college.—For purposes of comparison the scores made by students in the various colleges are shown in figure 4. Since the information furnished by the schools participating in the study was considered confidential, the names of the colleges are not

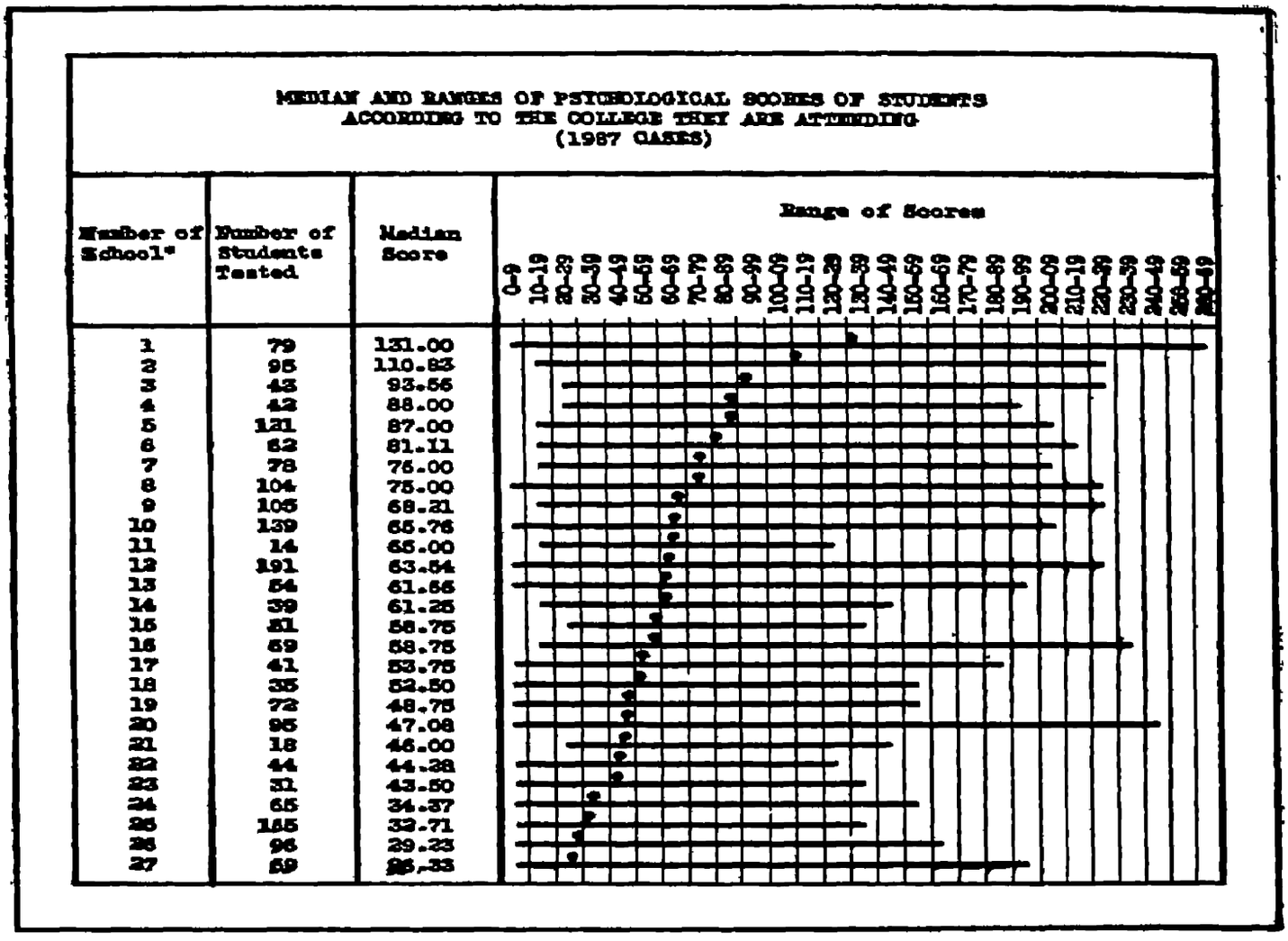


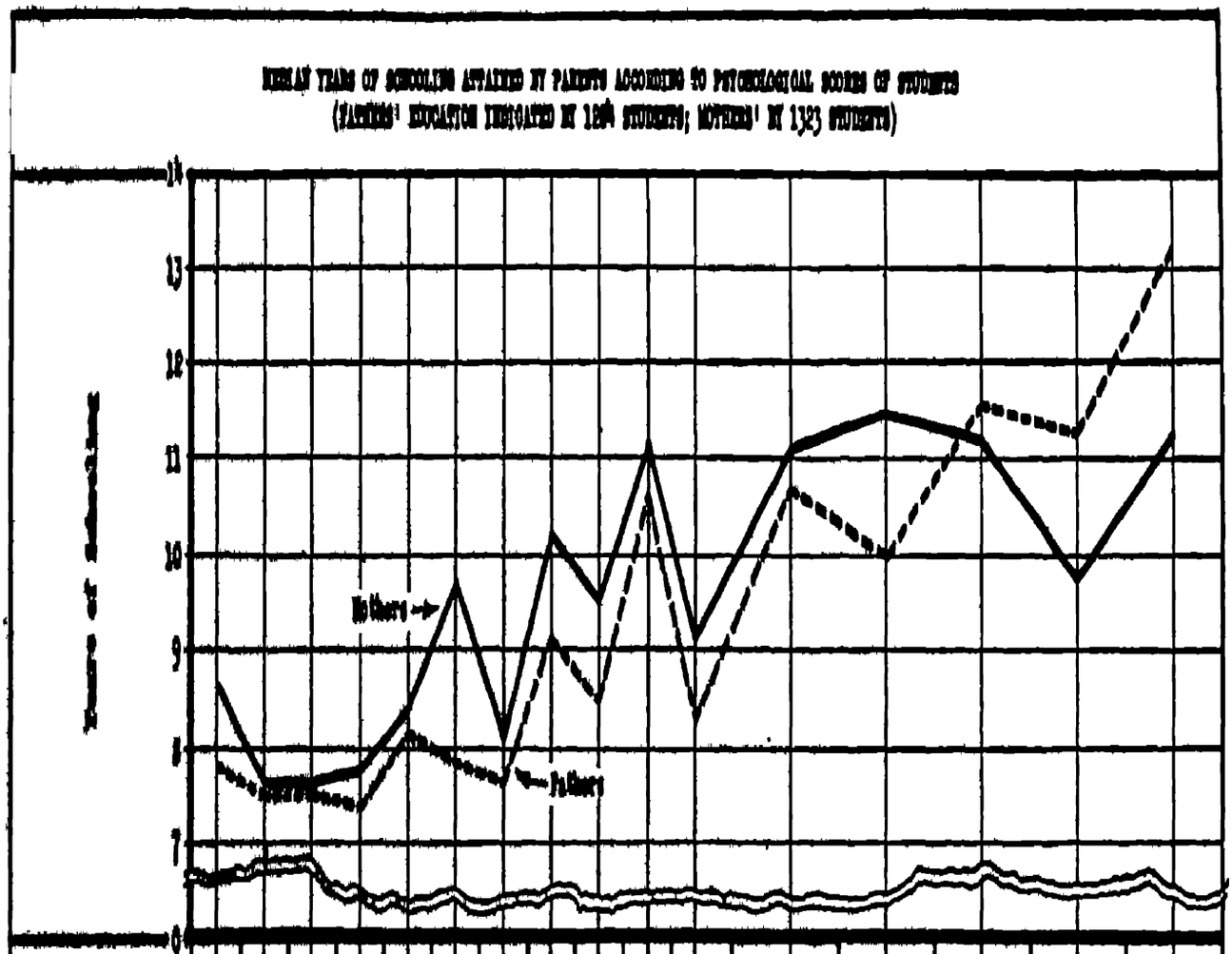
FIGURE 4.—Median and ranges of psychological scores of students according to the college they are attending (1,987 cases).

* Any president desiring the number assigned to his college will be furnished it upon request.

given here, but they are designated by numbers. The horizontal line represents the range of the scores made by students and the dot represents the median. The extreme overlapping of the ranges, despite the constant decrease in medians, is particularly to be noted.

EDUCATION OF PARENTS AND INTELLIGENCE OF STUDENTS

What relation is there between the education of parents and the intelligence of their children as shown by their psychological scores? Do the more intelligent children



Students' Psychological Scores	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-99	100-119	120-139	140-159	160-179	180-199	200 and Over
Median Years Schooling of Mothers	6.83	7.64	7.83	7.70	8.33	9.70	8.08	10.85	9.50	11.16	9.06	11.07	11.46	11.18	9.75	11.21
Number of Students Reporting	35	69	106	134	142	112	114	103	90	62	115	58	39	36	35	29
Median Years Schooling of Fathers	7.43	7.98	7.92	7.38	8.14	7.86	7.63	9.15	8.90	10.60	8.85	10.75	10.00	11.50	11.80	13.85
Number of Students Reporting	38	71	106	140	137	108	107	97	80	60	110	60	54	36	36	31

FIGURE 4.—Median years of schooling attained by parents according to psychological scores of students. Fathers' education indicated by 1,284 students; mothers' by 1,323 students.

tend to have parents who have attained a higher educational level than those who are less intelligent? Figure 5 attempts to answer these questions. Here are shown the median years of schooling attained by the parents of students who are represented in each intelligence level.

The education of both mothers and fathers fluctuates considerably as the intelligence of their children increases from a lower to a higher level, but a definite upward trend for both is noticeable.

The education of the fathers of children whose scores fall below 100 shows considerable fluctuation. However, it begins a definite upward trend at the 100 mark, the median of each intelligence level exceeding the one just preceding except in the 180 to 199 group, where there is a slight drop of 0.15. The education of mothers also shows great fluctuations until the 100 mark is reached. It will be noted that mothers consistently maintain a higher educational level than the fathers of all children until the intelligence level represented by scores of 160 to 179 is reached, here the education of fathers exceeds that of mothers, as it does for the two succeeding groups.

Another way to determine if the educational level of parents actually increases as the intelligence scores of students increase is by ascertaining the median years of schooling of the parents of students whose psychological scores fell below the group median of 65.08, and the median years of schooling of the parents of students whose psychological scores fell on and above the group median. It was found that the fathers of 579 students whose scores were below the group median had 7.71 median years of schooling; and the mothers of 586 of the corresponding group of students had 7.99 median years of schooling. The fathers of 713 students who reached or exceeded the group median in psychological scores had a median schooling of 9.36 years, and the mothers of 737 students belonging to the same intelligence level had a median schooling of 10.01 years.

Our data seem to show that there is a definite relationship between the amount of schooling possessed by parents and the scholastic aptitude of their children.

C. SCHOLASTIC AND VOCATIONAL INTERESTS AND ACTIVITIES

The influence of college admission requirements is indicated by the facts shown in table 5. The subjects claiming the highest enrollments are, in order of their rank: English, history, algebra, plane geometry, Latin, chemistry, and civics. These subjects are as a general rule required by all the Negro institutions. Although music, physical education, home economics, and industrial arts rank relatively low in the percent of students taking them, their respective ranks being 9, 12, 15, and 23, they rank high in the number of units taken by their registrants. The median number of units taken by students in these subjects are: Physical education, 3.04; music, 2.23; home economics, 1.89; industrial arts, 1.65.

HIGH-SCHOOL FAILURES

How well are our American schools succeeding in accomplishing the task they have set for themselves? What kind of work is done by students in the subjects they take? A partial answer to these questions will be found in figures 6 and 7, which show the extent that men and women students failed in high-school subjects before they finally succeeded in reaching college. Of the 1,880 students under investigation, 507, or 27 percent, failed in some subject during their high-school careers, according to replies given by the students themselves. Thirty-two percent of the men failed as against 24 percent of the women. The greatest relative number of those failing was in mathematics, the percent being 33. The percents of failing students reporting failures in the other subject fields follow in rank order: Languages, 25; English, 18; science, 12; social science, 9; other, 2.

TABLE 5.—*Number and percent of students taking a given amount of work in high-school subjects in terms of medians according to rank*

Subject	Median number of units	Students		Rank of	
		Number	Percent	Column 2	Column 4
1	2	3	4	5	6
English	3 42	1,655	88	1	1
Physical education	3 04	879	47	2	12
Music	2. 23	964	51	3	9
History	2. 12	1,565	83	4	2
Home economics	1 89	671	36	5	15
Industrial or manual arts	1 65	255	14	6	23
Latin	1. 58	1,297	69	7	5
Modern languages	1. 46	705	37	8	14
Art	1 21	403	21	9	20
General mathematics	1 20	802	43	10	13
Algebra	1 17	1,527	81	11	3
Others	. 93	124	7	12	28. 5
Mechanical drawing	. 92	220	12	13	25
Stenography	. 90	78	4	14	31
Geography	. 87	492	26	15	19
Agriculture	. 85	246	13	16	24
Physiology and hygiene	. 82	503	27	17 5	18
Commercial law	. 82	92	5	17 5	30
Biology	. 78	1,099	58	19	8
Chemistry	. 77	1,139	60	20	6
Plane geometry	75	1,472	78	22	4
Physics	. 75	937	50	22	10
General science	. 75	903	48	22	11
Typing	72	193	10	24. 5	27
Bookkeeping	. 72	124	6	24 5	28. 5
Economics	. 71	571	30	26	16
Civics	70	1,132	60	27 5	7
Commercial arithmetic	. 70	211	11	27 5	26
Trigonometry	. 65	329	17	29	21
Sociology	. 64	282	15	30	22
Solid geometry	55	514	27	31	17

Failures by sex.—Figure 6 gives the percent of the total group of 1,880 students who failed in given subject fields, by sex, and figure 7 shows the percent of the total number of students who failed according to subject fields.

It is seen from figure 7 that in every case the men have a relatively greater number of failures than the women. This difference is pronounced in English, languages, and mathematics, and is somewhat marked in science. In the percent of failing students who failed in given subjects, figure 6 shows that men again exceed the women in most instances. Although a smaller percent of all the women (1,129) failed in mathematics, science, and social science, than the corresponding percent of men, they lead the men slightly in mathematics when their percentage of failures is computed on the basis of the total women who failed (266), as shown in figure 6. This fact can hardly be explained

on the basis of a difference in the intelligence of these particular failing students, for the difference in intelligence of men and women who failed in mathematics is very slight,

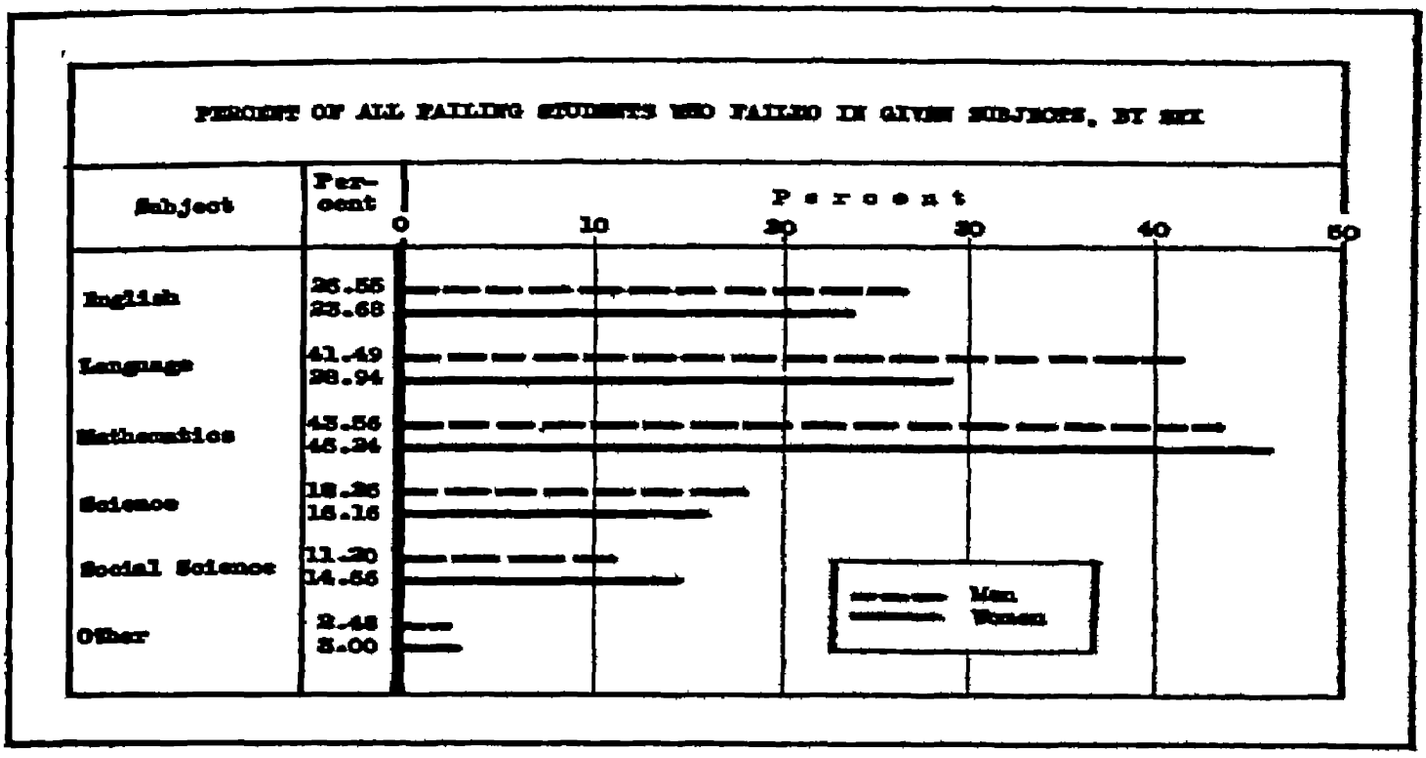


FIGURE 6 —Percent of all failing students who failed in given subjects, by sex.

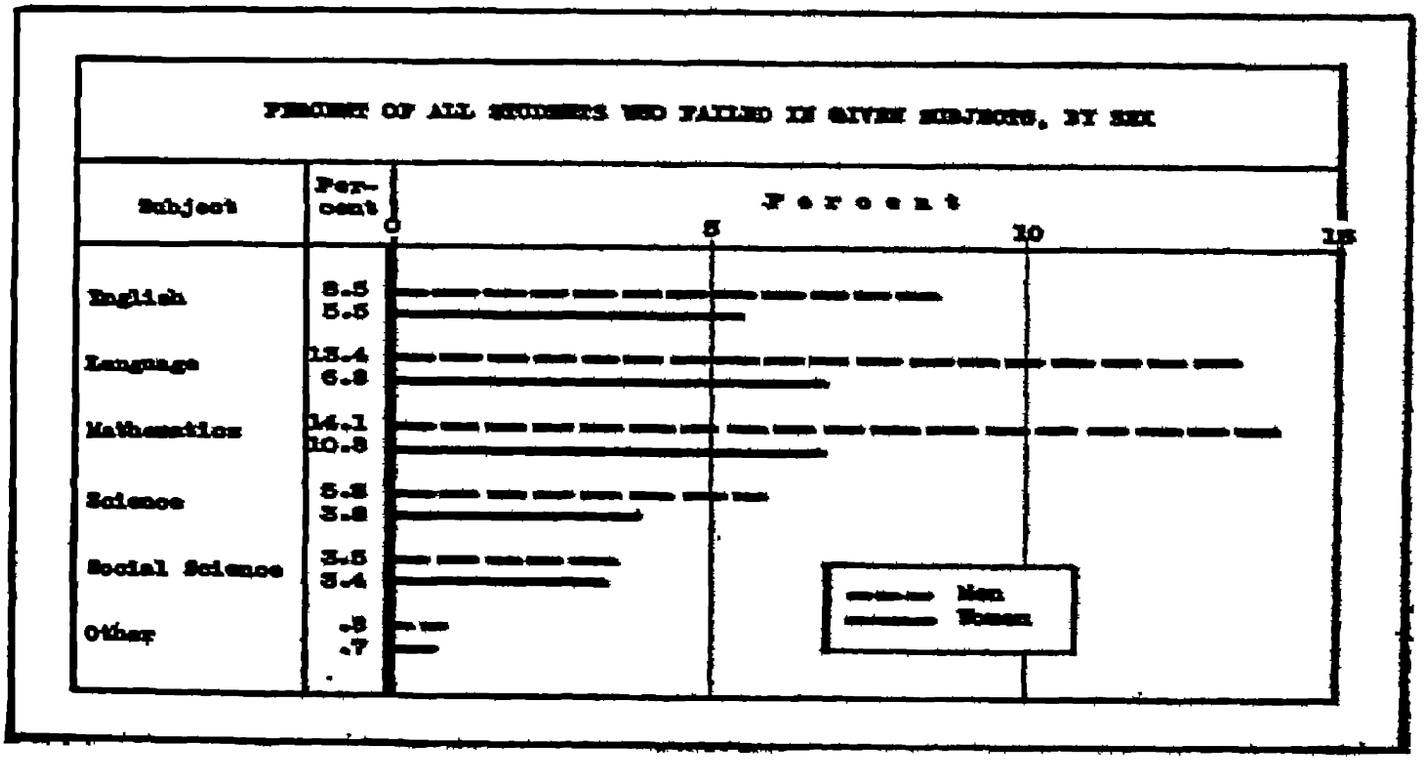


FIGURE 7 —Percent of all students who failed in given subjects, by sex.

the scores being 73 and 69.28, respectively, while the corresponding scores for science are 87.05 and 51. For social

science the scores of the failing men and women are respectively, 65 and 46.25.

Failures in relation to intelligence.—Did a larger percent of students with low intelligence who entered college fail in high-school subjects than was true of those of higher intelligence? Table 6 furnishes data on this question. Contrary to findings concerning high-school failures and the intelligence of students in general, column 18 shows that instead of decreasing the average number of high-school failures of students entering college belonging to the various intelligence levels remains nearly constant as the psychological score increases.[9] Also, by observing columns 2 to 12 it is seen that of those who did fail in the various subjects as large a percentage of the intellectually superior students failed as was true of the supposedly inferior ones. In fact, column 18 indicates that with the exception of students in the lowest psychological group the students who belong to the three highest psychological groups have the greatest average number of failures.

Another way to analyze the situation is to compare the median psychological score of students who failed with the corresponding score of those who did not report failures. By reference to the last two columns in table 7 it is seen that the median score of the failing students is only 7.06 lower than that of the nonfailing students.

The scholastic aptitude of students who failed in the various subjects is shown in table 7. There is a marked difference between the scholastic aptitude of men and women who failed in the various subject fields, the men taking the lead in every case. The amount by which the psychological scores of men who failed in the various subject fields is greater than those of women who failed in the same subject fields is as follows: English, 32.15; languages, 15; mathematics, 3.72; science, 36.50; social science, 18.75; other, 60. The difference between the scores made by all failing men and women is 8.95. All these differences except one are greater than the difference between the median scores made by the total group of men and women, which was 7.62.

[9] Some persons believe this situation is caused by the selective character of the failure students

TABLE 6.—*Number of students who failed and percent of failing students represented by a given subject according to psychological scores* [1]

Number of students	Scores	Subjects failed in														Total failures	Average failures
		English		Languages		Mathematics		Sciences		Social sciences		Other		Total students failed			
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
39	0–9	9	45	----	----	10	50	4	20	3	15	----	----	20	51	34	1.70
80	10–19	10	40	10	40	6	24	4	16	4	16	1	4	25	31	35	1 40
119	20–29	14	31	16	36	20	44	6	13	7	16	1	2	45	38	64	1 42
140	30–39	7	23	7	23	14	45	6	19	3	10	1	3	32	23	38	1. 22
156	40–49	9	22	11	27	14	34	10	24	8	19	----	----	41	26	52	1. 26
122	50–59	7	17	14	34	14	34	8	19	5	12	1	2	41	34	49	1. 19
119	60–69	6	17	10	42	11	46	1	4	3	12	----	----	24	20	32	1. 33
111	70–79	4	20	9	45	10	50	3	15	2	10	1	5	20	18	29	1. 45
99	80–89	8	25	10	31	15	47	7	22	4	12	2	6	32	32	46	1 43
65	90–99	10	38	6	23	13	50	6	23	3	11	----	----	26	40	38	1. 46
121	100–119	8	24	15	45	16	48	10	30	2	6	----	----	34	28	51	1. 54
99	120–139	5	29	5	29	9	53	2	12	2	12	----	----	17	17	23	1. 35
60	140–159	1	6	6	33	8	44	3	17	2	11	1	6	18	30	21	1 16
36	160–179	2	18	4	36	9	81	2	27	----	----	1	9	11	30	19	1. 72
36	180–199	1	11	5	56	5	56	1	11	1	11	1	11	9	25	14	1. 55
81	200 on	3	33	5	56	6	67	1	11	----	----	----	----	9	29	15	1. 66
1,433	Total	104	26	133	33	180	44	75	19	49	12	10	2	404	28	622	1. 53

[1] Students whose psychological scores are unknown are not included.

TABLE 7.—*Median psychological scores of students who failed in certain subjects, compared with the scores of nonfailing students*

	English	Languages	Mathematics	Sciences	Social sciences	Other	All failing students	Nonfailing students
1	2	3	4	5	6	7	8	9
Men	75. 0	76. 0	73. 0	87. 5	65. 0	[1] 115. 0	65 0	71. 66
Number of cases	56	76	87	36	21	4	197	366
Women	42. 85	61. 0	69 28	51. 0	46. 25	[1] 55. 0	56. 05	64. 04
Number of cases	48	57	93	39	28	6	207	663
Both	54. 28	68. 5	71. 0	59. 37	49. 37	79. 5	59. 51	66. 57
Total cases	104	133	180	75	49	10	404	1, 029

[1] Too few cases to yield reliable median.

Of the failing students who had a psychological score of 100 or more 59 percent were men, yet the men constituted only 48 percent of the total students who made a score as high as 100.

An important question which arises in the consideration of these facts is, Why do these men with such relatively high scholastic aptitude fail in larger proportion than do the women, whose scholastic aptitude is much lower?

Among the many reasons that may be advanced, the following two stand out prominently: First, there is a lack of adjustment between the school and the interests of boys and young men; second, the school program is better adapted to certain characteristics possessed only by girls.

Another reason which may be advanced is that a larger proportion of the men have to work, which prevents their meeting the full requirements of the courses they take. Also it may be suggested that men devote more time to those extracurriculum activities which require a great amount of time and expenditure of energy than do women, thus, again causing them to neglect their studies. In addition it is probable that many of these failing men belong to the modern group of students who decry high grades, and who would rather be mediocre than be dubbed "grinds." Such students do not deliberately plan to fail, but because of the narrow scholastic margin which they have, the slightest misfortune or handicap changes a low average into a failure. Another explanation which may be offered is that many men are intellectually lazy and indifferent about their intellectual advancement.

The general problem of failure is one which should challenge the attention of school and college administrators and teachers, as well as parents and students themselves. Because of factors which cannot be controlled some failures are inevitable. But that so large a percentage of pupils fail indicates a maladjustment which should be given more serious consideration than it is receiving.

Many of the students reporting here are to be commended because of their fortitude in spite of the frequent ill effects of failure. Failure, like success, is cumulative. Constant failure produces the opposite of success—shattered morale, unsocial attitudes, introverted personality. It is likely to plant the seeds of discontent and mental and social disorder.

In view of these possibilities, therefore, it behooves school people to look well to their program, and so adjust the means that a larger proportion of the students may attain the ends

A closer relation between the objectives of teachers and pupils should be sought. The successful attainment of the ends of education should be assured to a larger number through self-motivating agencies. Personnel information about students should be placed at the disposal of pupils and teachers so that the task to be performed and the pupil's ability may not be incompatible; so that the stage may be set for success rather than failure.

ANTICIPATED COLLEGE MAJOR

In order to ascertain the academic interest of students they were asked to indicate the subject in which they planned to major. Column 5 of table 8 shows the results of this inquiry. It is seen that the largest percent plan to major in education. The two subjects next following are English and home economics. The rank of all subjects mentioned in the percent of students anticipating majoring in them is shown in column 7.

TABLE 8.—*Number, percent, and median psychological scores of students who anticipate majoring in various college subjects, and rank of subjects*

Subject	Median	Number of cases		Percentage both men and women are of total	Rank of column 2	Rank of column 5
		Men	Women			
1	2	3	4	5	6	7
Agriculture	43.88	48	1	3	19	11
Ancient language	79.0	8	11	1	6	16
Art	55.0	4	8	1	16	19
Biology	70.50	76	32	7	12	5
Business administration	70.71	40	19	4	11	9
Chemistry	83.0	95	24	8	5	4
Economics	38.65	5	18	2	20	14
Education	57.71	80	180	15	15	1
Engineering	71.66	21	-------	1	10	15
English	75.0	25	113	10	7	2
History	65.62	36	51	6	13	7
Home economics	44.44	-------	136	9	18	3
Mathematics	85.71	31	57	6	4	6
Modern language	102.5	10	36	3	2	12
Music	72.66	7	48	4	9	10
Political science	105.0	11	-------	1	1	20
Psychology	65.0	3	11	1	14	17.5
Religion	45.0	12	2	1	14	17.5
Sociology	97.5	6	26	2	3	13
Miscellaneous	74.28	47	37	6	8	8

Academic interest and intelligence.—Column 2 of table 8 gives the median psychological scores of students who an-

ticipate majoring in the various subjects, and column 6 shows the rank of these subjects. Observe that students naming political science rank first with a median of 105. This median is probably not as reliable as the others, as there are only 11 cases. The medians of the students expressing a preference for other majors may be seen in the table. It is significant to note that education, which ranked first in the percent of students naming it as a major is fifteenth in the median psychological score made by students choosing it, the median being only 57.71.

CHOICE OF A CAREER

Because of the close relation which frequently exists between students' vocational and academic interests, their choice of careers and the reasons for such choices will be next considered.

Table 9 reveals the factors mentioned by students as influencing their choice of a career. Contrary to the general belief that our students are dominated by the desire to make money above everything else, the students in the present study named "belief in your own ability" and "desire to serve" as the two factors which most strongly influenced them, the respective percentages mentioning them being 44 and 36. The adage "like father like son" does not hold in reference to this group of students, for only 27, or 2 percent, named their father's or mother's occupation as an influence in their own choice. A comparison of the data in the present study with similar data on the same students in the senior year should yield some valuable information.

In view of our interest here in personnel work, one feature about this table is of particular significance, namely, that only 18, or 1 percent, of the students said that they had chosen their life work because of the aid received from a vocational guidance course or book. The obvious reason for this is that the schools do not provide such help as shown by Bullock in his study of occupational choice of Negro high-school boys.[10] The facts presented here unmistakably point to the need of personnel work, especially as it relates to educational and vocational guidance.

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[10] Bullock, R. W. A Study of Occupational Choice of Negro High-School Boys. Crisis 37 : 301–303, September 1930

ber and percent of students who mentioned certain factors which influenced their choice of a career, by sex

Influencing factor	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
lief in ability in field	333	48	433	41	766	44
sire to serve	232	33	403	39	635	36
sire to make money	59	8	69	7	128	7
achers	9	1	41	4	50	3
vice of relatives or friends	14	2	30	3	44	3
cess of friends	12	2	20	2	32	2
her influences	12	2	16	2	28	2
ther's or mother's occupation	15	2	12	1	27	2
cational guidance course or book	3	.4	15	1	18	1
hings you read	7	1	6	1	13	1
mber of cases	696		1,045		1,741	

D. EXTRACURRICULUM INTERESTS AND ACTIVITIES

Interests and activities of students outside the classroom as otent educational agencies are rapidly becoming a subject of arious concern on the part of school people. These activities sually fall into three categories: Intellectual, social, and conomic, under which headings this topic will be discussed.

INTELLECTUAL INTERESTS AND ACTIVITIES

The intellectual interests and activities of students outside f classrooms will be shown, their use of the high-school and ublic library, and the books and magazines read.

Use of library and intelligence of students.—Table 10 shows he median psychological scores of students who used the igh-school and public library with a given frequency. he median scores of those who used the school library rise s the frequency of use increases. The greatest difference etween men and women is found in the group who do not se the library at all, the difference between the median cores being 45 in favor of the men. There is a differential of .76 between the men and women who used the library nfrequently, in favor of the women, while for those who used regularly, the men surpass the women with a differential f 9.3.

TABLE 10.—*Median psychological scores of students according to the frequency with which they used the school and public library*

	Not at all			Infrequently			Regularly		
	Men	Women	Both	Men	Women	Both	Men	Women	Both
1	2	3	4	5	6	7	8	9	10
High-school library	75	30	38.3	62	65 76	66.73	73.57	64.27	67 44
Number of cases	9	18	27	116	179	295	394	601	995
Public library	68.33	60	60.5	75	63.33	68.83	73.43	65.43	68.05
Number of cases	58	80	138	153	170	323	269	498	767

Evidence of a probable lack of public-library facilities is seen in table 11, which shows to what extent students use the public libraries. Data not shown here reveal that 71 percent of the students used the high-school library regularly as compared with 62 percent who used the public library regularly. Those who did not use the high-school library at all represented only 2 percent of the group answering, while the corresponding percent for public-library users was 11. It is likely that the percent who use the public library not at all would decrease if library facilities were available and conveniently situated in the neighborhood.

Books read during high-school career.—While access to a library is an important factor its extent and manner of use are of far greater importance. In order to determine the extent of students' literary background and to judge of their interests they were asked to indicate the number of books they voluntarily read outside of their regular course requirements during their high-school careers. Table 12 shows the data from this inquiry. Only 17 percent read 50 or more books during their entire 4 years in high school, while 28 percent read fewer than 10 books. The median for the total group is 21. Again, these low percentages may possibly be attributed to inadequate library facilities.

That the more intelligent students tend to read a larger number of books is indicated by figure 8. While some fluctuation may be noted, the general tendency is for the students who read the greatest number of books to fall in the higher intelligence ranges.

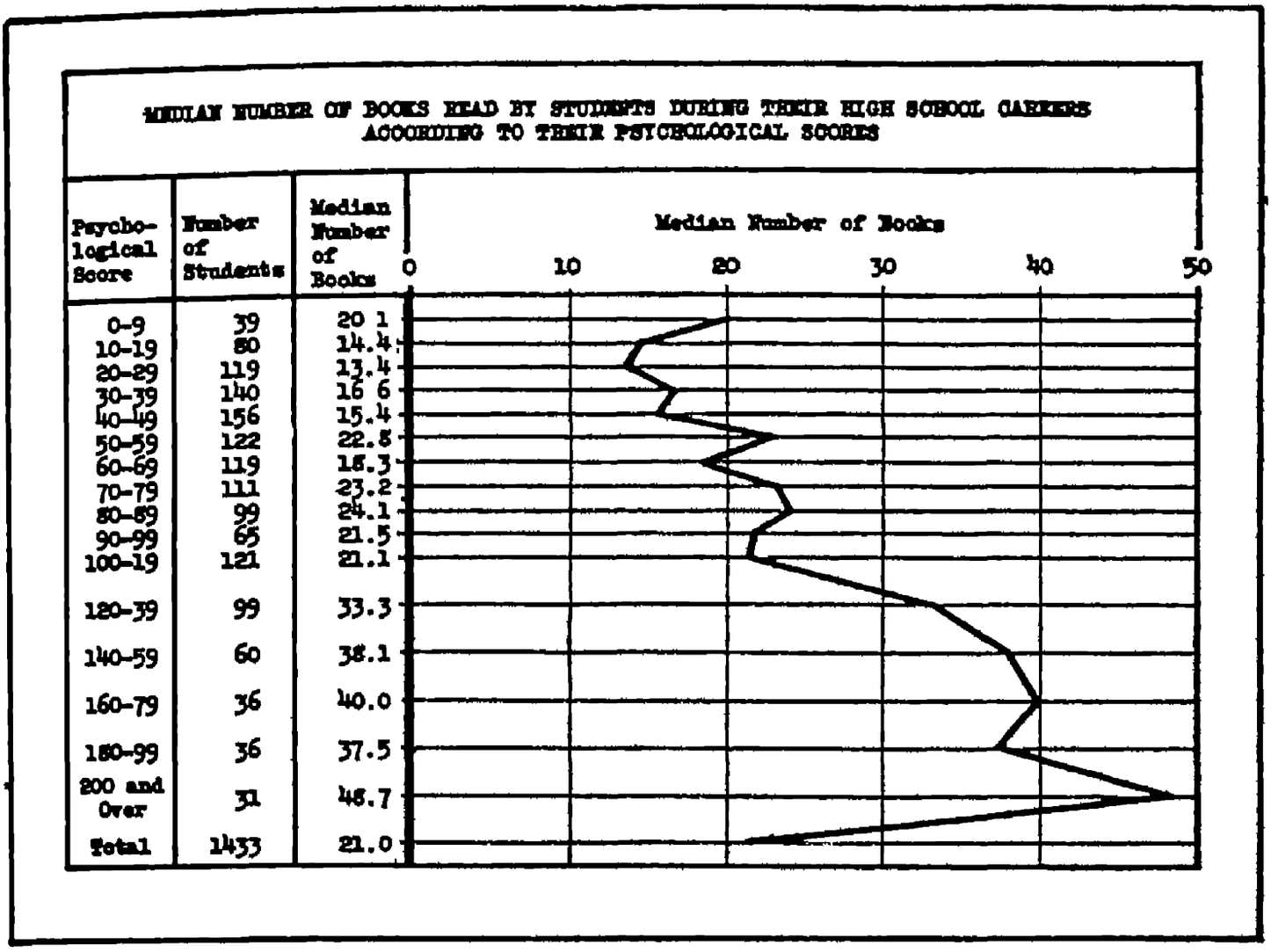


FIGURE 8.—Median number of books read by students during their high-school careers according to their psychological scores.

Read graph thus: Students whose psychological scores fell in the class interval 0–9 read an average of 20 08 books during their high-school careers. Those whose scores fell in the 10–19 class interval read an average of 14.4, while those whose scores reached as high as 200 or more read an average of 48.7 books.

TABLE 11.—*Number and percent of students who used the public library with a given frequency, by sex*

	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
Not at all	71	11	95	10	166	11
Infrequently	205	32	230	24	435	28
Regularly	357	56	622	66	979	62
Number of cases	633		947		1,580	

TABLE 12.—*Number and percent of students who voluntarily read a given number of books while in high school, by sex*

Number of books	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
1-9	171	26	272	30	443	28
10-19	120	18	197	21	317	20
20-29	122	19	156	17	278	18
30-39	82	13	104	11	186	12
40-49	31	5	45	5	76	5
50 or more	124	19	148	16	272	17
Total	650	41	922	59	1,572	100
Median		22.79		19 59		21

Magazines read during high-school career.—Another index of the intellectual interests of students is the number and kind of magazines they read. Table 13 shows the number and percent of students who read certain kinds of magazines during their high-school careers. Magazines whose reading matter is largely current events rank first with 74 percent of the students reading them. The Literary Digest has the largest number of frequencies. Others included Time, Pathfinder, etc. The popular and fiction group of journals claimed the next largest number of readers, the percent being 38. In this group are included such magazines as the American, Cosmopolitan, Photoplay, Colliers, and Liberty. Magazines having to do with the home and women's interests came next with 24 percent of the students reading them. Comprising this group were such magazines as Good Housekeeping, Woman's Home Companion, Pictorial Review, and Ladies Home Journal. A miscellaneous group which also included juvenile magazines claimed 21 percent of the readers. The scientific and mechanical group consisting of the National Geographic, Popular Mechanics, Science and Invention, and Scientific Monthly were read by 19 percent of the students. Only 246, or 15 percent of the 1,632 students replying, said they read magazines dealing with Negro life. In this group were such journals as The Crisis, Opportunity, Southern Workman, and Journal of Negro History. Literary magazines and those purporting to deal with public opinion are fourth and third from the bottom,

their respective percentages being 13 and 5. In these two groups are the Atlantic Monthly, Harpers, Scribners, Mentor, Outlook, The Nation, and Forum. Humorous and physical-culture and outdoor journals are at the bottom of the list with 3 and 2 percent, respectively.

TABLE 13.—*Number and percent of students who read certain kinds of magazines during their high-school career, in rank order, by sex*

Magazines read	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Current events	469	72	740	75	1,210	74
Popular and fiction	263	41	360	37	623	38
Women's and home magazines	15	2	381	39	396	24
Miscellaneous and juvenile	158	24	180	18	338	21
Scientific and mechanical	224	35	80	8	304	19
Negro	86	13	160	16	246	15
Literary	92	14	114	12	206	13
Public opinion	39	6	40	4	79	5
Humor	24	4	25	3	49	3
Physical culture and outdoor	16	1	21	2	37	2
Number of cases	647		985		1,632	

It will be of interest to know what influence the college career will have in changing the reading tastes of these students. In view of the increasing importance of a wholesome, progressive, and constructive public opinion in our democratic life, the schools have a vital mission to perform in creating and directing the literary interest of its students. And it is the business of the college to know what those interests have been in elementary and high school and to utilize the information for further education and guidance.

That a larger percent of the more intelligent students tend to read magazines is shown in table 14. The column giving the composite ranks shows that the group of students whose psychological scores reached or exceeded the total group median (65.08), with one exception, ranked highest in the percent who read magazines. Those who made scores of 200 or more, and between 140 and 159 ranked first and second, respectively, while those whose scores fell between 160 and 179, and 180 and 199 ranked third and fourth. In column 3 will be noted the tendency for a larger percent of the students with high scores than is true of those with lower scores to read literary magazines.

TABLE 14.—*Percent of students who read certain kinds of magazines according to their psychological scores, and rank*

Score	Kinds of magazines read										Total number of cases	Composite rank
	Popular and fiction	Current events	Women's magazines	Scientific and mechanical	Negro	Public opinion	Literary	Humor	Physical culture and outdoor	Miscellaneous and juvenile		
1	2	3	4	5	6	7	8	9	10	11	12	13
0-9.												
Percent	21	54	26	8	15	3	5	-------	3	8	34	-------
Rank	16	16	3	15	3	11	16	15.5	4.5	15	-------	14
10-19:												
Percent	21	60	33	4	10	3	6	.1	3	19	62	-------
Rank	15	13	1	16	13	13	15	14	7	10	-------	15
20-29:												
Percent	26	55	20	15	10	3	8	2	3	4	98	-------
Rank	14	15	12	9	12	12	14	12	2	16	-------	16
30-39:												
Percent	30	68	21	13	16	6	10	3	1	21	121	-------
Rank	12	10	11	13	1	6	12	6	15	8	-------	12
40-49												
Percent	28	71	24	15	15	3	9	1	3	15	131	-------
Rank	13	7	8	10	4	10	13	13	4.5	13	-------	13
50-59:												
Percent	33	65	25	14	12	7	16	2	1	18	105	-------
Rank	8	11	5	12	10	5	5	10	14	11	-------	11
60-69												
Percent	36	73	21	16	14	5	13	3	3	14	111	-------
Rank	7	4	10	8	5	7	9	9	6	14	-------	6
70-79												
Percent	32	71	25	25	14	8	14	3	2	16	104	-------
Rank	9	5	6	4	7	4	8	8	9	12	-------	5
80-89:												
Percent	32	69	26	14	13	2	16	4	1	20	88	-------
Rank	10	8	4	11	9	14	6	4	13	9	-------	10

90-99:												
Percent	30	76	14	26	9	11	17	-------	2	24	63	-------
Rank	11	2	16	3	14	2	4	15.5	12	3.5	-------	7
100-119:												
Percent	40	71	23	21	7	4	11	3	2	21	111	-------
Rank	5	6	9	7	16	8	11	5	10	7	-------	9
120-139:												
Percent	45	69	17	23	14	1	15	2	2	24	87	-------
Rank	4	9	14	6	6	15	7	11	8	3.5	-------	8
140-159:												
Percent	40	80	20	27	13	3	20	5	2	23	57	-------
Rank	6	1	13	2	8	9	2	3	11	5	-------	2
160-179:												
Percent	61	75	17	25	8	11	19	6	-------	28	35	-------
Rank	1	3	15	5	15	1	3	2	16	2	-------	3
180-199:												
Percent	50	56	25	28	11	-------	28	3	3	22	33	-------
Rank	3	14	7	1	11	16	1	7	3	6	-------	4
200 on:												
Percent	53	61	26	10	16	10	13	6	13	39	30	-------
Rank	2	12	2	14	2	3	10	1	1	1	-------	1
Total	427	971	488	247	181	64	184	36	30	263	1,270	-------
Percent of total	33	76	38	19	14	5	14	3	2	21	-------	-------

SOCIAL INTERESTS AND ACTIVITIES

The four extracurriculum activities which will be discussed here as bearing on the social aspects of the students' lives are: Membership in organizations, offices held, hobby interests, and travel experience.

Organization membership.—Table 15 gives the number and percent of students who were members of certain kinds of organizations during their high-school careers. The kinds of organizations are listed in the order of rank according to the percent of students claiming membership in them.

TABLE 15.—*Number and percent of students who belonged to certain kinds of school and community organizations during their high-school career, in rank order and by sex*

Kind of organization	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Religious and civic	345	58	570	60	915	59
Literary and dramatic	273	46	458	48	731	47
Athletic and outdoor sports	291	49	338	36	629	41
Music and arts	158	26	321	34	479	31
Miscellaneous	113	19	175	19	288	19
Social	89	15	105	11	194	13
Mechanical and scientific	68	11	73	8	141	9
Number of cases	600		945		1,545	

Offices held.—As in the case of magazines read and membership in organizations, the men and women hold offices in relatively the same proportion as shown by table 16. It is significant that so many of the students held one or more offices during their high-school careers. The number is 1,149, or 61 percent, of the total group. This probably is an indication of the recognition of the principle of democracy in the schools, and a desire to give everyone a chance to experience whatever honor may be attached to holding office.

Hobby interests.—That athletic interests are by far the most dominant extraclassroom interest of Negro students is indicated in table 17. The various activities for which students expressed first, second, and third preference are listed. Of the

1,382 students who expressed first preference for some particular hobby, 38 percent named athletics. Of the 1,264 students naming a second choice, 22 percent listed athletics. A third preference for some activity was noted by 1,139 students, 14 percent of these chose athletics.

TABLE 16.—*Number and percent of students who held a given number of offices during their high-school career, by sex*

	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Number of offices held						
1	213	45	327	49	540	47
2	139	29	194	29	333	29
3	73	15	101	15	174	15
4	26	5	30	4	56	5
5	13	3	12	2	25	2
6	4	1	7	1	11	1
7	4	1	3	.4	7	1
8	3	1	.....	.....	3	.3
Total	475	41	674	59	1,149	100
Median	2.15	.....	2.05	.....	2.11	.....

Reading is next in order of preference with percentages of 22, 18, and 11 listing it as first, second, and third choice, respectively.

The invectives of frivolity and capriciousness which are frequently hurled at modern youth are not borne out by data in this table. In general, those hobbies of a more serious and purposive nature have the largest percent of students giving them as first choice—note, for example, the small percent expressing first preference for movies and dancing. It is also interesting to note, in this connection, that scientific and mechanical construction ranked third in the first preferences of the men.

TABLE 17.—*Number and percent of students who claimed interest in certain kinds of hobbies while in high school, by sex*

Hobby	First preference		Second preference		Third preference	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
Athletics·						
Men	301	53	121	23	69	14
Women	224	28	154	21	94	14
Total	525	38	275	22	163	14
Reading						
Men	83	15	97	18	54	11
Women	215	26	129	17	73	11
Total	298	22	226	18	127	11
Playing musical instrument·						
Men	36	6	47	9	39	8
Women	107	13	49	7	40	6
Total	143	10	96	8	79	7
Painting and drawing						
Men	15	3	27	5	19	4
Women	32	4	27	4	21	3
Total	47	3	54	4	40	4
Singing:						
Men	29	5	45	9	33	7
Women	83	10	78	11	48	7
Total	112	8	123	10	81	7
School paper						
Men	12	2	25	5	33	7
Women	25	3	43	6	39	6
Total	37	3	68	5	72	6
Movies						
Men	6	1	44	8	60	12
Women	26	3	89	12	80	12
Total	32	2	133	11	140	12
Dancing.						
Men	11	2	40	8	78	16
Women	39	5	86	12	134	20
Total	50	4	126	10	212	19
Scientific or mechanical construction						
Men	48	8	39	7	39	8
Women	1	.1	5	1	9	1
Total	49	4	44	3	48	4
Dramatics						
Men	27	5	40	8	60	12
Women	62	8	79	11	117	18
Total	89	6	119	9	177	16
Grand total	1,382	----	1,264	----	1,139	----

Explanation 38 percent of the 1,382 students naming a first preference designated athletics; 53 percent of all men mentioning a first preference named athletics as against 28 percent for the corresponding number of women

The data presented in the section just preceding have important implications. First, although extraclassroom interests are rapidly finding a place in the enriched curriculums and programs of our modern schools, an analysis of the detailed data here reveals the inadequacy of extracurriculum activities provided by Negro schools. Probably a more even distribution of interests would be expressed if there were a wider variety of activities from which to choose.

This hypothesis is substantiated by findings in a previous study.[11]

Secondly, these data, together with those presented in part II concerning this matter, point unmistakably to the value of larger schools in providing more varied and enriched offerings.

Travel experience.—The students comprising the present study have had rather wide travel experience according to the data at hand. Seventy-one percent have visited large cities for a period of 1 week to 3 months, while 77 percent have visited rural towns, villages, and farms. Ninety students, or 5 percent, said they had visited one or more foreign countries.

Travel is generally considered to be an important factor in one's educational development and in the prevention or eradication of provincialism. According to the evidence here presented these students should have advanced far along the road of cultural growth.

WORK FOR SELF-SUPPORT

The problem of part-time employment of students has been a matter of great concern to many colleges for some time. The constant rise in the cost of education with a corresponding increase in the share of this cost which students are expected to bear, and the changes in our economic life have caused the problem of the working student to take on serious proportions. The problem is particularly accentuated in Negro colleges.

Self-support in high school.—Figure 9 and table 18 furnish information on this matter as it relates to the group under consideration. More than half of the students said they earned part of or all their support while in high school, the percent being 52. One third of the girls worked as against three fourths of the boys, their respective percentages being 36 and 76. Figure 9 shows the percent of girls and boys who earned a given amount of their support. Note the degree to which the percent of women who did not earn any of their support exceeds the corresponding percent of men. The percent of men exceeds that of women markedly in each of the other items.

In order to ascertain what kind of vocational experiences the students had they were asked to designate the kind of

[11] Calliver, Ambrose. Secondary education for Negroes. Op. cit.

work they did for self-support while in high school. The answers shown in table 18 indicate that 64 percent performed

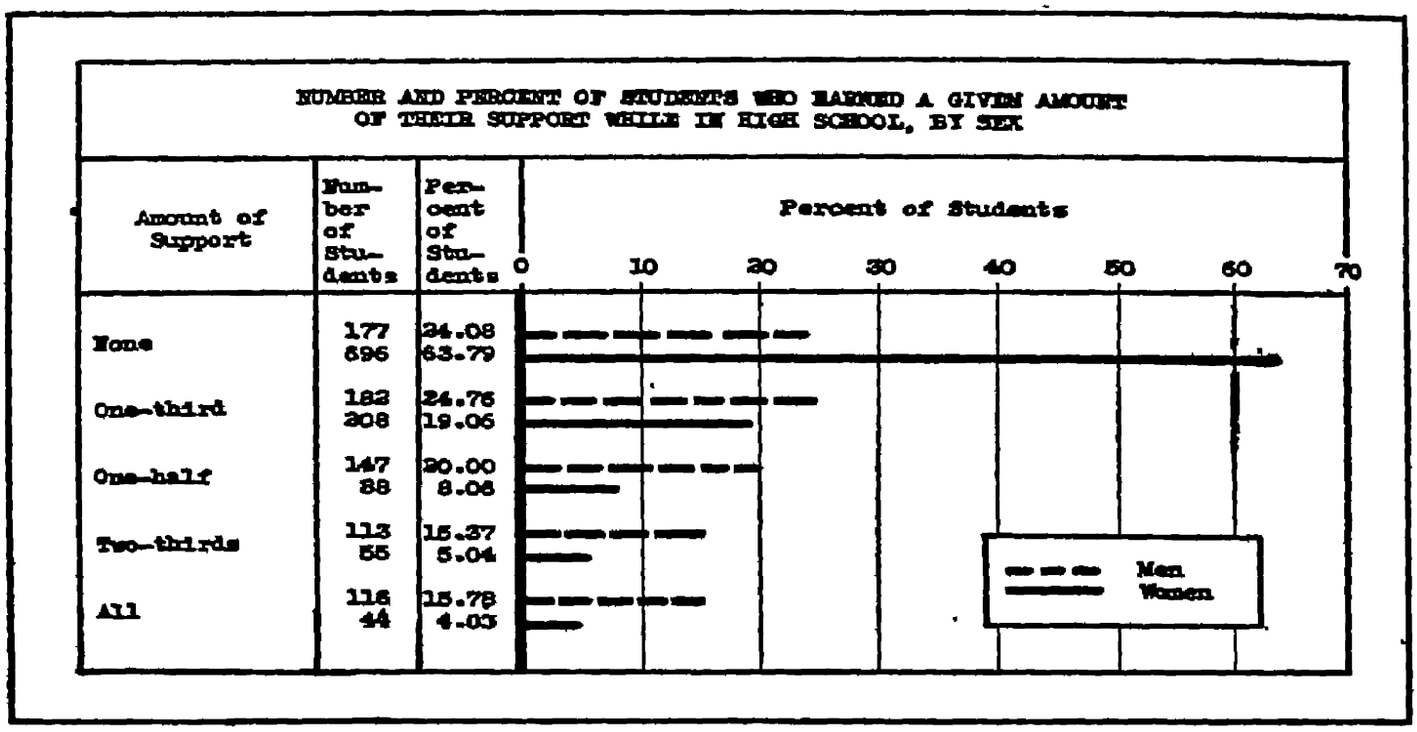


FIGURE 9.—Number and percent of students who earned a given amount of their support while in high school, by sex.

personal and domestic service and 33 percent worked at unskilled jobs.

TABLE 18.—*Number and percent of students who did certain kinds of work for their support while in high school and during their freshman year in college*

Occupation	High school			Total, both sexes in college
	Men	Women	Total	
1	2	3	4	5
Professional:				
Number	12	7	19	11
Percent	2	2	2	2
Clerical:				
Number	20	34	54	38
Percent	4	9	6	6
Skilled:				
Number	80	45	125	46
Percent	15	12	14	7
Business:				
Number	67	14	81	20
Percent	12	4	9	3
Unskilled and miscellaneous:				
Number	245	56	301	141
Percent	45	15	33	22
Personal and domestic:				
Number	303	292	595	391
Percent	55	78	64	61
Number cases	548	375	923	636

Self-support in college.—Sixty percent of the students expect to earn part of or all their support while in college as against 52 percent who earned part of or all their support in high school. Figure 10 is an analysis of the details concerning this group of students.

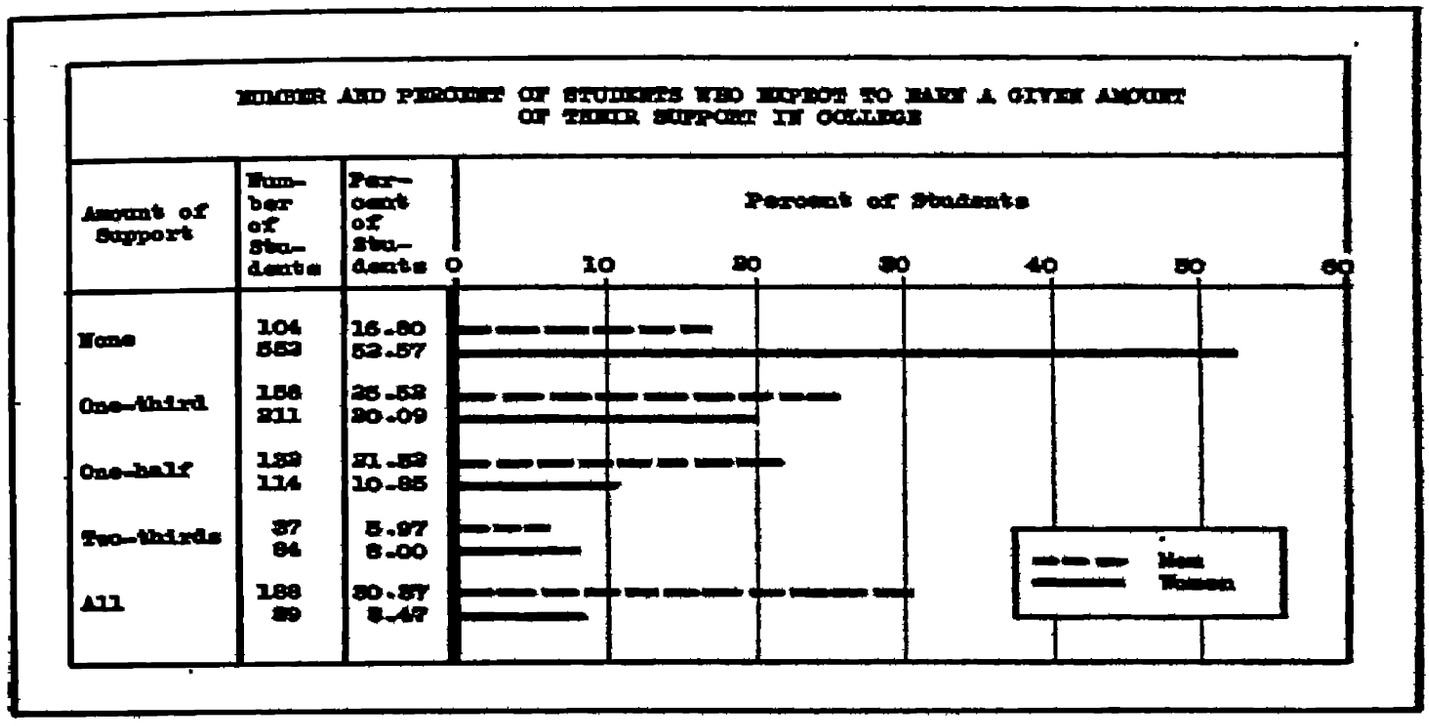


FIGURE 10.—Number and percent of students who expect to earn a given amount of their support in college.

Seven hundred and fifty-three, or 45 percent, of the students were working at the time the study was made. The percent who were working a given amount of time are: 1 to 12 hours a week, 54; 13 to 19 hours a week, 13; and 20 hours or more, 32. The median number of hours per week which all students worked for their support is 11.

The kind of work performed by these students was predominantly personal and domestic service, the percent being 61. The unskilled and miscellaneous group of occupations claimed the next largest number, the percent being 22. Skilled, clerical, and business occupations follow with the respective percentages: 7, 6, and 3.

Assuming that the majority of students who earn part of or all their support while in college do so from necessity, the implications which the foregoing data have for a program of personnel research and service are unequivocal. They suggest, first of all, a need of larger funds for the aid of

worthy students who are not able to support themselves. Potentially superior students frequently are handicapped and are unable to develop to their maximum possibilities because of the necessity of working for their self-support. In consequence, society suffers a great loss. The problem is particularly acute among the men. The extent to which they failed in their high-school careers may partially be attributable to the heavy schedule of manual work which they carried.

The second thing suggested by these facts is the need of a wider field from which to select occupations at which students may earn their support. At present their opportunities are largely restricted to personal and domestic service and unskilled occupations. A broadening of this base of occupational experience will contribute much toward the later vocational guidance and adjustment of students.

E TIME LOST FROM SCHOOL

It is believed that uninterrupted attendance upon school is one of the essentials for academic success. The extent to which students were able to meet this criterion is shown in table 19. The students who lost one month or more from school constituted 40 percent of the total replying. Doubtless many of these students incurred deficiencies during these absences which may later be the causes of serious maladjustments. An analysis, therefore, should be made of the causes of absences and the phases of the given body of knowledge to which the student failed to be exposed under the guidance of the teacher.

TABLE 19.—*Number and percent of students who lost a given amount of time from school during their high-school career, by sex*

Time lost	Men		Women		Total	
	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7
None	387	55	649	62	1,036	60
1 month	87	12	157	15	244	14
2 months	46	7	81	8	127	7
Half a session	40	6	54	5	94	5
1 year	76	11	56	5	132	8
2 years or more	65	9	43	4	108	6
Number of cases	701		1,040		1,741	

F. BROTHERS AND SISTERS AND THEIR EDUCATION

College graduation of brothers and sisters and scholastic aptitude of students.—Is there a tendency for high scholastic aptitude of students to be associated with college graduation of their brothers and sisters? Our data seem to answer this question in the affirmative. Assuming that those who did not answer the question very probably had no brothers or sisters who had graduated from college, the following are the average scores made by the various groups: Those not answering, 63.21; none, 66.78; one, 79.58; three, 74.16. If those having no brothers or sisters who graduated from college are compared with the total group of those who had one or more brothers or sisters who are college graduates, the respective scores are 66.78 and 75.55, a difference of 8.77 in favor of those with brothers and sisters who were college graduates.

There are two possible explanations for this difference: First, the brothers and sisters with college graduation—who are probably older—have exerted an intellectual influence on their younger brothers and sisters, which resulted in greater familiarity with scholastic matters, and, hence, a higher score on the psychological examination. The second inference that may be drawn is that the college graduation of brothers and sisters indicates a high intelligence of the parents, which is transmitted to the children. Whatever the cause, the evidence seems to be conclusive that college graduation of brothers and sisters and high scholastic aptitude of students are closely associated.

G. INFORMATION ABOUT PARENTS

The relationship of students to parents is a vital factor in their school and post-school success. In order to ascertain facts concerning the domestic relations in the home and to see to what extent they varied from the normal relations, students were asked to indicate whether or not they had a stepfather, stepmother, foster parents, or parents who were separated.

Relation of parents to students.—Table 20 furnishes data on these questions. There were 445 of the students who replied in the affirmative to this inquiry. That is, 24 percent had some parental relation other than the normal. It is

significant to note that of the 445 belonging to this group 33 percent said their parents were separated, which is 8 percent of the total 1,880 students.

Important facts such as these should not be overlooked in an attempt to administer personnel service to a student body. Also their sociological bearing in relation to the responsibility of society to assure to itself a balanced proportion of members who have the benefit of a normal family background is of importance alike to educators, social workers, and statesmen.

Parents who are deceased.—Some of the difficulties encountered by Negro students pursuing a college education are indicated by the fact that the fathers of 27 percent of the students interrogated are deceased. Students whose mothers are deceased constitute 16 percent of the group.

TABLE 20.—*Number and percent of students who have stepparents, foster parents, and whose parents are separated*

Relation of parents	Number	Percent
Stepfather	104	23
Stepmother	124	28
Foster parents	63	14
Parents separated	149	33
Other (guardian)	5	1
Number of cases	445	

PART II: RELATIONSHIP BETWEEN KIND OF SCHOOL ATTENDED AND CERTAIN OTHER FACTORS, INTERESTS, AND ACTIVITIES

Next to the home the school is probably the most important factor in shaping the life of an individual. The kinds of schools one attends are a great determinant of character and subsequent success in life. The kinds of teachers one has, the nature and scope of the curriculum, the general organization and administration of the school, and the methods, devices, and points of view used in teaching furnish much of the material as well as supply the mold by which personalities are made. And these materials and molds are frequently predetermined by the location of the school.

To ascertain the relationship between the kinds and location of schools attended and certain other background factors, interests, and activities will be the concern of this part of the report. Some of the topics to be treated are: number and percent of students attending the different kinds of schools and colleges, intelligence of students, scholastic and vocational interests and activities, and extracurriculum interests and activities.

A. COLLEGE AND SCHOOL ATTENDANCE

COLLEGE ATTENDANCE

Table 21 shows the percent of students who are attending private and public colleges, according to the kind of high school from which they were graduated. A total of 41 percent are attending private institutions and 59 percent are attending public institutions. The percentages of students graduating from each kind of high school who are attending private and public colleges, respectively, are shown in columns 2 and 3. In the percent of students who go to private colleges, the northern private schools lead with 62 percent. The lowest ranking schools in the relative number of their

graduates who go to private colleges are those in the southern rural areas, with a percent of 14.

The rank order changes in the percent of the graduates of different kinds of high schools who attend public colleges as seen from column 3. In this matter the southern rural schools are first. The rank order of the others are: public schools of "Border" States, southern city public schools, northern city public schools, southern private schools, northern rural schools, and northern private schools.

TABLE 21.—*Percent of students attending public and private colleges and who named certain factors which influenced them to attend college, according to kind of high school attended*

Kind of high school attended	Kind of college attending			Students naming influences											
	Percent			Percent											
	Private	Public	Number	Convenience to home	To please parents	Influence of relatives or friends	Less expensive	Influence of high-school teachers	Visit of college representative	Superior quality of work offered	Vocational or professional reasons	Scholarship granted	Desire to be with friends	Other	Number
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Southern city public school	40	60	918	13	5	6	14	6	3	23	23	5	2	1	843
Northern city public school	55	45	165	8	10	16	16	3	1	18	21	2	4	1	158
Southern rural public school	14	86	119	12	8	3	11	4	.....	17	38	5	2	.....	107
Northern rural public school	57	43	28	4	12	12	15	8	4	23	15	.....	8	.....	26
Southern private school or academy	56	44	260	6	8	13	10	6	1	34	22	5	2	2	245
Northern private school or academy	62	38	8	14	.....	29	14	.....	.....	14	14	.....	14	.....	7
Public school of "Border" States	37	63	275	8	3	4	20	3	1	14	37	4	4	1	259
Foreign school	100	.....	6	.....	.....	17	.....	.....	.....	33	33	17	.....	.....	6
Other	18	82	98	11	4	9	23	7	3	21	17	3	1	1	92
Total	41	59	1,877	10	6	8	15	5	2	21	25	4	3	1	1,743

INFLUENCES TO ATTEND COLLEGE

Columns 5 to 15 in table 21 show the percent of students from the different kinds of colleges who named certain factors which influenced them to attend a particular college. If the northern private and the foreign schools which have only 7 and 6 cases, respectively, are disregarded in this connection it is observed that the southern city and southern rural schools lead in the percent of students who named convenience to home as the factor most strongly influencing them to attend the college in which they were enrolled. The matter of expense is of most concern to students from public schools of the "Border" States, northern private, and northern city public schools according to our data. The influence of the high-school teacher and visits from college representatives seem to be negligible factors in each of the groups of schools.

The southern private, northern rural, and southern city public are the three highest ranking groups of schools in the percent of students who named superior quality of work offered as the factor most influencing them to attend a certain college. In the percent of students naming vocational and professional influences, the southern rural schools, schools of the "Border" States, and southern city public schools are the three highest.

ELEMENTARY- AND HIGH-SCHOOL ATTENDANCE

The kinds of elementary and high schools attended by the students under investigation are shown in table 22. Column 4 and the extreme bottom line give a comparison of the percents of the total group who attended the various kinds of elementary and high schools. Note the close agreement in practically every case except two, namely, southern rural public and southern private schools.

High school attended according to elementary school attended.—Table 22 also shows the extent to which students who attended a certain kind of elementary school attended the same kind of high school or one of a different kind. Although there is indicated a general tendency for students to attend the same kind of high school as the elementary school attended, certain sections of the table show a definite shift in several instances.

A special feature of this table to be noted is the type of change made from elementary to high school. Some outstanding shifts are: 11 percent of the students who attended southern city public elementary schools changed to southern private high schools; students who changed from northern city public elementary schools to southern city public high schools represented 12 percent; southern rural public elementary schools sent 33 percent of their students to southern city public high schools and 23 percent to southern private high schools. This is the most marked change taking place in any of the groups, and probably indicates a lack of availability of public high-school facilities in the southern rural areas and a desire on the part of pupils and parents to secure better educational opportunities.

TABLE 22.—*Number and percent of students who attended certain kinds of elementary schools, by sex, and number and percent of pupils attending a certain kind of high school according to kind of elementary school attended*

Kind of elementary school attended	By sex			By kind of high school attended								
	Men	Women	Total	Southern city public school	Northern city public school	Southern rural public school	Northern rural public school	Southern private school or academy	Northern private school or academy	Public school of "Border" State	Foreign school	Total replying
1	2	3	4	5	6	7	8	9	10	11	12	13
Southern city public school:												
Number	364	567	931	753	18	13	4	98	2	12	-------	900
Percent	51	52	51	84	2	1	.4	11	.2	1	-------	51
Northern city public school:												
Number	109	64	173	20	129	1	2	10	4	4	-------	170
Percent	15	6	10	12	76	.6	1	6	2	2	-------	9
Southern rural public school:												
Number	112	183	295	89	6	101	4	64	-------	9	-------	273
Percent	16	17	16	33	2	37	1	23	-------	3	-------	15
Northern rural public school.												
Number	9	17	26	1	4	-------	15	1	-------	3	-------	24
Percent	1	2	1	4	17	-------	63	4	-------	13	-------	1
Southern private school or academy												
Number	42	81	123	28	1	2	-------	77	-------	3	-------	111
Percent	6	7	7	25	1	2	-------	69	-------	3	-------	6
Northern private school or academy												
Number	2	1	3	-------	1	-------	-------	-------	2	-------	-------	3
Percent	.2	-------	1	-------	33	-------	-------	-------	67	-------	-------	.1
Public school of "Border" State:												
Number	74	173	247	2	3	1	-------	-------	-------	240	-------	246
Percent	10	16	14	1	1	.4	-------	-------	-------	98	-------	14

Foreign school·												
Number	8	2	10	1	2	-------	1	-------	-------	-------	6	10
Percent	1	.1	1	10	20	-------	10	-------	-------	-------	60	1
Total												
Number	720	1,088	1,808	894	164	118	26	260	8	271	6	1,737
Percent	40	60	100	51 5	9 4	6.8	1.5	14.4	6	15.6	.3	100

NOTE: Table may be read as follows. Of the total students who attended southern city public elementary schools and continued into high school, 84 percent attended southern city public high schools; 2 percent northern city public high schools; 1 percent southern rural public high schools; and so on through column 12 A diagonal line drawn fom the top of column 5 to the bottom of column 12 will pass through the percentages representing the students who attended the same kind of elementary and high schools.

Other notable changes are found among pupils of the northern elementary school; the southern private elementary school; and the northern private elementary school. There

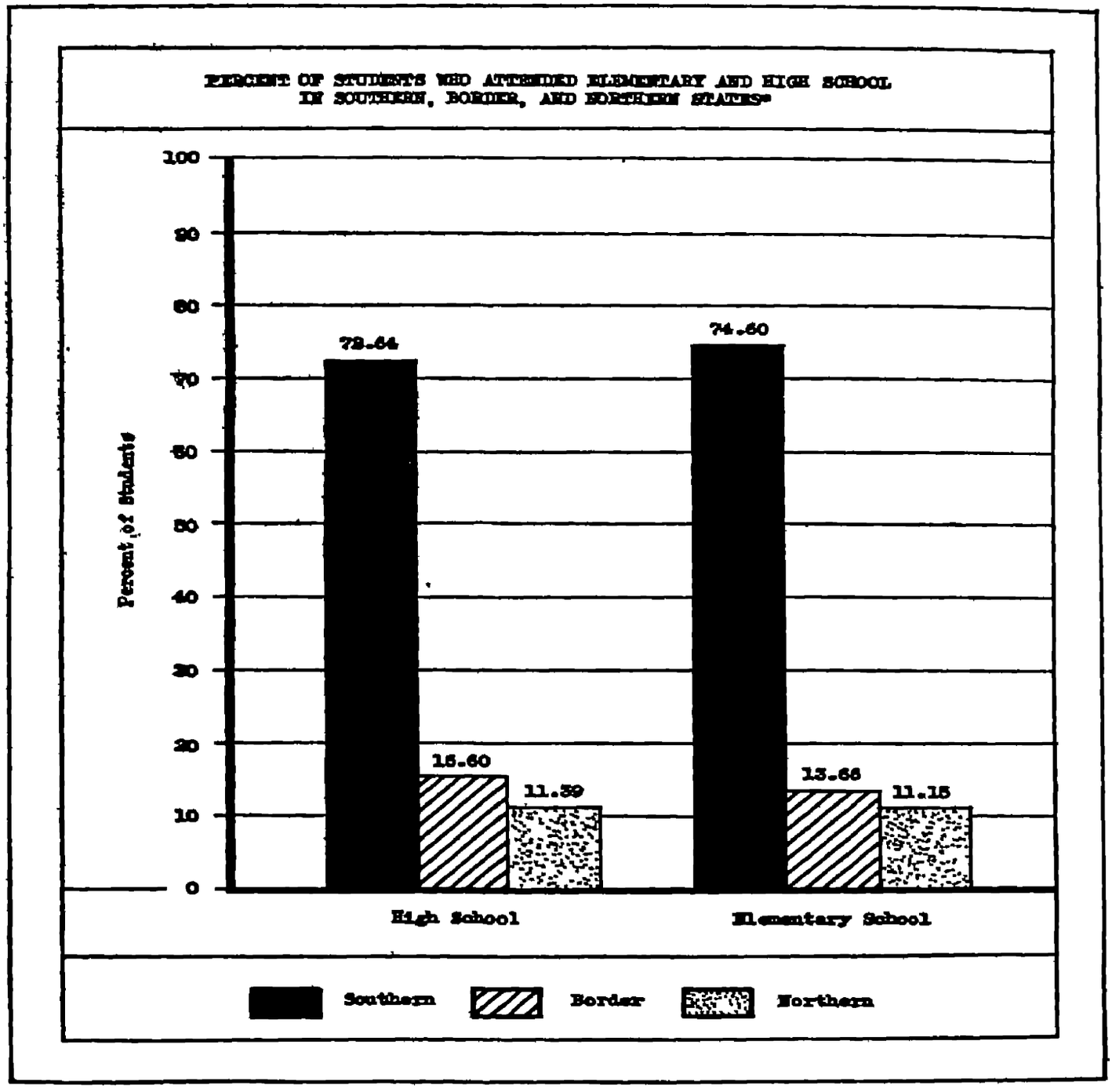


FIGURE 11.—Percent of students who attended elementary and high school in the Southern, Border, and Northern States.

*Percent of students attending foreign schools not included.

are very few changes made by the students in the "Border" States.

Figure 11 shows the relative percentages of students who come from Southern, Northern, and "Border" States, and

figure 12 indicates the trend of students who come from public and private schools and colleges. As they progress from elementary school to college those attending private institutions increase and those attending public institutions decrease.

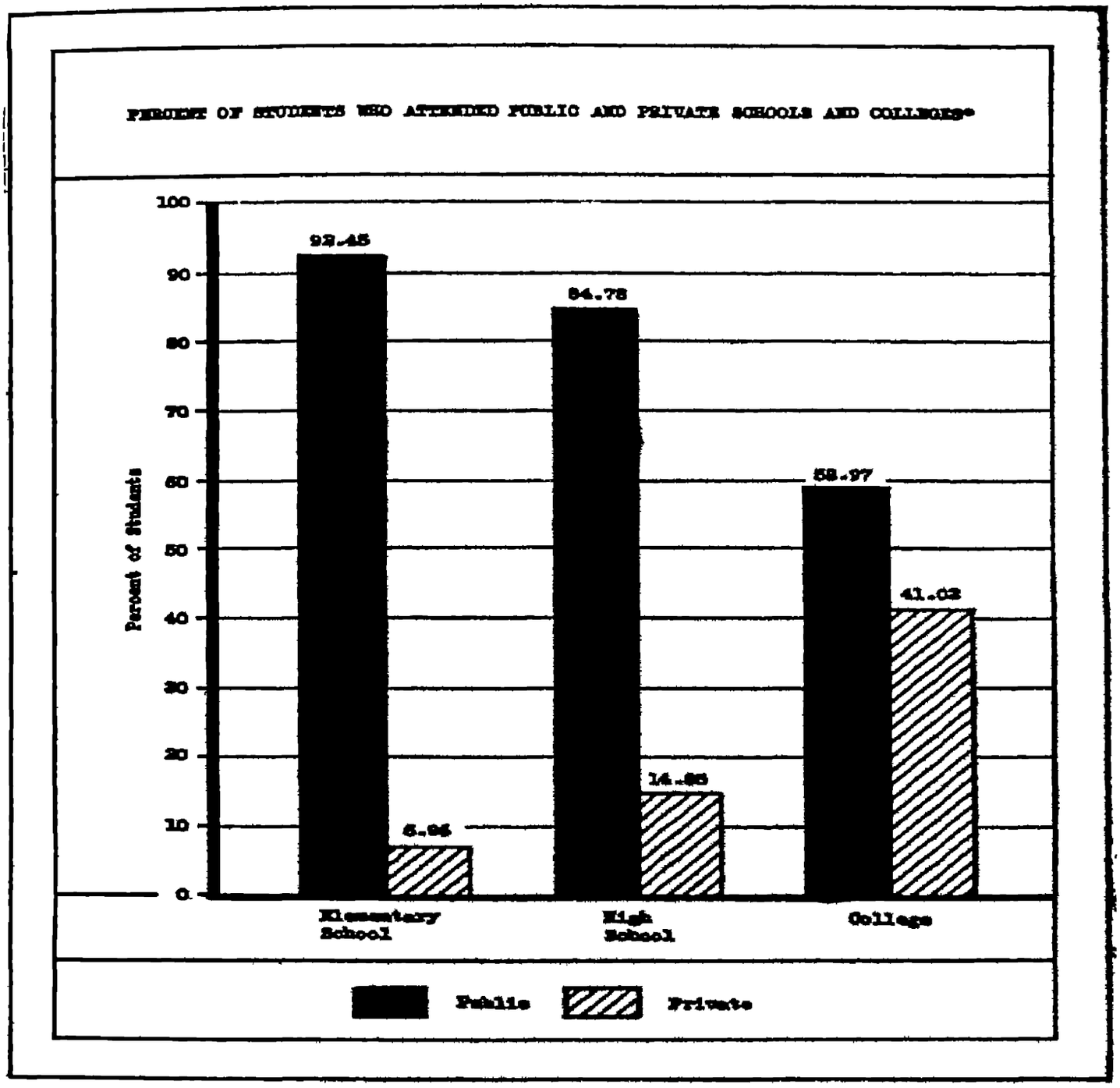


FIGURE 12.—Percent of students who attended public and private schools and colleges.

*Percent of students attending foreign schools not included.

Number of schools attended.—In the section just preceding mention was made of the changes from one kind of elementary school to another kind of high school. Of equal importance

are the changes within a given educational level. It is generally believed that students are frequently handicapped by having to change schools a number of times. Table 23 gives the data concerning the number of elementary schools attended by the subjects of this study. Of the 1,670 who replied to this question, more than half had attended more than one elementary school. Nearly 7 percent had attended four or more. Two students each claimed to have attended eight and nine schools, respectively.

Of the 1,816 students who replied to the question concerning the number of high schools attended 28 percent had attended more than one. Those who attended two amounted to 24 percent; the percent of those who attended three or more was 4.

TABLE 23.—*Number and percent of students who attended a given number of elementary schools, by sex*

Sex	Number of elementary schools attended									Number of cases
	1	2	3	4	5	6	7	8	9	
1	2	3	4	5	6	7	8	9	10	11
Men:										
Number	323	218	75	28	11	5	3	2	1	666
Percent	48	33	11	4	2	1	0.45	0.30	0.15	------
Women										
Number	488	323	132	38	19	1	2	------	1	1,004
Percent	49	32	13	4	2	.09	19	------	.09	------
Total										
Number	811	541	207	66	30	6	5	2	2	1,670
Percent	49	32	12	4	2	35	29	.11	.11	------

B. SCHOLASTIC APTITUDE OF STUDENTS

What influence has environment on the degree of intelligence one exhibits? What relation have the background factors of a student to the scores made on psychological examinations? And what variations do we find in responses on psychological tests of students who come from different kinds of schools?

Figure 13 furnishes data which throw some light on these questions. The kinds of schools are ranked according to the psychological scores made by the students attending them. It will be observed that each kind of school maintains its same relative position for both elementary and high schools.

Although the median scores tend downward in proceeding from the northern city public schools across the graph to southern rural public schools, the range in each case is rather wide and the overlapping is considerable. In each of the other groups the scores of a certain percent of the students exceed the median of the students from the northern city public schools. These individuals should be identified and subjected to special treatment in order that they may not be relegated to the dead level of mediocrity typified by many student bodies.

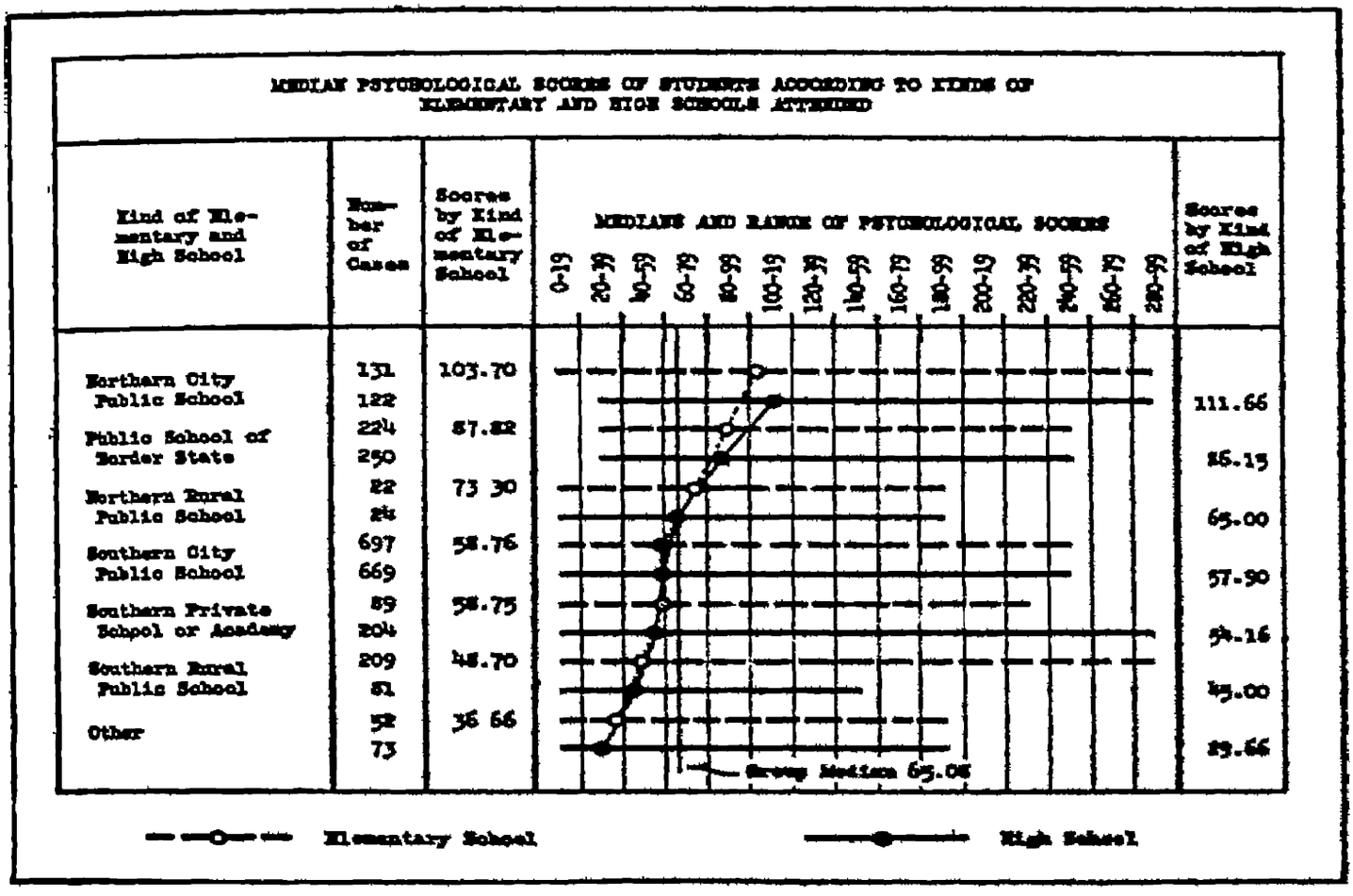


FIGURE 13.—Median psychological scores of students according to kind of elementary and high schools attended.

Another way to analyze the situation is to compare the kinds of schools in terms of the scores made by students on the various parts of the psychological examination. Table 24 shows the results of this analysis. Observe that the rank of kinds of schools changes only slightly from what it was for the gross psychological scores shown in figure 13. The composite rank of the kinds of schools is as follows: Northern city

public school, 1; "Border" State public school, 2; northern rural public school, 3; southern private school, 4; northern private school, 5; southern city public school, 6; and southern rural public school, 7.

The one outstanding fact revealed by these data is the increase in the median scores made by students observed in proceeding from the unimproved schools of the southern rural areas to the city schools of the North.

A recent study [1] showed that there were marked differences between secondary schools for Negroes in the various States. In most criteria applied it was found that the schools in the urban centers surpassed those in the rural areas, and that those in the "Border" States surpassed those in the South. Other studies present data which are conclusive and unequivocal in their proof of fundamental differences between groups of students from different schools and locations. [2]

TABLE 24.—*Median scores made on various parts of psychological examination according to kind of high school attended*

Kind of school	Tests					Total number of cases
	Completion	Artificial language	Analogies	Arithmetic	Opposites	
1	2	3	4	5	6	7
Southern city public school	12.52	16.24	10.26	9 61	9.36	669
Northern city public school	27.24	36.90	17.11	18 97	25 83	122
Southern rural public school	8.43	10 20	8 26	8.61	7 50	81
Northern rural public school	13 33	18.57	13 63	9.95	14.00	24
Southern private school or academy	10 39	17 94	11 28	10 52	11.95	204
Northern private school or academy	17 50	21 66	7.00	7.00	15 00	7
Public school of "Border State"	20 83	21 79	16 86	11.03	20 58	250
Other	7 60	7 44	7 44	7 44	7 91	3
Total	14 05	17 41	12.03	10 34	11 50	1,433

The scores made by students according to the colleges they are attending, discussed in part I, also attest to the possible relationship between the kinds and location of pre-

[1] Caliver, Ambrose. Secondary Education for Negroes Op. cit.

[2] Book, W F The Intelligence of High-School Seniors. Ch. XII. New York, The Macmillan Co , 1922.

paratory schools attended and other background factors and the scholastic aptitude of students.

That there are decided differences between the abilities of groups of students coming from different kinds of schools and different sections of the country—or even different parts of a State—is gradually beginning to be recognized and given consideration in the formulation of educational policies and educational practices.

These data suggest the lack of wisdom in having a rigidly uniform system of college admissions whose major criterion is the accumulation of a given number of high-school units in certain subjects. A more logical and educationally fruitful procedure, according to the present, as well as other studies, would be to give considerable weight to other factors, such as the background of students and their demonstrated scholastic aptitude as evidenced by psychological tests.

C. SCHOLASTIC AND VOCATIONAL INTERESTS AND ACTIVITIES

AMOUNT OF HIGH-SCHOOL WORK TAKEN

That college entrance requirements in the colleges studied are rather uniform is evidenced by data shown in table 25. There is close agreement in most cases between the different kinds of schools in the number of units of various subjects offered by their students for college entrance. The differences are seldom more than one half unit, and in many cases the variations do not exceed one tenth of a unit.

Attention was called, in the section just preceding, to the necessity for colleges to give consideration to factors other than acquirement of high-school units for college entrance. For, as it was shown there, uniformity in unit requirement is not a guaranty of uniformity in scholastic aptitude of students.

TABLE 25.—*Median number units in given subjects taken by students, according to kind of high school attended*

Subject	Kind of school								
	Southern city public school	Northern city public school	Southern rural public school	Northern rural public school	Southern private school or academy	Northern private school or academy	Public school of "Border State"	Foreign school	Kind of school attended unknown
1	2	3	4	5	6	7	8	9	10
English	3 39	3 45	3.39	3 50	3 39	*3 50*	3 46	*3 37*	3.29
Latin	1 57	1 72	1.35	1 70	1 61	*2 00*	1.64	*3 00*	1.41
Modern language	1 37	1 73	1 45	1 42	1 39	*1 75*	1 50	*3 50*	1.23
General mathematics	1 17	1.26	1 23	75	1 27	*1 00*	1 25	*3 25*	1 12
Algebra	1 31	.90	1 07	1 10	1.28	*.80*	87	*3 37*	1 28
Plane geometry	73	.76	76	.72	.76	*75*	75	*3.25*	76
Solid geometry	55	55	66	40	61	*75*	43	------	56
Trigonometry	.64	43	2.30	66	89	------	39	*1 25*	1 50
History	2.18	1 91	2 70	2.20	2.08	*2 00*	1 86	*3 00*	2.22
Civics	77	.62	.79	78	.74	*.68*	31	------	.81
Sociology	66	44	75	*75*	.61	------	53	------	.78
Economics	79	54	.97	*45*	.73	*.37*	.59	------	1 00
Biology	.78	76	78	.73	.76	*.81*	79	*1 50*	81
Physiology and hygiene	80	77	84	*70*	87	*62*	86	*1.50*	1 71
Physics	75	77	76	.73	72	*75*	.75	------	.75
Chemistry	77	75	76	.71	77	*.75*	77	*75*	78
Geography	86	75	.92	*1 00*	96	------	81	*2.00*	96
General science	75	72	75	76	.76	*.75*	73	------	77
Agriculture	81	*1 00*	1 64	*3.33*	.76	------	*.83*	*1 50*	.77
Stenography	85	*81*	*1 00*	*1 50*	1.25	------	1 00	------	*58*
Typing	69	72	*.87*	*.83*	.79	*75*	73	------	*75*
Bookkeeping	.63	1 16	*.80*	*1.50*	67	*1 50*	80	------	*62*
Commercial arithmetic	67	.68	71	*50*	.75	*1.00*	73	------	*79*
Commercial law	1 50	.43	------	------	1 50	------	42	------	*2 00*
Physical education	2 22	3 25	1 66	3 40	2.82	------	3 33	------	2.11
Music	1 90	1 88	1 92	2.25	2.45	*2.50*	2.83	------	2.05
Art	.91	1.70	83	*1 00*	1.00	*1 00*	1 43	------	*87*
Mechanical drawing	90	93	*.93*	*3 00*	1 16	*1 00*	87	------	*.62*
Industrial or manual arts	1 68	1 42	1 12	------	1 80	------	1 77	------	*2 00*
Home economics	2 32	1 50	1 82	*3.00*	1.84	------	1 36	------	2.45
Others	94	87	1.12	------	1 50	------	77	------	*58*

NOTE.—Medians in *italic* considered unreliable on account of small number of cases involved.

INFLUENCES IN CHOICE OF CAREER

The factors which influenced students in their choice of a career represented by the kind of high school attended are shown in table 26. In factors number 1, 2, 3, and 4, namely, desire to make money, success of friends, advice of friends or relatives, and teachers, the northern rural public schools lead with the largest percent of their students naming them. In factor number 5, desire to serve, there is seen the definite influence of the kind of school attended. Students from southern private and northern private schools stood highest in the percent of their students naming it, their respective percentages being 47 and 50. It is interesting to note that

in the northern city public schools, where perhaps less stress is placed on service, a relatively small number of the students named it as an influencing factor, the percent being 28.

"Belief in your ability" was named by 55 percent of the students from the northern city public schools, giving it first ranking place. Public schools of the "Border" States are second in the number of their students mentioning this influence, and city public schools of the Southern States are third. This gives city public schools of all sections a distinct lead in the percent of students naming this important factor as an influence in their choice of a career.

TABLE 26.—*Number and percent of students who named certain factors which influenced their choice of occupation, according to kind of high school attended*

Kind of high school attended	Influencing factors										Number of cases
	Desire to make money	Success of friends	Advice of relatives or friends	Teachers	Desire to serve	Things you read	Belief in your ability in field	Father's or mother's occupation	Vocational guidance course or book	Other	
	1	2	3	4	5	6	7	8	9	10	
Southern city public school:											
Number	67	16	21	27	288	9	380	9	9	12	838
Percent	8	2	3	3	34	1	45	1	1	1	----
Northern city public school:											
Number	10	3	4	5	43	----	84	3	----	2	154
Percent	6	2	3	3	28	----	55	2	----	1	----
Southern rural public school:											
Number	12	1	4	4	45	----	45	----	5	----	116
Percent	10	1	3	3	39	----	39	----	4	----	----
Northern rural public school:											
Number	4	1	3	1	8	---	6	----	----	1	24
Percent	17	4	13	4	33	----	25	----	----	4	----
Southern private school or academy:											
Number	8	5	5	5	115	2	91	8	----	5	244
Percent	3	2	2	2	47	1	37	3	----	2	----
Northern private school or academy:											
Number	----	1	----	----	4	----	3	----	----	----	8
Percent	----	13	----	----	50	----	38	----	----	----	----
Public school of "Border" State:											
Number	17	2	6	3	96	1	126	2	3	5	263
Percent	6	1	2	1	37	.3	48	1	1	2	----
Foreign school:											
Number	----	----	----	----	1	----	2	----	----	1	4
Percent	----	----	----	----	25	----	50	----	----	25	----
Other.											
Number	10	3	1	5	33	1	29	5	1	2	90
Percent	11	3	1	6	37	1	33	6	1	2	----
Total:											
Number	128	32	44	50	635	13	766	27	18	28	1741
Percent	7	2	3	3	36	1	44	2	1	2	----

In view of the modern practices in educational and vocational guidance found in northern city schools it is surprising to find no students from these schools mentioning factor 9. This situation deserves further study.

D. EXTRACURRICULUM INTERESTS AND ACTIVITIES

INTELLECTUAL INTERESTS

The relationship between students' extracurriculum interests and activities as represented by the kinds and location of schools attended will be the concern of this section of the study. The topics to be treated are: Intellectual interests, including use of high school and public libraries, and number of books read; and social interests and activities, comprising membership in organizations, offices held, hobbies engaged in, prizes and honors won, and cultural experiences.

Use of libraries.—That students of northern private, foreign, and northern city public schools lead all others in the use of the public library is evidenced by the data shown in figure 14. It is also shown that students of foreign and northern private schools or academies lead in the percent of students who use the school library.

These data on the use of the public library support the inference drawn in part I that the large percent of pupils reporting infrequent and no use of the public library indicated a probable lack of public-library facilities.

The fact that southern rural and northern rural and southern urban communities are lacking in public-library facilities needs no proof to those who are at all familiar with the situation. And the fact that the use of the public library by students increases with the increase in facilities indicates that availability and use are closely associated.

With the changing philosophy and practice in modern education and the growing emphasis being placed upon collateral and independent reading by students, it becomes increasingly necessary that schools and communities be provided with up-to-date library facilities.

Books read during high-school career.—In order to ascertain the differences between schools in the extent to which students actually showed intellectual activity, students who claimed to have read a given number of books were classified according to the kind of high school they attended.

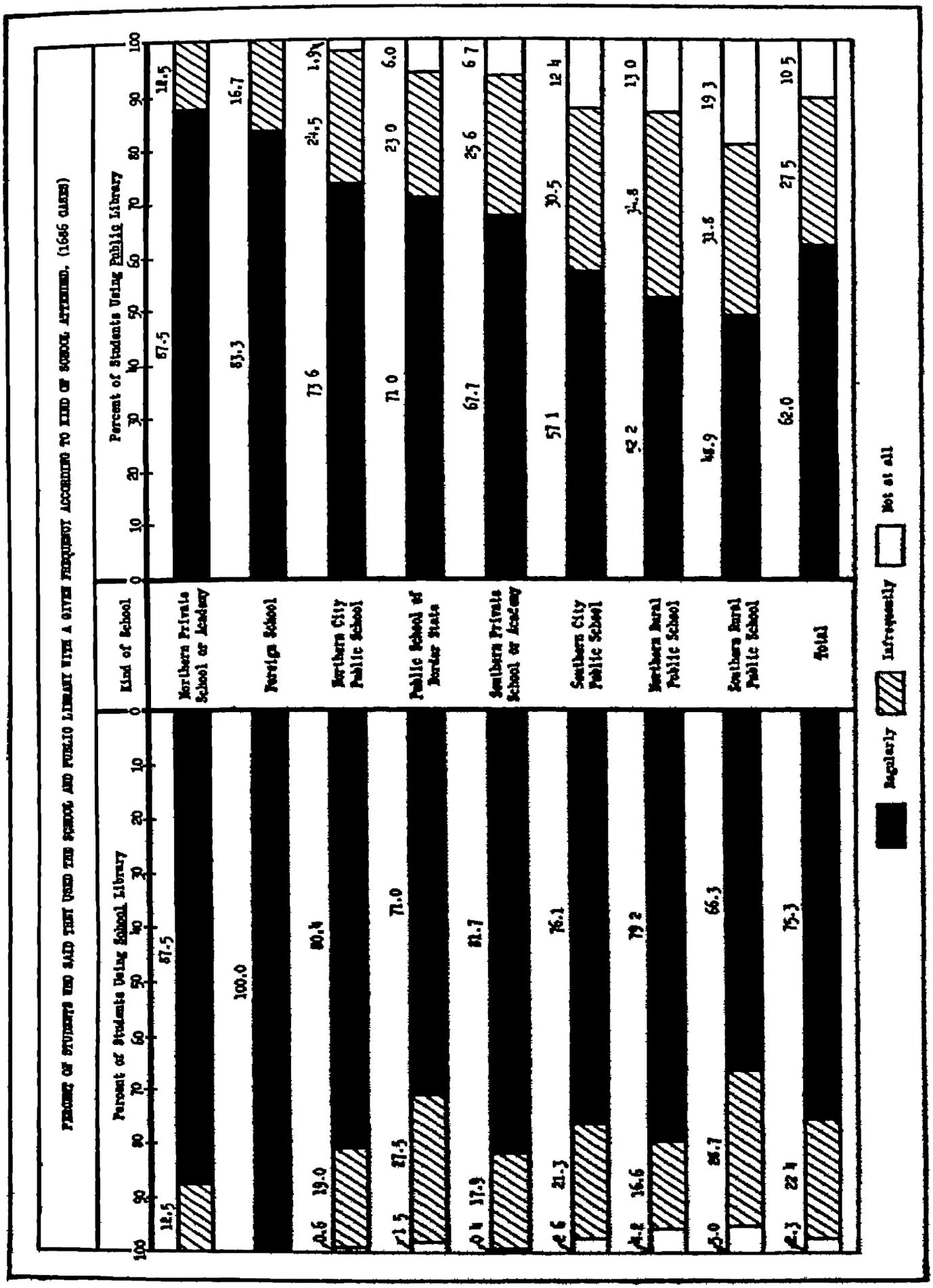


FIGURE 14.—Percent of students who said they used the school and public libraries with a given frequency, according to kind of school attended (1,686 cases).

Table 27 shows the median number of books read by students according to this classification.

It will be observed that the groups of schools do not maintain the same relative rank which they held in the percent of students who used the libraries, except in the case of foreign schools. In number of books read, students from foreign schools rank first.

Nearly 50 percent of the total group of 1,573 students replying voluntarily read fewer than 20 books during their entire high-school career, while only 17 percent voluntarily read as many as 50 or more.

SOCIAL INTERESTS AND ACTIVITIES

The extent to which students from the various kinds of high schools participated in certain types of extracurriculum activities is given in tables 28 and 29.

TABLE 27.—*Number and percent of students who read a given median number of books according to kind of high school attended*

Kind of high school attended	Number	Percent	Median number of books
1	2	3	4
Southern city public school	748	48	19.44
Northern city public school	153	10	20.84
Southern rural public school	96	6	13.00
Northern rural public school	25	2	23.12
Southern private school or academy	223	14	22.91
Northern private school or academy	7	.4	17 50
Public school of "Border" State	243	15	25.87
Foreign school	4	.3	39 95
Other school	74	5	13.84
Total	1,573	----------	20.91

Membership and offices held in organizations.—Table 28 shows that the public city schools of the North and those of the "Border" States rank first and second in the median number of organizations of which their students are members. They also lead, in reverse order, in the median number of offices held by their students.

These data concerning the northern schools in particular indicate that they probably have a more extensive extracurriculum program, or, that participation of Negro students in such activities is not restricted as has been generally believed.

TABLE 28.—*Median number of organizations of which students were members and median number of offices held while in high school*

Kind of school	Organizations		Offices	
	Number of cases	Median	Number of cases	Median
1	2	3	4	5
Southern city public school	819	2.72	582	1.1
Northern city public school	152	3.30	102	1.17
Southern rural public school	110	2.42	79	.98
Northern rural public school	24	2.8	16	.88
Southern private school or academy	223	3.03	164	1.06
Northern private school or academy	7	[1] 2.83	2	[1] .5
Public school of "Border" State	249	3.13	150	1.21
Foreign school	6	[1] 1.5	2	[1] 1.0
Other	81	2.18	53	.98
Total	1,671	2.79	1,150	1.1

[1] Too few cases to yield reliable median.

TABLE 29.—*Median number of hobbies in which students engaged while in high school, and median number of cultural experiences had according to kind of high school attended*

Kind of high school attended	Median number of hobbies	Number of cases	Median number of experiences	Number of cases
1	2	3	4	5
Southern city public school	3.4	804	6.27	866
Northern city public school	3.39	157	9.0	162
Southern rural public school	3.25	106	4.87	111
Northern rural public school	3.25	23	6.75	26
Southern private school or academy	3.27	237	6.58	242
Northern private school or academy	3.0	8	11.25	8
Public school of "Border" State	3.48	254	7.51	269
Foreign school	2.25	3	5 5	6
Other school	3.32	81	5.91	75
Total	3.38	1,673	6.7	1,785

Hobbies engaged in and other cultural experiences.—The median number of hobbies in which students engaged during their high-school careers as represented by the kind of school attended is shown in table 29. The differences between the various kinds of schools in this matter are negligible.

In order to get a measure of the types of things with which students had come into contact that might have some cultural influence they were asked to check certain things which they had seen, heard, or experienced. The check list in-

cluded the following 18 items: Symphony orchestra, oratorio, grand opera, ocean, art museum, historical or natural museum, zoo, building of skyscraper, mining operations, operation of steel mill, shipyard, stockyard, cotton field, railroad shops, large commercial office, extensive orchard cultivation, Yellowstone National Park, others.

No attempt was made to evaluate these items. But in order to obtain some measure of the extensiveness of their experiences the number of items checked by each student was computed, and the median number of experiences had by the entire group of students coming from each kind of school was found. Table 29 shows the results of this inquiry. Students from the northern private schools rank first and are followed by those from the northern public city schools, their respective medians being 11.25 and 9. Students from schools in the "Border States" are third, with a median of 7.51.

Prizes and honors won.—Prizes and honors won by individuals are frequently the beginning of self-confidence and are the factors which often give motive power and direction to one's life. It is of interest, therefore, to inquire into the possible influence of the kind of school attended in making such accomplishments possible for its students. Table 30 is an approach to this question. It shows the percent of students coming from each kind of school who won certain kinds of prizes and honors.

TABLE 30.—*Percent of students who won certain prizes and honors in high school, according to kind of school attended*

Kind of school attended	Sports		Music and arts		Literary and dramatic		Religious and civic		Scientific and mechanical		Number of—	
	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Cases	Rank
1	2	3	4	5	6	7	8	9	10	11	12	13
Southern city public school	22	4	10	3	87	1	22	4	6	4	436	1
Northern city public school	48	1	11	2	50	5	16	6	1	7	90	5.5
Southern rural public school	12	7	4	6	54	4	44	1	12	1	50	3
Northern rural public school	36	2	14	1	43	7	21	5	7	3	14	2
Southern private school or academy	18	5	9	4	59	3	25	3	3	5	123	4
Public school of "Border" State	33	3	8	7	60	2	11	7	3	6	134	7
Other	16	6	7	5	47	6	36	2	9	2	45	5.5
Total	26	----	9	----	71	----	22	----	5	----	892	----

Students were asked to list the prizes or honors won during their high-school careers. These replies were classified into the various fields of activity in which they naturally fell. As a result of this classification five groups of prizes and honors were listed as follows: Sports, music and art, literary and dramatic, religious and civic, and scientific and mechanical.

Of the 898 students replying to this inquiry, 71 percent received prizes and honors as a result of literary and dramatic achievement; 25 percent in sports; 22 percent in religious and civic activity; 8 percent in music and art; and 5 percent in science and mechanics.

Observation of the details of the table shows considerable variation between the kinds of schools in the percent of their students receiving types of prizes and honors. In the field of sports students from the northern city public schools lead with a percentage of 48 and are followed by northern rural students, whose percentage is 36. In music and art the same students lead, but their rank order is reversed.

In literary and dramatic contests students from the southern city public schools lead. Further details may be observed by reference to the table.

The composite rank of the different kinds of schools in terms of the percent of their students who won prizes and honors in the various fields of activity are: Southern city public, 1; northern rural public, 2; southern rural public, 3; southern private, 4; northern city public, and unknown, 5.5; "Border" States public, 7.

PART III: RELATIONSHIP BETWEEN PARENTAL OCCUPATIONS AND CERTAIN OTHER INTERESTS, ACTIVITIES, AND FACTORS

Occupational status is generally conceded to be one of the strongest factors in determining the social, economic, and cultural level of a people. Also many occupational studies show that occupational classes represent significant differences in intelligence or native ability.[1]

Although there are many elements at work tending to prevent as strong a cleavage in certain instances between the occupational levels of Negroes as is true of the white race in America, nevertheless many differences may be found among Negroes engaged in different occupations. While differences in intelligence are found, they are not always in favor of the same occupational group, however, as is the case among whites. For example, according to a recent investigation [2] as well as the present study, it was found that contrary to the findings among whites, the clerical group [3] surpassed the professional group in the psychological

[1] Book, W. F Op cit Ch. X.
Army mental tests. Washington, D C., Nov. 22, 1918, p 23.
Pressey, S. L. *and* Ralston, Ruth. The Relation of Occupation to Intelligence as It Appears in the School Children of a Community. Journal of Applied Psychology, 3:366-373, December 1919.

[2] Caliver, Ambrose. A Personnel Study of Negro College Students Op cit.

[3] The occupational groups were formed by the following combinations: (1) Professional—Dentist, lawyer, minister, musician, physician, school teacher, trained nurse; (2) Clerical—Postman, railway mail clerk, secretary, (3) Skilled—Barber, beauty culturist, carpenter, miner, skilled worker in factory, skilled mechanic; (4) Business—Banker, contractor, insurance agent, insurance executive, merchant, undertaker; (5) Unskilled—Laborers, (6) Personal and domestic service—Butler, chauffeur, cook, laundry worker, maid, porter, (7) Farming; (8) Miscellaneous—Housekeeper (at home), other. In this study the "clerical group" is principally comprised of persons employed in the postal and railway mail service. In explanation of the apparent superiority of this group over other occupational groups, the following observation should be made. A large number of Negroes who have partially or fully prepared themselves for professional occupations, having found difficulty in entering upon or succeeding in their chosen line of work, passed the Civil Service examination and entered the postal or railway mail service. This tends to raise the general educational level of this class of workers to a relatively higher status than would be expected, as shown in section H following. Moreover, there is a high degree of stability attached to the occupation, which automatically reacts favorably on the general economic and social status of the individuals thus employed, as revealed in section B of this chapter. The education, therefore, and general social status of persons engaged in postal and railway mail service is approximately equal to that of professional workers, the large majority of whom are teachers.

scores made by students whose parents belong to the respective occupational classes.

The purpose of this part of the study is to inquire into the relationships existing between occupational status of parents and certain other background factors operating in the life of Negro students. The topics with which part III will be concerned are: School and college attendance, economic status, intelligence of students, scholastic and vocational interests and activities; extracurriculum interests and activities; brothers and sisters and their education; work for self-support; and education of parents. All these subjects will be treated in terms of the effect which the parental occupation has on them.

A. COLLEGE AND SCHOOL ATTENDANCE

COLLEGE ATTENDANCE

The proportion in which each occupational group is represented in the Negro colleges of the country may be inferred from data shown in table 31. If the miscellaneous occupations are excluded it is seen that the unskilled and farming groups lead in the percent of the total 1,877 students who are attending college, the percent for each being 15. The next in order is the skilled group, and the professional group ranks fourth.

Influences to attend a certain college.—In part I there was a general discussion of the factors which students named as influencing them to attend the college of their choice, and in part II the subject was treated in terms of the apparent influence of the kinds and location of schools attended. Here we shall attack the question with a view to ascertaining the possible relation the parent's occupation has to the factors influencing students to attend a given college.

TABLE 31.—*Number and percent of students attending certain kind of college, according to occupation of father*

Father's occupation	Kind of college attending		Total
	Private	Public	
1	2	3	4
Professional.			
Number	127	127	254
Percent	50	50	14
Clerical			
Number	31	48	79
Percent	39	61	4
Skilled			
Number	102	170	272
Percent	37	63	14
Business:			
Number	59	69	128
Percent	46	54	7
Unskilled.			
Number	113	176	289
Percent	39	61	15
Personal and domestic			
Number	80	111	191
Percent	42	58	10
Farming			
Number	91	198	289
Percent	31	69	15
Miscellaneous.			
Number	167	208	375
Percent	45	55	20
Total			
Number	770	1,107	1,877
Percent	41	59	100

In table 32 is shown the percent of students belonging to each occupational class who named certain factors which influenced them to attend the particular college in which they were enrolled. The most important fact revealed by this table is the predominance held by "superior quality of work" and "vocational and professional reasons" as influencing factors named by the students in each occupational class. More than a fourth of the students in each of five classes named "vocational and professional" influences, while "superior quality of work" was named by another fourth in three cases and by practically a fifth in each of the others. In this connection it is interesting to note that the clerical group far surpasses all others in the percent of their students who named "superior quality of work" as the factor most strongly influencing them to attend the colleges of their choice, 29 percent having named this factor. The business and the professional classes follow, with 25 percent of students

in each group naming "superior quality of work" as an influencing factor.

More students of the personal and domestic service class than of any others named "vocational and professional" influences. The nearest competitors in this regard are students whose parents are engaged in the skilled occupations, the percentage being 27. Detailed comparison of the different occupational groups in the percent of students naming certain factors may be made by further reference to the table.

TABLE 32.—*Number and percent of students who indicated certain factors which influenced them to attend a certain college, according to parent's occupation*

Influencing factors	Father's occupation								Total
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Miscellaneous	
1	2	3	4	5	6	7	8	9	10
Convenience to home:									
Number	21	8	18	17	33	20	28	34	179
Percent	9	11	7	14	12	11	11	10	10
To please parents:									
Number	29	4	19	5	12	6	10	22	107
Percent	12	5	7	4	4	3	4	6	6
Influence of relatives or friends:									
Number	18	4	16	12	19	20	20	24	133
Percent	8	5	6	10	7	11	8	7	8
Less expensive:									
Number	24	4	44	13	49	24	43	55	256
Percent	10	5	17	11	18	13	17	16	15
Influence of high-school teachers:									
Number	6	6	16	8	14	5	21	10	86
Percent	3	8	6	7	5	3	8	3	5
Visit of college representative:									
Number	1	3	4	3	8	4	4	7	34
Percent	4	4	2	3	3	2	2	2	2
Superior quality of work offered:									
Number	59	22	50	30	49	33	48	73	364
Percent	25	29	20	25	18	18	19	21	21
Vocational or professional reasons:									
Number	59	17	68	27	69	52	64	88	444
Percent	25	23	27	23	25	29	25	26	25
Scholarship granted:									
Number	11	4	15	1	15	7	12	14	79
Percent	5	5	6	1	5	4	5	4	5
Desire to be with friends.									
Number	---	---	1	2	1	2	5	4	15
Percent	---	---	.3	2	.3	1	2	1	9
Other.									
Number	8	3	5	1	4	7	4	14	46
Percent	3	4	2	1	1	4	2	4	3
Total	236	75	255	119	273	180	259	345	1,743

ELEMENTARY- AND HIGH-SCHOOL ATTENDANCE

Number of schools attended.—Table 33 presents facts relating to the number of different elementary and high schools attended by students according to the occupation of their parents. As stated in a corresponding section in part II the frequent change of school often has a more or less deleterious effect on pupils. In order to obtain a measure of extent of change by means of which the different occupational levels could be compared the percent of students belonging to each occupational class who said that they had attended a given number of elementary and high schools was computed. The results of this calculation are shown in the table.

TABLE 33.—*Percent of students who attended certain number of high and elementary schools according to father's occupation*

Number of schools	Father's occupation								Total
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Miscellaneous	
1	2	3	4	5	6	7	8	9	10
High schools.									
1----------percent--	66	87	73	68	78	77	65	75	72
2----------do----	27	10	23	29	19	19	31	23	24
3----------do----	5	1	4	2	3	3	5	2	3
4 or more------do----	2	1	-------	-------	-------	1	-------	1	1
Number of cases---------	246	77	262	123	277	188	280	363	1,816
Rank---------	8	1	6	5	2	4	7	3	-------
Elementary schools·									
1----------percent--	40	54	48	56	53	46	46	52	49
2----------do----	32	25	33	27	32	31	40	32	32
3----------do----	16	16	13	13	10	17	9	11	12
4 or more------do----	12	6	6	4	6	7	6	5	7
Number of cases---------	232	69	252	119	259	167	243	329	1,670
Rank---------	8	3	6	1	4	7	5	2	-------
Composite rank---------	8	1	6.5	3.5	3.5	5	6.5	2	-------

That one single measure might be obtained which would make it easy to compare the occupational groups they were ranked on the basis of the percent of students who had attended 1, 2, 3, and 4 or more schools. The ranking was done by the following procedure: The highest precentage of students signifying attendence upon one school only was ranked 1 as representing the highest degree of desirability, the next highest percentage was ranked 2, and so on, until all

who had attended one school only were ranked. In ranking those who attended more than one school the opposite procedure was employed, namely, that occupational group which had the smallest percent of its students attending 2, 3, or 4 or more schools was considered to possess the highest position of desirability, and consequently was ranked 1; the group whose percentage was next above the lowest was ranked 2, and so on, until each occupational group was ranked in each item, representing the number of schools attended.

From this procedure the following rankings were obtained for the number of high schools attended by the students in each occupational class (the smaller numbers representing fewer schools attended, and hence a greater degree of desirability): Clerical, 1; unskilled, 2; miscellaneous, 3; personal and domestic service, 4; business, 5; skilled, 6; farming, 7; and professional, 8.

The rankings for the fewest elementary schools attended are· Business, 1; miscellaneous, 2; clerical, 3; unskilled, 4; farming, 5; skilled, 6; personal and domestic service, 7; and professional, 8.

Only two groups maintain the same relative positions for both elementary and high schools attended, namely, the professional and business groups; both of which are rather low in the scale, their respective ranks being 8 and 6.

In order to obtain a composite rank for both elementary and high-school attendance combined the composite ranks of each were added and the sums were reranked. On this basis the clerical group is first, followed by the miscellaneous group. The others in their rank order are: Business, 3.5; unskilled, 3.5; personal and domestic service 5; farming, 6.5; skilled, 6.5; and professional, 8.

The accuracy of these rankings was checked by combining the individual ranks of the four items under each kind of school and then reranking the summation of these individual ranks. The relative positions of the groups remain the same except for the fact that the business and unskilled groups both compete for third place and the skilled and farming groups compete for sixth place, which meant that the two former groups were both assigned the rank of 3.5 and the two latter, 6.5.

Kinds of schools attended.—It was shown in part II that the kind of school attended appeared to have very definite relationship to the achievements and certain other factors of students. The extent to which the children belonging to the different occupational classes are represented in the various kinds of elementary and high schools is shown in table 34.

The feature of greatest import, perhaps, to be noted in this table is the change in the percent of students belonging to certain occupational groups who attend a particular kind of elementary school and the same kind of high school.

For purposes of comparison in cases where the percent of students in a given occupational group who attend a given kind of high school is more than the percent attending the same kind of elementary school the change will be designated "positive"; and if relatively fewer students attend a particular kind of high school than attended the same kind of elementary school the change will be designated "negative."

On the basis of this procedure it will be observed that the greatest negative change takes place in the southern rural public schools. In every occupational group the change is negative and in most cases of considerable magnitude. The differentials in percents of students belonging to various occupational classes who attend both public elementary and high school in the southern rural communities range from −2.17 to −26.34. The personal and domestic service group is at the low extreme with only 2.74 percent of the students attending southern rural public high schools as against 4.91 percent who are attending the same kind of elementary school. The group having the highest differential is the farmers, 47.10 percent of whose students attended southern rural public elementary schools but who dropped to a low 20.76 percent who attended the same kind of high school. For all groups combined there is a negative differential of 9.58 percent.

The only other negative change is found in the northern city public schools. This change, however, is quite negligible, amounting to only 0.30 percent for all occupational groups combined. The greatest negative change in this group of schools takes place in the professional class, 11.57 percent of whose students attend city elementary public schools in the North as against 7.81 percent who attend city

TABLE 34.—*Percent of students who attended certain kinds of high and elementary schools according to father's occupation*

Father's occupation	Kind of school																Number of cases	
	Southern city public school		Northern city public school		Southern rural public school		Northern rural public school		Southern private school or academy		Northern private school or academy		Public school of border State		Foreign [1] school			
	High school	Elementary school	High school	Elementary school	High school	Elementary school	High school	Elementary school	High school	Elementary school	High school	Elementary school	High school	Elementary school	High school	Elementary school	High school	Elementary school
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Professional	+52.26	51.65	−7.81	11.57	−4.11	11.57	+2.46	2.06	+20.16	11.96	+1.23	0.41	+11.93	10.74	.....	.....	243	242
Clerical	−44.30	43.35	+11.39	10.38	.....	2.59	.....	.....	+8.86	3.80	.....	.....	+34.17	32.46	1.26	1.29	79	77
Skilled	+55.36	51.14	−11.53	12.97	−5.76	17.93	+2.30	1.52	+15.00	8.39	.....	.....	+9.81	7.25	.38	76	260	262
Business	+60.65	57.85	−9.83	9.91	−6.55	16.52	+1.63	.82	+10.65	4.13	.....	.....	+9.83	8.26	.81	2.47	122	121
Unskilled	+60.72	60.71	+7.63	6.78	−5.06	12.14	+1.09	1.07	+10.54	5.00	+.72	.....	−14.18	14.28	.....	.....	275	280
Personal and domestic	−43.90	54.09	+15.38	13.66	−2.74	4.91	.....	.....	+13.73	9.28	.....	.....	+19.23	18.03	.....	.....	182	183
Farming	+41.15	35.50	+4.61	2.17	−20.76	47.10	−1.53	2.89	+21.53	5.07	+.39	.36	+9.23	5.79	.76	1.08	260	276
Miscellaneous	−43.88	53.67	−9.44	11.17	−3.88	6.81	+1.94	1.36	+11.67	5.17	+.55	.27	+23.33	21.25	.27	27	360	367
Total	+51.60	51.49	−9.26	9.56	−6.73	16.31	+1.57	1.43	+14.59	6.80	+.44	.16	+15.44	13.66	33	.55	1,781	1,808

[1] Changes in foreign schools disregarded.

NOTE.—Read table thus: 51.65 percent of the students whose parents belong to the professional group attended elementary public schools in Southern cities, while 52.26 percent attended public high schools in Southern cities, 11.57 percent attended elementary public schools in Northern cities and 7.81 percent attended public high schools in the same localities. Where the percentage of students attending high school in a given locality is greater than that attending elementary school in the same locality a plus sign is used; where the change is negative, a minus sign is used.

public high schools in the same section. There is also a slight negative change here in the skilled, business, and miscellaneous occupational groups.

The most pronounced positive change for all groups combined is in the southern private schools or academies, the differential being +7.79 percent. The differentials in the percent of students belonging to various occupational groups who attended both southern private elementary schools and southern private high schools range from +4.45 to +16.46. The personal and domestic workers furnish the low differential here, the respective percents of their children attending southern private elementary and high schools being 9.28 and 13.73, while the farmers are again in the lead, furnishing the high differential with 5.07 percent of their children having attended southern private elementary schools as against 21.53 percent attending the same kind of high school.

In the consideration of the changes taking place in the southern rural public schools and the southern private schools the most notable feature to be observed is the fact that, in every occupational group the changes are respectively negative and positive; that is, each occupational class sent a smaller percent of its children to high schools in the southern rural areas than it sent to elementary schools in the same section. Conversely, every occupational class sent a larger percent of its children to southern private high schools than it sent to southern private elementary schools. The educational and social implications of these facts will be discussed later.

Further analysis of table 34 shows that for the southern city public schools the greatest positive change took place in the farming group, with a differential of +5.65 percent; while the most marked negative change took place in the personal and domestic service class, the differential being −5.19. In the northern city public schools the farming group leads in positive differentials, with +2.44 percent; and the professional class is ahead in differentials of a negative character, the percent being −3.76. The public schools of the Border States show the highest positive differential for children of farmers with a percent of +3.44. The only negative differential in these groups of schools is yielded by the unskilled group, it being the negligible percent of −0.10.

The data in this table suggest several inferences of considerable consequence: In the first place, there is very obvious in every locality an insistent urge on the part of the Negro parents for better educational opportunities for their children. It is vividly revealed by the changes found in the farming group and in the southern rural schools for all groups.

The second inference to which these data point with considerable conclusiveness is the lack of availability of secondary school facilities for Negroes in many sections of the South and particularly in the rural areas. This lack is revealed in a recent study [4] which shows the number of counties with no high-school facilities and those having no 4-year high schools for Negroes; also by a study of the relation between the popularization of secondary education and the availability of high-school facilities.

The present study, by approaching the question from another angle confirms the conclusion of a former study regarding lack of availability of high-school facilities for Negroes. The manner in which the question will be approached here will be to ascertain what kinds of high schools absorb the students who are lost by another kind of high school as shown by negative differentials. If these losses are rather consistently absorbed by schools which either are better or which the parents consider better, our hypothesis may be considered to have been substantiated. (Findings in the National Survey of Secondary Education for Negroes previously referred to, and facts presented in part II of this study prove that schools of different kinds and localities vary in effectiveness of program as shown by the general criteria applied.)

By observing table 34 it is seen that the children of farmers who are lost by the southern rural public schools are absorbed by the schools of the Border States, southern private schools, and southern city public schools. The personal and domestic service group had a negative change in the southern rural and southern city public schools, but had gains in the northern city, southern private, and Border State schools. Most of the children of unskilled workers lost to the southern rural schools were absorbed by southern

[4] Caliver, Ambrose. Secondary Education for Negroes. Op. cit.

private schools; as is the case for the business group. The skilled workers, in changing their children from southern rural schools to others send them predominantly to southern city, southern private, and Border State schools. The clerical group lost students between the elementary and high schools in the southern rural communities, and in the southern cities, but gained in the southern private and Border States schools. The clerical group is the only occupational class having no students enrolled in southern rural high schools.

The decreases in the professional class, most of which were found in the southern rural and northern city schools are largely absorbed by southern private schools, although slight increases may also be found in northern rural public schools, southern city schools, and public schools of the Border States.

This array of evidence seems to be conclusive in substantiating the theory that, in general, changes in the percent of students belonging to the various occupational groups which are represented in the different kinds of communities are due to a lack of secondary school facilities for Negroes and a determination on the part of parents to seek better educational opportunities. In the Biennial Survey of Education [5] it was shown that the greatest migration of Negroes took place in States and localities where educational facilities for Negroes were meager.

The final feature of table 34 to which attention is directed is the extent of migration taking place within the various occupational classes. This is an important factor in the background of students, the educational implications of which should receive greater consideration.

B. ECONOMIC STATUS OF PARENTS

The economic status of families from which students come has been shown to be an element of real importance when the influencing background factors are considered in their relation to subsequent school experience and other achievements. Book [6] found positive relationships between certain

[5] United States. Office of Education. Biennial Survey of Education in the United States. Washington, Government Printing Office, 1931. (Bulletin 1931, no. 20, vol. I, ch. 17)

[6] Book, W. F. Op. cit., p. 209.

phases of economic status of families and the intelligence of students. Other investigators also have found favorable relationships between economic status of families and school achievement of students.[7]

While in the present study correlations were not obtained between economic status of families and scholastic aptitude of students, certain of such factors were related to the occupation of parents, which, in turn, was correlated with the scholastic aptitude of students. Table 35 furnishes data concerning three of these factors, namely, home ownership, ownership of additional property, and monthly income of families.

TABLE 35.—*Number and percent of students whose parents own their own homes, have additional property, and have a given median income, according to father's occupation*

Father's occupation	Parents own home		Parents have additional property		Monthly income of family	
	Cases	Percent	Cases	Percent	Cases	Median
1	2	3	4	5	6	7
Professional	200	85	144	65	212	$161.41
Clerical	65	83	39	57	69	153.01
Business	112	93	82	73	108	131.35
Miscellaneous	274	78	176	64	308	106 78
Skilled	189	73	127	53	232	90.11
Personal and domestic	125	71	79	47	172	88.76
Unskilled	187	68	95	37	261	85.07
Farming	209	81	130	54	232	63.50
Total	1,361	78	872	53	1,589	94.72

HOME OWNERSHIP

Of the 1,755 students replying concerning home ownership, 1,361, or 78 percent, said their parents owned or were buying their homes. This is considerably above the average for the country as a whole, the 1930 census reporting that 47 percent of all families own homes.[8] Home ownership is an important index of the stability and general social outlook of a family and bespeaks an industry and a perseverance which are valuable assets to students, both as a personal possession and as a family trait. The rank order

[7] Pressey, S. L., and Ralston, Ruth. Op. cit.

[8] The 1930 census indicates that 23.9 percent of all Negro families of the country own their homes.

of the different occupational groups in the percent of parents belonging to them who own or are buying their homes follows: Business, 1; professional, 2; clerical, 3; farming, 4; miscellaneous, 5; skilled, 6; personal and domestic service, 7; and unskilled, 8.

ADDITIONAL PROPERTY

Table 35 also gives the percent of students who said their parents own additional property. Fifty-three percent of the students belong to this group. Detailed percentages for each occupational class are shown in the table.

FAMILY INCOME

Perhaps the most potent factor in determining the economic status of a family is its income; and within certain limits it seems definitely to affect the cultural status of the family and the intellectual status of the children.[9]

Table 35 shows the median monthly income of the families represented by students in the present study, according to occupational groups. The data were secured by listing 11 classes of monthly incomes, for example, (1), $50 monthly or less; (2), $51 to $75 monthly, and so on to more than $300 monthly. Students were asked to check the one item best representing the total income of their families during the previous year (1929). They were told to *guess* if they did not know exactly. They were also told to combine the incomes of the breadwinner and housekeeper if both were working, as well as income from other sources.

The results show a median monthly income of $94.72 for all occupational classes combined. The median income of families belonging to each occupational class in rank order is shown in the table. Nearly a fifth of the students come from families having a monthly income of only $50 or less; more than half of the families represented have a monthly income of less than $100; while only 15 percent have an income of more than $200 a month.

A noticeable feature about these data is the low ranking position of the farming group. The incomes of the professional, clerical, and business groups are more than twice

[9] Book, W. F. Op. cit., p. 211
Counts, G. S. The Selective Character of the American High School, University of Chicago Press, 1922.
Pressey, S. L. Op. ct.

as great as is the income of the farmers, whose median income is $31.22 below the total median.

A more significant fact than the one mentioned, however, is the relatively low incomes of the families in all the groups. That Negro students, whose parents have an economic background represented by so low a range of monthly income as $63.50 to $161.41, manage to enroll and remain in college is one of the enigmas in the Negro's progress. That students find it necessary to attempt to pursue their college education on so narrow a margin of subsistence presents problems which would tax the skill and knowledge possessed by the most effectively organized and administered personnel department. One can well imagine, therefore, what damage is done the educational growth of students where no such assistance is provided, as is the case in most Negro institutions.

RATIO OF ROOMS TO OCCUPANTS OF HOME

Another index of economic status is the ratio of rooms to occupants of a home. How many rooms does the average home in each of the occupational classes possess; and how many persons occupy these rooms? Students were asked the number of rooms in their homes and the number of persons who lived in their homes the previous year (1929). Table 36 shows the answers to these questions in terms of central tendency. Those answering numbered 1,813.

Number of rooms in home.— The occupational groups are listed in rank order represented by the median number of rooms in the homes according to the various occupational classes. The differences between the groups are negligible in most cases. Two hundred and fifty-one students, or 14 percent, live in homes having 9 or more rooms, while 65, or 4 percent, live in homes with only 3 rooms.

Number of persons in home.—Table 36 also shows the number of persons occupying the homes from which students come as answered by 1,780 students. The median for the entire group is between 4 and 5 persons. The differences between the various groups are even less here than in the number of rooms in the homes. Those coming from homes with 9 or more occupants represented 11 percent of the total, while 27 percent are from homes with 3 or fewer occupants.

TABLE 36.—*Median number of rooms in home and median number of persons occupying home, according to parent's occupation*

Parent's occupation	Median number of rooms	Median number of persons
Professional	6.19	4.41
Clerical	6.14	5.08
Skilled	5.51	4.37
Business	6.28	4.34
Unskilled	5.03	4.46
Personal and domestic	5.22	4.11
Farming	5.37	4.73
Other	5.69	4.46
Total	5.6	4.45
Number replying	1,813	1,780

From the facts here shown it is obvious that many families whence Negro college students come live in overcrowded homes. The importance of adequate living quarters and its effect on the study habits and general disposition of high-school students cannot be overemphasized. In light of this fact the data here presented have some bearing on the nature of the intellectual equipment and personality which Negro students bring to college, and suggest certain definite tasks for a personnel program.

MODERN CONVENIENCES

The kind of house in which the families of Negro college students live and the modern conveniences possessed by them are shown in table 37, in terms of percent of students mentioning them.

TABLE 37.—*Percent of students whose parents possess certain modern convenience, according to father's occupation*

Modern conveniences	Father's occupation								Total
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Miscellaneous	
1	2	3	4	5	6	7	8	9	10
Furnace	38	60	26	29	18	29	17	34	29
Electric light	78	92	74	81	70	84	30	83	71
Gas	47	62	37	44	30	50	16	48	39
Bath	69	91	57	74	51	68	27	68	58
Toilet	64	88	57	71	48	62	28	62	56
Piano	75	81	60	74	64	66	42	72	65
Radio	19	68	41	61	32	48	13	52	38
Brick house	68	36	11	15	13	22	5	20	28
Frame house	4	55	77	7	81	64	87	67	65
Stucco or stone house	4	4	5	4	1	5	1	3	3
Apartment	1	6	4	2	1	4	3	5	3
Number of cases	254	79	273	128	289	191	290	376	1,880

In determining the rank of the various occupational groups the same procedure as was described in the sections just preceding was followed here, namely, the occupational class with the highest percentage of families possessing a given convenience or type of house was ranked 1, the occupational class possessing the next highest percentage was ranked 2, and so on. In the case of "frame house", however, the opposite method was followed—the highest degree of desirability being represented by the lowest percent. Apartment residence was excluded in this ranking.

The table shows that the clerical group ranks first in 7 of the 10 items, second in 2, and fourth in 1. Some consistency is shown in the skilled class, which has sixth place in 6 of the items and seventh in 2; the unskilled group has seventh place in 6 items and sixth place in 3; while the farmers rank eighth in all items except one in which they are seventh.

In order to obtain an index which would measure all the items combined, the composite ranks were computed. The occupational groups follow, ranked in descending order in terms of the highest percentage of families possessing the various modern conveniences; the sums of the individual ranks are also shown: Clerical, 15; professional, 33; personal and domestic service, 34; business, 35; miscellaneous, 38; skilled, 57; unskilled, 68; farming, 79.

The possession of many of these conveniences is essential to health and the development of that type of refinement and social demeanor demanded in modern society. It should be a subject, therefore, of real concern, not only to educators and social workers, but to statesmen as well.

C. INTELLIGENCE OF STUDENTS

In part II the intelligence of students was analyzed in terms of the kind of school and community from which they came. The present section is an approach to the problem from a more detailed analysis—a comparative study of the intelligence of students in terms of their parents' occupations and their education.

OCCUPATIONS OF PARENTS AND INTELLIGENCE OF STUDENTS

The intelligence of students belonging to each occupational class is shown in figure 15 in terms of mean psychological scores. It is seen that the clerical group leads when considered on the basis of both father's and mother's occupations with mean scores of 104.36 and 115.90, respectively. The professional group is next with scores of 90.56 and 89.49, respectively, on paternal and maternal occupations.

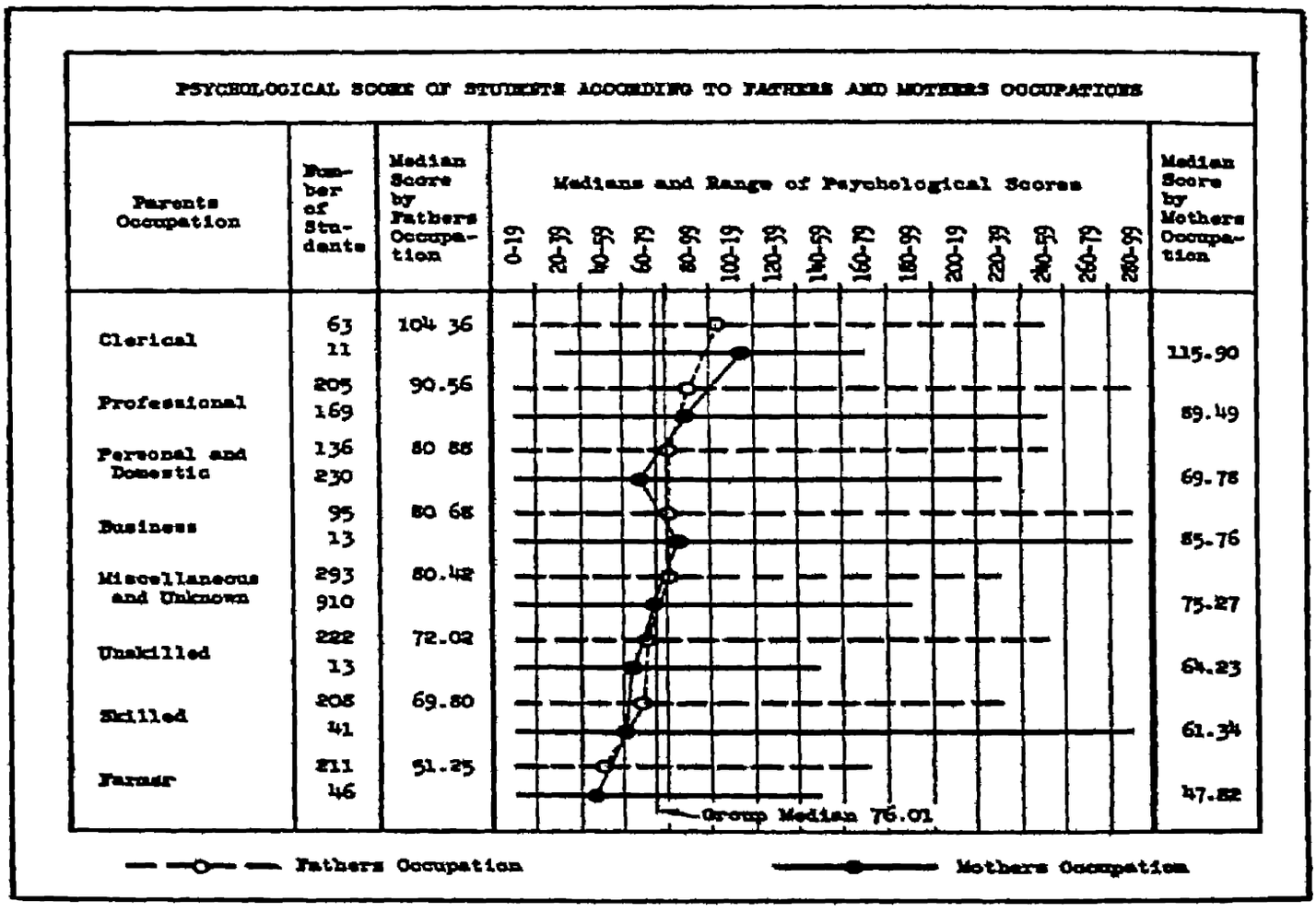


FIGURE 15.—Psychological score of students according to fathers' and mothers' occupations.*

* Wherever "median" is used in this figure the word "mean" should be substituted.

The students whose mothers belong to the clerical and business groups have a higher score than the students whose fathers belong to those same groups.[10] In each of the other occupational classes, however, students whose fathers are following a given occupation have a higher intelligence than those whose mothers follow the same occupations. Before any assumptions can be made concerning the apparent lower intelligence of mothers than fathers who are engaged in farming, unskilled and skilled occupations, more should be

[10] Probably not significant because of the small number of cases.

known of other factors which may operate to effect the differences found in the intelligence of the students.

Figure 15 shows not only the trend in the mean scores of different occupational classes, but also indicates the range and the overlapping of scores. For example, although the mean intelligence of students whose mothers are engaged in skilled occupations is lower than that of students whose fathers are engaged in those occupations, there were some students in the mothers' group who made scores much higher than the highest in the fathers' group. The only case where an occupational group with a mean lower than the preceding group does not have some students who reach or exceed the highest score made in the preceding group is in the case of the farmer.

Distribution of intelligence among occupational groups.—A question of considerable importance from a sociological as well as an educational point of view is the extent to which the occupational classes possess students of the highest and lowest intelligence. Table 38 contains data which answer this question.

Column 3 shows the percent of students in each occupational class reaching or exceeding the mean of the entire group (76.01). The clerical group is far in advance of all the others in this regard with a percentage of 75. The professional group follows with 58 percent. The two groups having relatively the fewest students who reached or exceeded the group mean are the skilled and farming, the respective percentages being 38 and 22.

In order to make a more rigid selection of the groups having the highest percent of superior students the percent making a score of 100 or more was calculated. Column 4 shows these results. Again the clerical group is ahead with 44 percent of its students who made a score of 100 or more. The professional group is also second again with a percentage of 37; while the skilled and farming groups trail in their former respective order with percentages of 24 and 10.

Of equal importance as the foregoing factor is the absence of students with low intelligence from an occupational group. Column 5 of table 38 shows that the occupational class having the fewest students who made a score of 50 or less is the clerical group with a percentage of 14. The next smallest

percentage (28) is represented in the business group. The professional class is fourth in this factor, while the same two groups remain at the bottom as in the two former instances, with the following percentages: Skilled, 42; and farming, 61.

TABLE 38.—*Percent of students reaching or exceeding group mean; those making a score of 100 or more; and those making less than 50, by occupation of father*

Father's occupation	Number of cases	Percent reaching or exceeding group mean	Percent making score of 100 or more	Percent making less than 50
1	2	3	4	5
Clerical	63	75	44	14
Professional	205	58	37	31
Personal and domestic	136	56	29	29
Business	95	51	33	28
Miscellaneous	293	50	28	33
Unskilled	222	44	25	38
Skilled	208	38	24	42
Farming	211	22	10	61
Total	1,433	46	27	37

It is interesting to note that when the occupational classes are compared on the basis of the presence of superior students and absence of inferior ones (by composite ranks) they maintain the same relative ranking as when they were compared on the basis of central tendency, except in the case of the business and personal and domestic service groups.

D. SCHOLASTIC AND VOCATIONAL INTERESTS AND ACTIVITIES

ANTICIPATED COLLEGE MAJOR

In part I the college subject in which students expressed a desire to major was considered in relation to intelligence; in part II the same topic was treated on the basis of the kind and location of high school attended. In this section the subject will be discussed in terms of the father's occupation.

Table 39 indicates that 82, or 5 percent, of all the students wish to major in agriculture; of this number 43 belong to the farming group, which is 16 percent of all students whose fathers are farmers. The business group leads in the percent of students expressing preference for ancient languages as a major, with 3 percent. Only 20, or 1 percent, of the total 1,880 students mentioned this as a desired major.

The following subject-matter fields were mentioned in each case as possible college majors by fewer than 20 students, and in three cases as few as 1, 3, and 5: Architecture, art, botany, geology, journalism, library science, political science, philosophy, psychology, physics, religion, speech or expression, and zoology. The percent of students choosing these subjects ranged from 0.05 to 1. Education, which is the most popular subject, is mentioned by 275, or 15 percent, of the students. Because of the small number of cases no attempt will be made to analyze them on the basis of occupational classes.

TABLE 39.—*Number and percent of students who plan to major in a given subject-matter field, according to father's occupation*

Subject-matter field	Father's occupation								Total
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Other	
1	2	3	4	5	6	7	8	9	10
Agriculture:									
Number	9	-	7	4	12	1	43	6	82
Percent	4		3	3	4	1	16	2	5
Ancient language:									
Number	2	-----	3	4	3	1	4	3	20
Percent	1	-----	1	3	1	1	1	1	1
Architecture:									
Number	1	-----	1	1	2	2	1	-----	8
Percent	-----	-----	-----	1	1	1	-----	-----	-----
Art:									
Number	2	1	4	----	2	2	3	3	17
Percent	1	1	2	-----	1	1	1	1	1
Biology:									
Number	18	7	24	7	18	17	14	23	126
Percent	8	10	9	6	6	9	5	6	7
Botany:									
Number	----	-----	1	-----	2	-----	-----	2	5
Percent	-----	-----	-----	-----	1	-----	-----	1	-----
Business administration:									
Number	10	2	13	9	7	7	11	24	83
Percent	4	3	5	8	3	4	4	7	5
Chemistry:									
Number	28	11	22	10	19	15	14	31	150
Percent	12	15	9	8	7	8	5	9	8
Economics:									
Number	5	2	7	4	4	2	8	7	37
Percent	2	3	3	3	1	1	2	2	2
Education:									
Number	27	10	36	19	55	35	48	43	275
Percent	11	14	15	16	20	19	18	12	15
Engineering:									
Number	5	1	7	4	3	4	2	5	31
Percent	2	1	3	3	1	2	1	1	2
English:									
Number	24	11	24	7	28	10	20	38	168
Percent	10	15	9	6	10	6	7	11	9

TABLE 39.—*Number and percent of students who plan to major in a given subject-matter field, according to father's occupation*—Continued

Subject-matter field	Father's occupation								Total
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Other	
1	2	3	4	5	6	7	8	9	10
Geology									
Number	------	------	------	------	------	1	------	------	1
Percent	------	------	------	------	------	------	------	------	------
History·									
Number	10	2	19	9	20	12	17	21	110
Percent	4	3	7	8	7	7	6	6	6
Home economics:									
Number	21	7	27	14	32	17	35	43	196
Percent	9	10	10	12	11	9	13	12	11
Journalism.									
Number	3	------	2	------	------	2	------	1	8
Percent	1	------	1	------	------	1	------	------	------
Library science:									
Number	------	2	------	------	1	1	2	3	9
Percent	------	3	------	------	------	1	1	1	1
Mathematics									
Number	8	6	20	4	25	9	15	15	102
Percent	3	8	8	3	9	5	6	4	6
Modern language:									
Number	16	1	3	3	10	4	5	14	56
Percent	7	1	1	3	4	2	2	4	3
Music:									
Number	12	------	11	4	14	6	1	18	66
Percent	5	------	4	3	5	3	------	5	4
Philosophy:									
Number	------	------	------	------	------	------	3	------	3
Percent	------	------	------	------	------	------	1	------	------
Physics·									
Number	1	------	------	------	1	3	2	2	9
Percent	------	------	------	------	------	2	1	1	1
Political science.									
Number	3	1	2	1	2	3	2	4	18
Percent	1	1	1	1	1	2	1	1	1
Psychology.									
Number	2	------	------	1	3	4	3	5	18
Percent	1	------	------	1	1	2	1	1	1
Religion									
Number	5	------	2	------	2	2	4	------	15
Percent	2	------	1	------	1	1	1	------	1
Sociology:									
Number	9	4	4	3	5	------	3	7	35
Percent	4	5	2	3	2	------	1	2	2
Speech or expression:									
Number	3	------	2	1	1	1	1	4	13
Percent	1	------	1	1	------	1	------	1	1
Zoology·									
Number	1	------	2	------	1	------	1	3	8
Percent	------	------	1	------	------	------	------	1	------
Other·									
Number	13	5	13	9	9	20	10	32	111
Percent	5	7	5	8	3	11	4	9	6
Total number	238	73	258	118	280	181	270	357	1,775

TABLE 40.—*Percent of students expressing preference for a given occupation, according to occupation of parents*

Occupation of parents	Occupational preference								
	Professional	Clerical	Skilled	Business	Unskilled	Personal and domestic	Farming	Miscellaneous	Number replying
1	2	3	4	5	6	7	8	9	10
Professional.									
Father	78	0	3	3			1	15	229
Mother	77	1	3	4			2	12	213
Clerical:									
Father	79	1	1	6				13	71
Mother	92			8					12
Skilled:									
Father	74	1	6	5			1	13	247
Mother	78		2	4			4	12	49
Business.									
Father	74	2	4	10			1	10	114
Mother	71		21					7	14
Unskilled.									
Father	81	2	3	1	0		1	11	269
Mother	71			10					16
Personal and domestic									
Father	77	1	4	3		1		13	172
Mother	70	1	5	2				12	269
Farming									
Father	88	1	2	4		3	4	8	260
Mother	73	4				5	10	8	51
Miscellaneous:									
Father	77	1	2	3	0	1		17	327
Mother	77	2	3	4	0	1	1	13	1,065
Total.									
Father	78	1	3	4	0	1	1	13	
Mother	77	1	3	4	0	1	1	12	

NOTE.—Read table thus: Of the students whose fathers are in the professional group, 78 percent also elected a professional career; less than 1 percent chose a clerical occupation, etc. Of the students whose mothers were in the professional group, 77 of them preferred a professional occupation; 1 percent, clerical, etc.

A feature in this table of special interest, however, is the large percentage of students of the unskilled and farming groups who planned to major in education. The total number of students from these two groups having such an anticipation was 103, or 37 percent, of all who named education as a major. This is a larger ratio than all the students of these two occupational classes bear to the total 1,880 students, their representation being only 31 percent.

If we assume that these students are to become teachers, this preponderance of entrants into the profession from economic strata whose intelligence ranking is relatively low, unless these particular individuals are the highest ranking students in their respective groups—which is improbable, then this fact has wide social implications.

CHOICE OF A CAREER

Equally important as the choice of a major and having more far-reaching significance is the choice of a life career. Do Negro college students show any evidence of diversification in the selections they make? What relation have their choices to the occupations of their parents? These questions are answered in table 40. It is seen that the choices are predominantly professional, for each occupational group and for all combined; and except in the case of the professional class, the occupations of the parents have no apparent influence on the occupational choice of the students. This is true for both mothers and fathers.

Of the fathers, those engaged in business and skilled occupations seem to influence the students most greatly in choosing the occupations in which they are engaged, the respective percentages of students choosing them being 10 and 6. Of the mothers, the farmers appear to have a greater influence than any maternal occupational class, the percentage being 10.

INFLUENCES IN CHOOSING AN OCCUPATION

Although the opinion of an individual is not entirely dependable in matters so subtle as the various influences on his behavior, the students, nevertheless, were asked to designate the factors which they believed influenced them most in making their occupational choices. Table 41 reports these results. "Belief in your ability in field" and "desire to serve" were the two factors most frequently named, the respective percentages of the combined groups naming them being 44 and 36.

Students of the personal and domestic service and clerical classes lead in expressing belief in their ability, with percentages of 51 each, while those in the farming and unskilled groups surpass the others in naming "desire to serve" as a motive in selecting their vocations. Forty percent in each group named this factor.

TABLE 41.—*Percent of students naming factors which influenced their choice of a vocation, according to occupation of father*

Father's occupation	Influencing factors										Number of cases
	Desire to make money	Success of friends	Advice of relatives	Teachers	Desire to serve	Things read	Belief in your ability in field	Father's or mother's occupation	Vocational guidance course or book	Other	
Professional	7	1	2	4	37	0	41	4	0	3	232
Clerical	4	1	1	3	33	1	51	1	.....	4	75
Skilled	5	2	3	3	35	0	44	2	2	1	255
Business	6	1	3	2	34	1	49	3	3	.....	117
Unskilled	8	1	4	1	40	1	44	.....	1	0	273
Personal and domestic	6	1	3	2	32	1	51	1	1	2	182
Farming	7	4	3	5	40	1	36	1	1	1	272
Other	9	1	2	2	34	1	46	1	1	3	335
Total	7	2	3	3	36	1	44	2	1	2	1,741

E. EXTRACURRICULUM INTERESTS AND ACTIVITIES

This section will deal with the extracurriculum interests and activities of students according to the parents' occupations. The topics to be treated will be of two major kinds—those of an intellectual nature and those of a social nature. The subjects to be discussed under the first are: Books and magazines in the homes of students; books and magazines read by students; and extent and kinds of Negro newspapers taken in homes of students. The social phase of the section will deal with: Organization membership; offices held; hobbies engaged in; cultural experiences; prizes and honors won; travel experience; and religious interests and connections.

INTELLECTUAL INTERESTS AND ACTIVITIES

Number of books and magazines in homes.—Figure 16 shows the number of books in the homes of students according to fathers' occupations, and table 42 gives the number of magazines taken in the homes of students. The median number taken in the homes of the 1,734 students who replied is 2.13. The children of the professional and clerical groups lead both in the number of books and magazines in their homes on basis of father's occupation.

TABLE 42.—*Median number of magazines taken in students' homes, according to occupation of parents*

Parent's occupation	Median father's occupation	Median mother's occupation
Professional	3.2	2.90
Clerical	2.92	1.66
Skilled	1.95	1.82
Business	2.29	1.66
Unskilled	1.84	.66
Personal and domestic service	1.65	1.52
Farming	1.93	2.29
Miscellaneous	2.16	2.18
Total	2.13	2.13
Number of cases	1,734	1,734

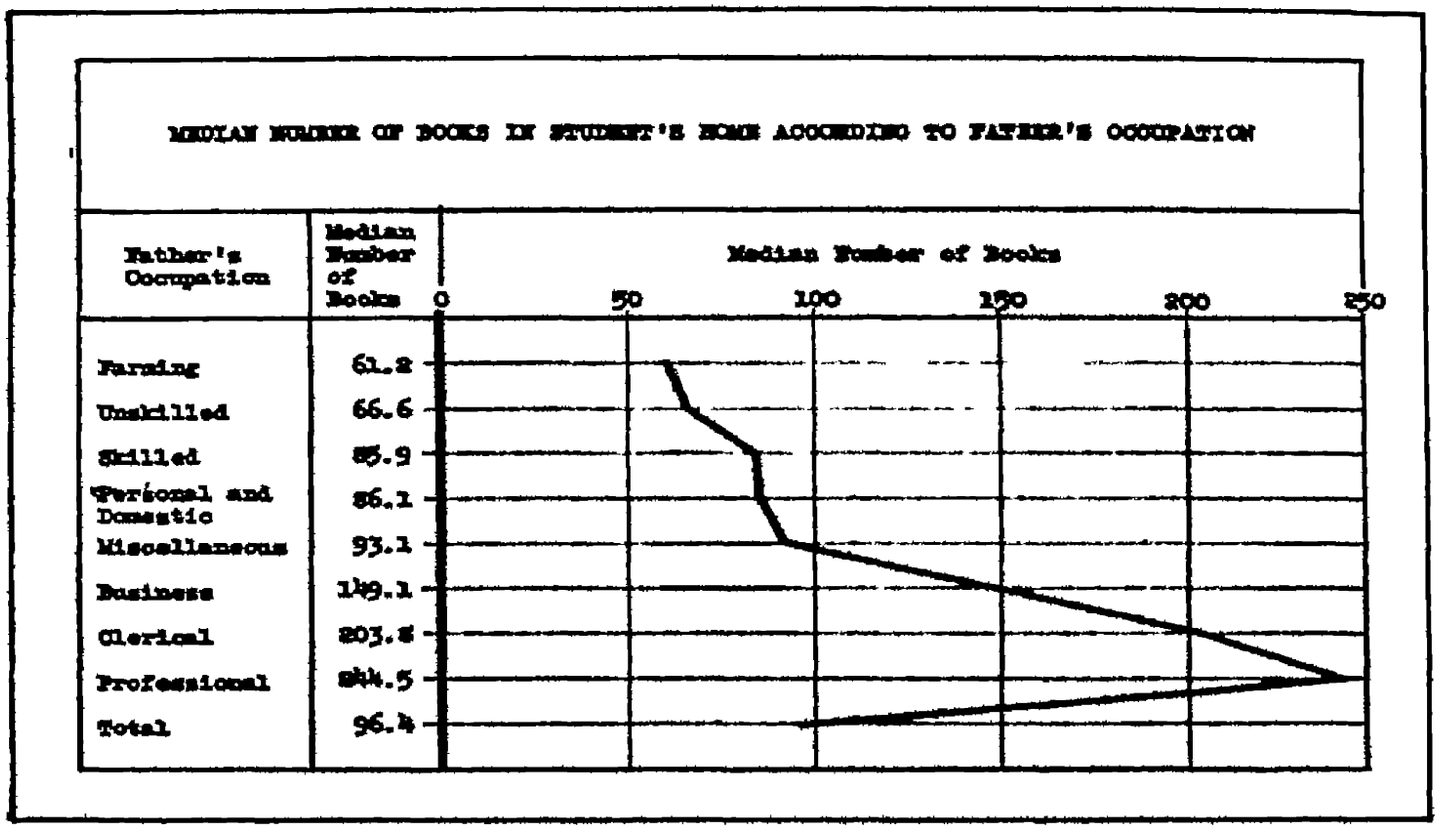


FIGURE 16.—Median number of books in student's home according to father's occupation

Number of books students read.—While the books and magazines found in the homes of students is an important index of the cultural opportunities afforded them, the kind and extent of use are more important factors. In the absence of data, according to parental occupation on kinds of books possessed and read, the extent students read books found in their homes or elsewhere was ascertained by requesting the number of books, excluding regular school assignments, which they voluntarily read during their high

school careers. Table 43 presents the results of this inquiry. The clerical and professional groups are first and second, respectively, on the basis of father's occupation, while the business group ranks first and skilled and professional classes are second on the basis of mother's occupation. The median number of books read by all students combined is 21. The two lowest ranking occupational groups are the unskilled and farming according to the occupations of both fathers and mothers.

Kinds of magazines students read.—Table 44 shows the number and percent of students belonging to each occupational class who read certain kinds of magazines during their high-school careers. Popular and fiction magazines are read most widely by the students of the professional class, and least by those of the farming group. All are about equally interested in current events, the percents ranging from 31 for the personal and domestic service class to 37 for the unskilled.

Detailed analysis regarding only two other kinds of magazines will be made here, namely, literary and Negro. In the first instance the clerical group leads with a percentage of 13, and for the Negro magazines the business group leads with 11 percent. Attention is called in this connection to the level of intelligence of students who read certain kinds of magazines discussed in part I.

TABLE 43.—*Median number of books pupils voluntarily read during their high-school career, according to parents' occupations*

Occupation of parents	Median number of books read according to father's occupation	Median number of books read according to mother's occupation
Professional	27	25
Clerical	29	23
Skilled	21	25
Business	24	26
Unskilled	18	12
Personal and domestic	21	17
Farming	15	13
Miscellaneous	21	22
Total	21	21
Number of cases	1,573	1,573

TABLE 44.—*Number and percent of students who read certain kinds of magazines, according to occupation of father*

Father's occupation	Kinds of magazines read										
	Popular and fiction	Current events	Women's magazines	Scientific and mechanical	Negro	Public opinion	Literary	Humor	Physical culture and outdoor	Miscellaneous	Number of cases
1	2	3	4	5	6	7	8	9	10	11	12
Professional:											
Number	101	167	57	44	30	13	31	6	6	46	501
Percent	20	33	11	9	6	3	6	1	1	9	-----
Clerical:											
Number	28	55	15	13	6	3	20	2	1	16	159
Percent	18	35	9	8	4	2	13	1	1	10	-----
Skilled											
Number	87	178	66	51	37	13	22	9	5	40	508
Percent	17	35	13	10	7	3	4	2	1	8	-----
Business.											
Number	48	88	34	20	28	1	14	1	2	25	261
Percent	18	34	13	8	11	-----	5	-----	1	10	-----
Unskilled.											
Number	87	187	59	44	35	9	26	2	3	55	507
Percent	17	37	12	9	7	2	5	-----	1	11	-----
Personal and domestic:											
Number	68	108	25	43	17	13	22	19	1	36	352
Percent	19	31	7	12	5	4	6	5	-----	10	-----
Farming.											
Number	75	174	61	34	39	11	22	6	2	51	475
Percent	16	37	13	7	8	2	5	1	-----	11	-----
Miscellaneous.											
Number	132	264	106	74	40	21	55	11	13	69	785
Percent	17	34	14	9	5	3	7	1	2	9	-----
Total:											
Number	626	1,221	423	323	232	84	212	56	33	338	3,543
Percent	18	34	12	9	7	2	6	2	1	10	-----

Negro newspapers in homes.—In addition to the reading of Negro magazines, mentioned in the section just preceding, the presence of Negro newspapers in the home is an index of race consciousness and race pride.

In order to obtain information concerning this matter students were asked to list the Negro newspapers taken in their homes. Three classifications were then made as follows: National, local, and combination of the two. National Negro newspapers include such weeklies as *The Chicago Defender*, *The Afro-American*, *The Pittsburgh Courier*, etc. Local papers refer to those published in or near the home of the student and which have a more limited circulation than those of a national character. Table 45 gives the number and percent of students in whose homes each kind of paper was taken, and those who had a combination of the two.

The farming and skilled groups lead in subscribing to national Negro weeklies. The farming group also leads in taking local Negro papers. In taking a combination of the two, however, it ranks last. The clerical and professional groups rank lowest in taking national Negro weeklies only, and are at the bottom in taking local Negro papers only; but in subscribing to a combination of the two they rank first. The percent of students reporting both national and local Negro newspapers in their homes for each occupational group is shown in column 7 of the table.

TABLE 45.—*Number and percent of students who come from homes where certain kinds of Negro newspapers are taken according to paternal occupation*

Father's occupation	National		Local		Combination		Total
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
Professional	37	17	68	32	109	51	214
Clerical	5	7	24	34	41	59	70
Skilled	59	27	73	33	87	40	219
Business	21	19	42	39	45	42	108
Unskilled	66	28	87	37	83	35	236
Personal and domestic	42	26	64	40	55	34	161
Farming	46	28	76	47	40	25	162
Miscellaneous	77	25	108	35	120	39	305

SOCIAL INTERESTS AND ACTIVITIES

Table 46 presents facts regarding membership in organizations, offices held, hobbies engaged in, and general cultural experiences had by students, according to paternal occupations. In parts I and II the nature and kind of these activities in which students participated were discussed in some detail. Here only the total number of students participating and the median activities engaged in by each student will be treated.

Information concerning each of the four items respectively is shown in columns 2 to 9. In each item the clerical and professional groups rank first, and the farming group ranks lowest.

Prizes and honors won by students.—A considerable shift is noted in the rank order of the different occupational classes when we consider prizes and honors won in the various types

of activities. Table 47 presents data on this point. Students were asked to list the prizes and honors which they won during their high-school careers. The percent of students belonging to each occupational class winning prizes and honors of various kinds is shown in the table.

Travel experience of students.—Distance alone is no criterion of the value of travel experience, but it is one important index. In order, therefore, to ascertain the extent of travel experience of students, they were asked to indicate the greatest distance they had traveled away from home, excluding the trip to college. Table 48 gives the results of this inquiry.

TABLE 46.—*Extracurriculum interests and activities of students according to occupation of father*

Father's occupation	Organization membership		Offices held		Hobbies engaged in		Experiences had	
	Number	Median	Number	Median	Number	Median	Number	Median
1	2	3	4	5	6	7	8	9
Professional	225	3.20	160	1.34	228	2.72	243	7.42
Clerical	69	3.62	50	1.40	73	2.62	78	8.28
Skilled	246	2.88	190	1.01	243	2.42	261	6.84
Business	107	2.88	77	1.15	116	2.50	122	7.18
Unskilled	262	2.82	189	.93	263	2.30	280	5.57
Personal and domestic	170	2.45	100	1.00	168	2.28	182	7.19
Farming	251	2.43	159	.99	244	2.01	262	5.52
Miscellaneous	341	2.75	225	1.19	338	2.38	357	6.11
Total	1,671	2.79	1,150	1.10	1,673	2.38	1,785	6.70

TABLE 47.—*Percent of students who won certain prizes and honors during their high-school career, according to father's occupation*

Father's occupation	Kinds of prizes or honors won						
	Sports	Music and arts	Literary and dramatics	Social	Religious and civic	Scientific and mechanical	Number of cases
1	2	3	4	5	6	7	8
Professional	28	4	67	.....	20	4	138
Clerical	31	9	80	.....	6	3	35
Skilled	28	7	25	.....	27	7	146
Business	24	6	54	.....	33	3	63
Unskilled	13	11	68	.....	28	7	133
Personal and domestic	37	16	44	2	22	4	89
Farming	17	7	54	.....	33	7	122
Miscellaneous	29	11	60	.....	19	5	171
Total	25	9	54	.....	24	5	897

TABLE 48.—*Number and percent of students who traveled a given distance from home*

Distance traveled	Number	Percent
1 to 50 miles	54	3
51 to 100 miles	100	6
101 to 150 miles	102	6
151 to 200 miles	146	8
201 to 250 miles	119	7
251 to 300 miles	187	11
More than 300 miles	1,061	60
Total	1,769	

It is interesting to note that practically 60 percent of the total group of students had traveled more than 300 miles; and only 3 percent had traveled as short a distance as 50 miles or less. The professional and business groups surpass the others in the relative numbers of their students who traveled more than 300 miles. The difference between the occupational groups whose students have traveled given distances are not pronounced except in the case of students who traveled more than 300 miles.

Religious activities.— The number and percent of students who attended church and Sunday school with a given frequency according to paternal occupation are shown in table 49. The data here concerning the high percentage of clerical students attending church and Sunday school lead one to wonder why these students did not make a better showing in prizes and honors won in matters of a religious and civic nature.

The denominational affiliation of students is shown in table 50. The Baptist denomination claims 46 percent of all the students; the A.M.E. church is next; followed by the M.E.

The farming and unskilled groups lead in the proportion of students who are Baptists, the respective percents being 63 and 50. The groups having the smallest number of students who are members of the Baptist church are those from the business and clerical groups. It is interesting to note that 1,732, or 95 percent, of all the students claimed church membership.

TABLE 49.—*Number and percent of students who said they attended church and Sunday school while in high school with a given frequency, according to paternal occupation*

Paternal occupation	Did not attend at all		Attended sometime		Attended regularly		Number of cases
	Number	Percent	Number	Percent	Number	Percent	
1	2	3	4	5	6	7	8
Professional	1	-------	42	17	205	83	248
Clerical	-------	-------	11	14	67	85	78
Skilled	2	1	59	22	205	77	266
Business	-------	-------	30	24	94	76	124
Unskilled	1	-------	51	18	232	82	284
Personal and domestic	1	1	40	22	145	78	186
Farming	2	1	53	19	227	80	282
Miscellaneous	-------	-------	78	21	286	79	364
Total	7	-------	364	20	1,461	80	1,832

TABLE 50.—*Number and percent of students who were affiliated with certain church denominations during their high-school career, according to paternal occupation*

Paternal occupation	Church denominations										
	Not a member	Baptist	M.E.	A.M.E.	A.M.E.Z.	C.M.E.	Presbyterian	Congregational	Catholic	Other	Number of cases
1	2	3	4	5	6	7	8	9	10	11	12
Professional:											
Number	12	82	37	45	12	9	13	17	8	13	248
Percent	5	33	15	18	5	4	5	7	3	5	------
Clerical:											
Number	9	29	7	12	1	1	3	2	6	6	76
Percent	12	38	9	16	1	1	4	3	8	8	------
Skilled:											
Number	19	115	35	43	12	5	11	7	10	9	266
Percent	7	43	13	16	5	2	4	3	4	3	------
Business:											
Number	6	44	13	30	3	2	5	5	5	10	123
Percent	5	36	11	24	2	2	4	4	4	8	------
Unskilled:											
Number	16	142	34	49	8	3	4	4	10	12	282
Percent	6	50	12	17	3	1	1	1	4	4	------
Personal and domestic:											
Number	11	84	18	31	6	4	6	3	15	9	187
Percent	6	45	10	17	3	2	3	2	8	5	------
Farming:											
Number	7	175	21	35	8	10	7	5	------	12	280
Percent	2	63	8	13	3	4	2	2	------	4	------
Miscellaneous:											
Number	18	167	44	54	12	8	18	13	13	21	368
Percent	5	45	12	15	3	2	5	4	4	6	------
Total:											
Number	98	838	209	299	62	42	67	56	67	92	1,830
Percent	5	46	11	16	3	2	4	3	4	5	------

F. WORK FOR SELF-SUPPORT

What bearing has the paternal occupational class to which a student belongs on the amount of work he did in high school and the amount he expects to do in college for his self-support? Tables 51 and 52 answer this question.

SELF-SUPPORT IN HIGH SCHOOL

In order to obtain an index by which to compare the different occupational classes in terms of the extent to which students worked for their self-support a composite rank was obtained. Each occupational group was ranked according to the percent of students who said they did not work at all, and according to the percent who said they earned varying amounts of their support. In the first instance—those who earned none of their support—the highest percentage was ranked first, the next highest, second, and so on.

TABLE 51.—*Number and percent of students who earned a given amount of their support while in high school, according to occupation of father*

Father's occupation	Amount of support earned					Number of cases
	None	One third	One half	Two thirds	All	
1	2	3	4	5	6	7
Professional:						
Number	142	42	28	16	19	247
Percent	57	17	11	6	8	
Clerical:						
Number	57	13	4	2	2	78
Percent	73	17	5	3	3	
Skilled:						
Number	101	69	38	33	28	269
Percent	38	26	14	12	10	
Business:						
Number	71	27	15	5	7	125
Percent	57	22	12	4	6	
Unskilled.						
Number	119	73	42	28	20	282
Percent	42	26	15	10	7	
Personal and domestic:						
Number	91	37	26	16	16	186
Percent	49	20	14	9	9	
Farming:						
Number	88	56	39	42	51	276
Percent	32	20	14	15	18	
Other:						
Number	205	73	43	26	17	364
Percent	56	20	12	7	5	
Total:						
Number	874	390	285	168	160	1,827
Percent	48	21	18	9	9	

TABLE 52.—*Number and percent of students who expect to earn a given amount of their support while in college, according to father's occupation*

Father's occupation	None	One third	One half	Two thirds	All	Number of cases
1	2	3	4	5	6	7
Professional:						
Number	113	40	37	18	23	231
Percent	49	17	16	8	10	
Clerical						
Number	46	12	8	4	4	74
Percent	62	16	11	5	5	
Skilled:						
Number	75	63	37	36	51	262
Percent	29	24	14	14	19	
Business:						
Number	64	23	11	12	8	118
Percent	54	19	9	10	7	
Unskilled.						
Number	91	63	34	43	39	270
Percent	34	23	13	16	14	
Personal and domestic						
Number	63	40	34	22	24	183
Percent	34	22	19	12	13	
Farming:						
Number	57	46	41	46	86	276
Percent	21	17	15	17	31	
Miscellaneous:						
Number	147	82	44	40	42	355
Percent	41	23	12	11	12	
Total:						
Number	656	369	246	221	277	1,769
Percent	37	21	14	12	16	

The opposite procedure was followed in ranking the other items, it being assumed that a low percent of students who had to earn any given amount of his support indicated a high degree of desirability and hence should be ranked first, etc. After each of the columns 2 to 6 was ranked, these ranks were added and their sums were ranked. As a result, the following ranking for each occupational class was obtained: Clerical, 1; professional, 2; miscellaneous, 3; business, 4; personal and domestic service, 5; unskilled, 6; skilled, 7; and farming, 8.

The clerical group, having first ranking in each place, had a composite score of only 5 as compared with 36 for the farming group.

SELF-SUPPORT IN COLLEGE

The same procedure was used here as was used in the foregoing section in determining the extent to which students belonging to the various occupational groups expected to earn their support in college. The clerical group stands first again with a composite score of 6. The next group having

the largest percent of students who do not expect to earn any of their support and the smallest percent who expect to earn varying amounts is the business group whose composite score is 12. The other groups follow in rank order with their composite scores: Professional, 18; miscellaneous, 21; personal and domestic service, 28; unskilled, 30; farming, 32; and skilled, 33.

G. EDUCATION OF PARENTS ACCORDING TO PARENTAL OCCUPATIONS

MEDIAN YEARS OF SCHOOLING OF PARENTS

Replies were received from 1,726 students concerning father's education and from 1,751 concerning mother's education. The various possible levels of training were listed and students were asked to indicate by checking in the appropriate columns the amount of schooling their parents

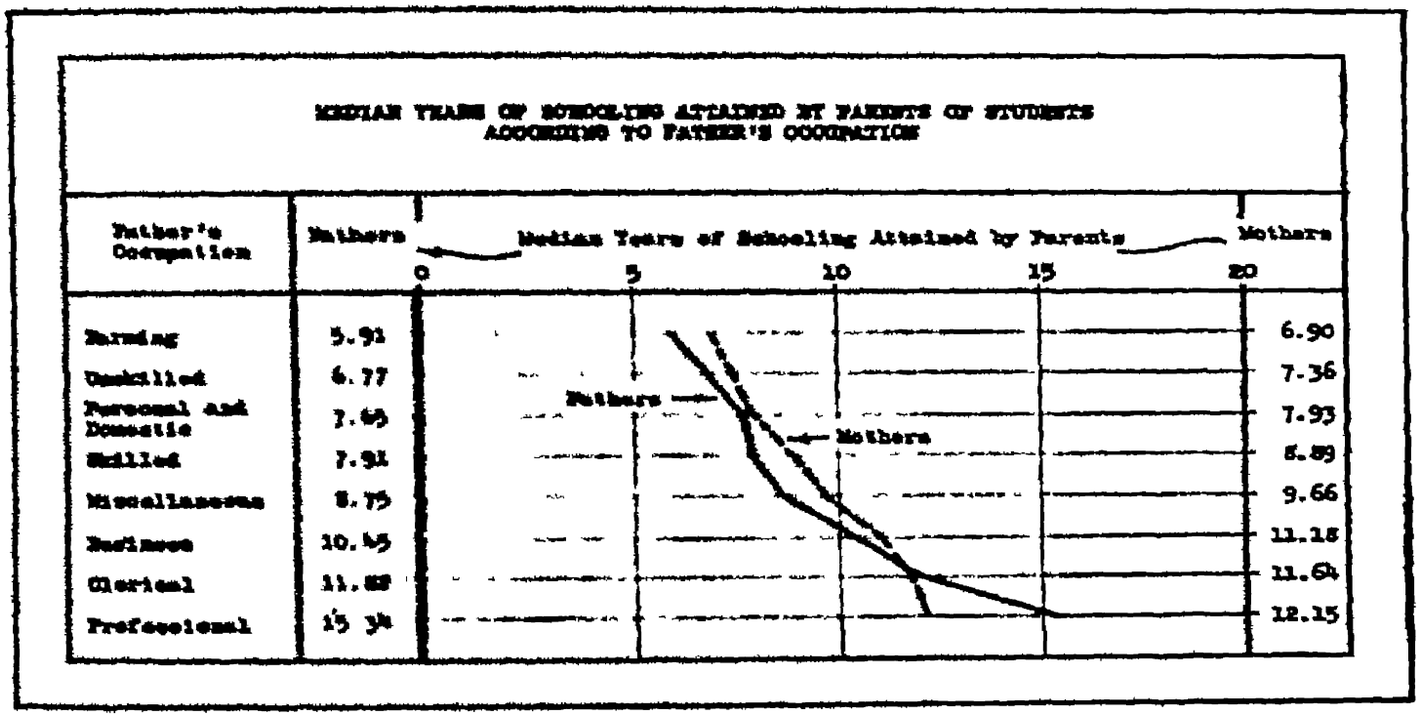


FIGURE 17.—Median years of schooling attained by parents of students according to father's occupation.

had. They were told if the exact amount was not known to estimate it.

Figure 17 shows the median years of schooling attained by fathers and mothers of students according to fathers' occupations. The fathers have more schooling than the mothers in the professional and clerical groups, but in all others the mothers are ahead. The rank order of each occupational

group as may be observed is the same for both fathers and mothers.

Grouped according to mother's occupation, the mothers who are engaged in the various occupational callings have more education than the fathers in all vocational classes except clerical and skilled as shown by figure 18. In the former the schooling of the mothers and fathers is the same, 11.5 years; in the latter the fathers surpass the mothers by the negligible difference of 0.01 of a year. The rank order for both mothers and fathers is the same for all groups except the

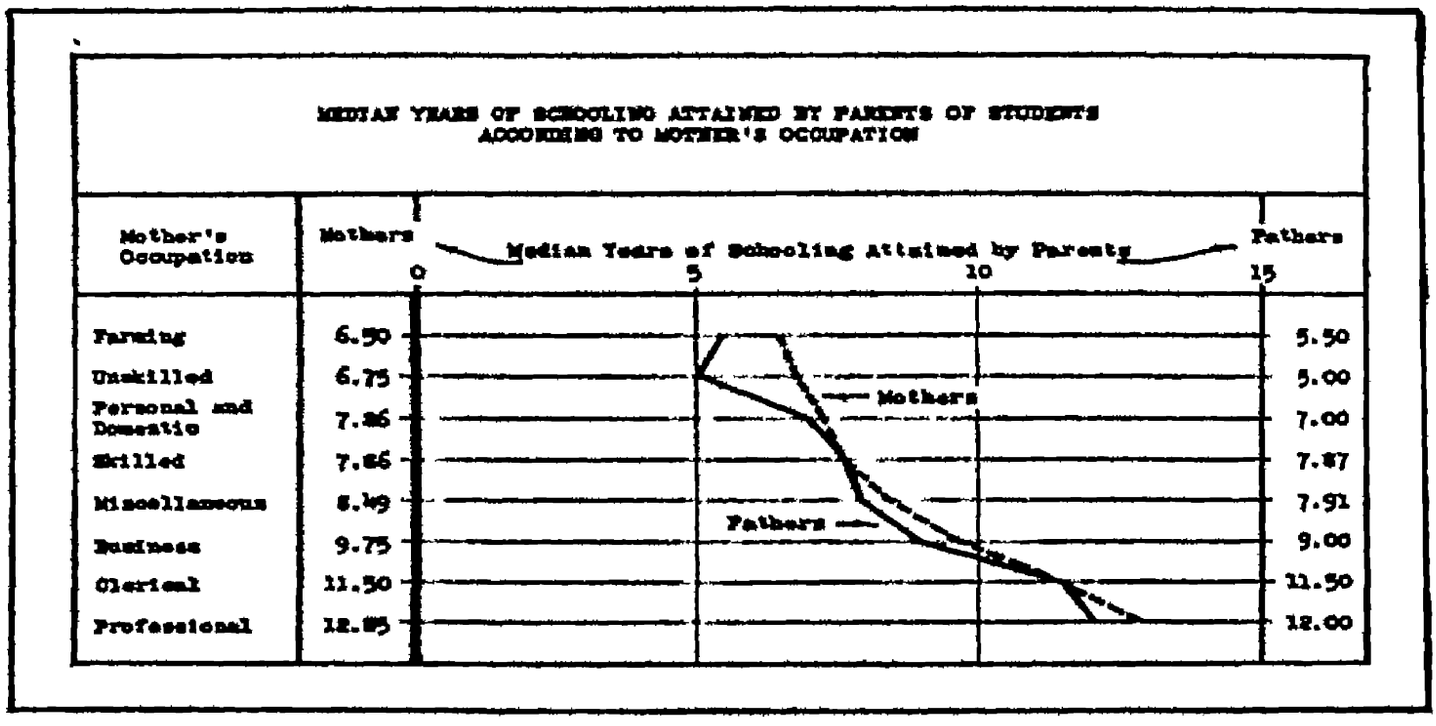


FIGURE 18.—Median years of schooling attained by parents according to mother's occupation.

unskilled and farming; the education of the farming fathers being 0.5 greater than that of the unskilled fathers.

Figure 19 shows the percent of all students combined whose fathers and mothers attained varying amounts of schooling. There are 50 percent of the students whose fathers had from 1 to 8 years of elementary training as compared with 45 percent for the mothers. Students whose fathers obtained from 1 to 4 years of high-school training amounted to 30 percent, while 38 percent of the mothers attained this level. More mothers than fathers had from 1 to 4 years of college training, the respective percents of students reporting this level of training being 15 and 14. However, in graduate and professional training the fathers far surpass the mothers; 5 percent

of the students reporting fathers in this class and only 2 percent reporting mothers.

More fathers than mothers also had 4 years of college training, the percent of students reporting this level of schooling being, respectively, 7 and 6. On the other hand, students reporting mothers who spent 4 years in high school surpassed those reporting fathers with that level of training, with respective percents of 18 and 12.

In general, the data presented in figures 17, 18, and 19 substantiate the conclusions of two other studies.[11] That there seems to be a pronounced tendency for Negro girls to be favored over boys in the proportion who go to school, which

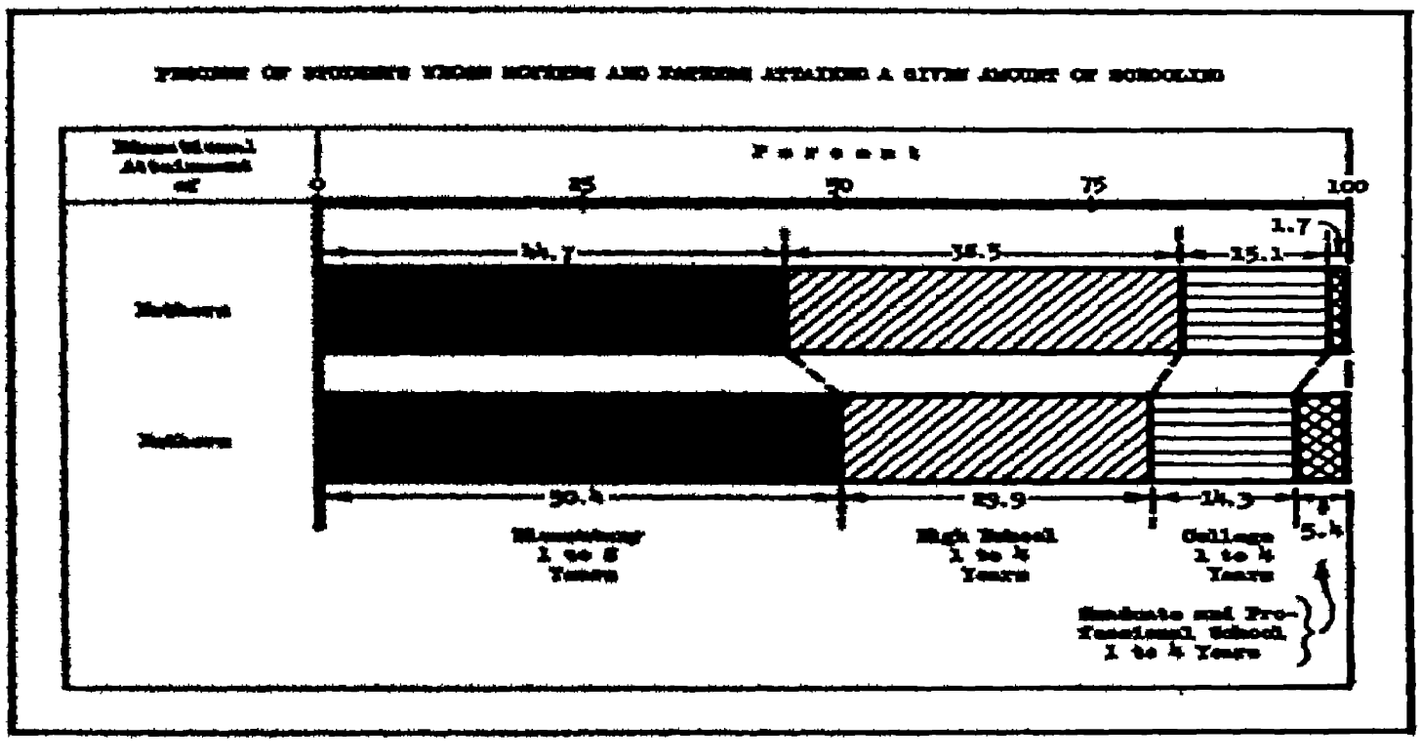


FIGURE 19.—Percent of students whose mothers and fathers attained a given amount of schooling.

fact is reflected in difference of schooling obtained by mothers and fathers.

There are also important sociological implications here if the inference may be drawn, which seems tenable, that a large proportion of Negro women marry men in most occupational levels who have less schooling than they themselves have. The converse is true, however, with respect to the professional and clerical classes.

[11] Calliver, Ambrose. Secondary Education for Negroes. Op. cit.
——— Rural Elementary Education Among Negroes Under Jeanes Supervising Teachers. Washington, Government Printing Office, 1933. (U.S. Office of Education Bulletin 1933, no. 5.)

PART IV: SUMMARY, CONCLUSIONS, AND SUGGESTIONS

The immediate objective of this study was to make a survey of the social, economic, academic, intellectual, and cultural background factors of Negro college students. Its ultimate purpose is to reveal facts, establish trends, and suggest principles which may serve as guides in improving educational conditions, and upon which a program of personnel work may be promulgated.

The treatment of the report has in general centered around the following topics: School and college relations; intelligence of students; scholastic and vocational interests and activities; extracurriculum interests and activities; and general family status. Part I was a discussion of those topics from a more or less personal angle, having to do with the factors and characteristics of students. Part II approached the various subjects in terms of the kinds of schools the students attended. Part III dealt with the topics according to the occupations of parents.

In the consideration of the findings presented here the one outstanding fact which constantly emerges is that of individual and group differences among Negro college students. These differences have not been found to be peculiar to the Negro, however, as similar differences were found to exist among white students. The main difference, as far as the two races are concerned seems to be one of degree rather than of kind; the past and present status of the Negro tending to accentuate his condition, and to cause unfortunate circumstances to affect him more quickly and seriously.

Some of the more important conclusions resulting from our findings are given here, together with a few supporting data.

CONCLUSIONS AND FINDINGS

1. The idea of educating the Negro at public expense is rapidly being recognized and accepted.

The present study shows that nearly three fourths, or 72.9 percent, of the Negro college students come from the public

high schools of the southern and "Border" States; and that 59 percent are enrolled in public colleges. This college enrollment in public institutions indicates a decided trend upward during the past five years (see discussion in part I).

2. Private schools and colleges still have a large responsibility in the education of Negroes.

Although public schools and colleges for Negroes have made tremendous gains, the Negro still looks to the private schools and colleges to fill a need which has so long been neglected. Our data show that nearly seven tenths of the teachers in Negro public high schools are trained in private institutions, the percent being 68.6. This conclusion is also borne out by the fact that the percent of students attending private high schools is much greater than the percent who attended private elementary schools, being, respectively, 15.85 and 6.96; and by the more important fact that 41 percent are finding their opportunity for higher education in private colleges. Furthermore, in analyzing the changes from elementary to high school made by students belonging to the various occupational classes, it was found that in every case the change taking place in the private schools showed an increase.

3. There is a lack of availability in many localities of Negro colleges doing a quality of work commensurate with the needs and ambitions of the race.

Evidence of this conclusion is revealed in the small percent of students who live within a 50-mile radius of the colleges they are attending, and the reasons students give for attending certain colleges.

4. There is a significant difference in the scholastic aptitude of students in the various Negro colleges.

The range of average intelligence of each group of freshmen in the different colleges as shown by the median psychological scores is 26.33 to 131. The students of 13 colleges failed to show a general average as high as the median for all students combined (60.97 [1]). These group differences, as indicated by the central tendency, are significant factors which should command the attention of both school and college authorities.

[1] 1,987 cases.

5. There is serious lack of selectivity in Negro colleges as shown by the heterogeneity of their student bodies.

This dissimilarity is seen in the scholastic aptitude of students. Although there is a consistent and pronounced difference in the median scores made by students of different colleges, practically every grade of intelligence is represented in each college, some of the brightest students being found in many of the colleges having the lowest average scores, and some of the dullest being found in those having the highest average scores.

Our data also show that students who have had academic failures are represented in large numbers, in most of the colleges, along with those who have succeeded academically.

In addition, it is found that every occupational class, a great variety of home conditions, and a rather general cross-section of students with varying amounts of academic preparation and from most levels of cultural and economic status (excepting the high-income group) are represented in most of the colleges.

There seems to be little serious effort on the part of either high school or college to identify the superior student, and assure to him an opportunity for higher education.

6. Colleges need to make some effort to adjust requirements and offerings in terms of the background of students.

The variety of individual and group differences revealed by this study, the differences in communities, schools, and home life from which the students come demand a degree of flexibility in the administration of admissions and curriculum requirements and a closer relationship between the offerings and needs of students.

The fact that the students in general offered the same subjects, in the same amounts for admission to college, probably indicates too much rigid uniformity in college entrance requirements.

7. Apparently, there is a serious lack of adaptation of the high-school program to the varying needs and capacities of students.

There is too much retardation of superior students. This hypothesis is proved by the number of students who had sufficiently high scholastic aptitude to finish the high-school

course in a shorter period than the average student, but who were required to move along at the same slow pace as the others. This is shown not only by the fact that practically all the students spent 4 years or more in high school, but by the advanced age of many of the brightest students at entrance into college.

On the other hand many students are accelerated faster than their abilities would warrant. This is particularly shown by the fact that some students who entered college directly after graduation from high school were extremely young, yet their scholastic aptitude was far below the average.

Failures of students who have superior ability show either a lack of interest due to maladjustment, ill adaptation of abilities to task, or failure to work up to level of intelligence. Such students, as well as many others who never actually fail, should be placed in proper relation to their work in order to assure success rather than failure.

There are three other facts revealed by the present study which indicate a lack of adaptation of high-school program to the varying needs of students. First, is the limited range of subjects which a student may take and the small percent of students taking even this limited range; second, the small number of extracurriculum interests expressed by students very probably indicates limited offerings along this line; third, the expression of choice for so few college majors and occupations shows a paucity of ideas and lack of imagination of students which should be stimulated by the schools.

8. The vocational needs of Negro students are not adequately cared for by high schools.

A study of the program of studies of Negro high schools, the range of courses taken in high school, the limited choices of majors and occupations, the meager vocational experience, and the reasons given for choosing a given life career by students all point to the need of greater attention to their vocational interests and needs.

9. Negro schools are not properly providing for the varied extracurriculum interests of students.

The potential interests of students in activities outside the classroom are not cultivated by an enrichment of the offerings of the schools along this line. The lack of a construc-

tive program in this direction is attested by the meagerness of magazine and book reading done by students, the kinds of activities in which they engage, and hobbies in which they express interests. Extracurriculum activities, if properly organized and directed, may become a powerful ally in the education of students and in the development of character and personality.

10. Negro schools are not fully utilizing their best material.

Both the present study and the National Survey of Secondary Education among Negroes, referred to frequently here, show that in the main the curriculums are uniform for all students, in kind as well as in length. This is revealed by the subjects and the number of units taken and also by the curriculum offerings. Obviously, with the variety of individual differences found in our group of students, many find it unnecessary to work at their full capacity to accomplish the tasks set for them. One of the serious consequences of this is the inculcation of habits of laziness and indifference.

Another indication that schools are not fully utilizing their best material nor all the talents of students is shown in the limited offerings referred to earlier, both in curriculum and extracurriculum activities. Every normal individual has a wide range of talents and interests, much wider than is provided for in the schools. The result is that many talents are not awakened, others not adequately developed, and still others are allowed to atrophy because of disuse.

Perhaps the strongest indictment against the schools, however, in this matter is the fact that the superior students fail as much as the average and inferior students. This shows that in disregarding his strong points he has been assigned to tasks in which he is weak or has no interest, or that because the quantity, quality, and rate of speed of the work are so far below his capacity he loses interest and fails.

It is not enough for schools to identify the superior student; but once found he should be given every stimulus and opportunity to develop to his fullest capacity.

The thesis held here is further substantiated by the major and occupational choices made by students.

11. Negro schools and colleges are not making the most of the masculine resources of the race.

Although, as is shown by a recent study,[2] the enrollment of Negro boys in the first two grades surpasses that for girls, by the time the freshman year of college is reached the ratio has changed in favor of the girls, the percents being 40 for boys and 60 for girls. Schools and colleges should assume the responsibility of finding the cause of this disproportion and should remedy it. Without disparaging what is being done for girls, the continued progress of the race and its future welfare dictate that a larger proportion of our boys and young men be given the opportunity of a higher education.

Of more consequence, however, than mere numbers as represented by enrollments is what we do with the young men we do get. Although there is evidence to show that the men represented in this study are a more highly selected group than the women, with higher intelligence, nevertheless, they fail in much larger proportion.

That so many men with high scholastic aptitude fail and that so many drop out of school before they reach college and that their expression of preference for college majors and occupations and extracurriculum interests are so limited indicate either a lack of adjustment between the school and interests of the boys and young men; or that the school program is better adapted to certain characteristics possessed only by the girls; or that other outside economic factors are operating. However real are the last two factors named, in light of the evidence, the schools cannot escape blame in failing to effect a stronger appeal to the boys.

12. Negro schools and colleges lack definite educational and vocational guidance programs.

Unequivocal evidence of this lack is shown in the student's expression of preference for a college major and a life career; in the intelligence of those choosing certain careers; the reasons given for their choices; the lack of relation between the choice of a major and a life career; and student failures. From our findings it may be inferred that many students choose major subjects which require different types of aptitudes from those which they possess. This is also true in reference to the choice of an occupation. It is generally accepted that different groups of occupations require different degrees of intelligence for the achievement of success, and a

[2] Caliver, Ambrose. Rural Elementary Education Among Negroes Under Jeanes Supervising Teachers. Op. cit.

person falling below a given intelligence rank cannot under any circumstances achieve an outstanding success, and if he falls below another given rank he will be doomed to complete failure.

Every school and college should be able to furnish the students with objective scientific information concerning his probable chances of success in a given curriculum, course, or vocation. This is the least that should be done, if a more comprehensive program of guidance and remedial measures cannot be inaugurated.

13. Negro students enter upon their college careers with a tremendous economic handicap.

This fact is obvious from the low incomes of students' families, and the extent to which students worked during their high-school careers, and the extent they expect to work during their college careers. These factors are calculated to handicap the student seriously. In the first instance he is beset with constant anxiety concerning the improbability of being able to meet his bills, and in the second instance he is deprived of his leisure, which is one of the essentials in the pursuit of a higher education.

14. Negro college freshmen are motivated by high ideals.

This is revealed by the reasons given for attending the college of their choice; reasons given for their choice of occupations; type of hobbies in which they are predominantly interested; and their affiliation with religious interests.

The reasons for attending a particular college most frequently mentioned by students were "high quality of work offered" and "vocational and professional reasons." The factors motivating their choice of an occupation most frequently mentioned by students were "belief in ability in field" and "desire to serve." Hobbies of a more serious and purposive nature have the largest percent of students naming them as first preference. Nearly four fifths of the students attended church and Sunday school regularly during their high-school careers and only 0.38 percent said they did not attend at all. Ninety-five percent of the students claimed membership in a church. This fact should be of special import to Negro colleges in stimulating them to nurture and preserve the high ideals of students.

15. Apparently there is some emotional factor influencing the college major and occupational choices of Negro college freshmen.

That neither the kind of school, its location, nor the occupation of parents is the predominant influence in these choices may be inferred from the findings of this study.

16. The younger the Negro college freshman is, the more likely he is to have high scholastic aptitude.

While our data show conclusively the foregoing statement to be true, it must be recognized that there are certain dangers in the pedantry which often accompanies high scholastic ability in very young persons.

17. The intelligence of Negro students is reflected in their reading interests.

Students who use the library most frequently are more intelligent than those who use it less frequently. The more intelligent students read a larger number of books during their high-school careers. The more intelligent students read a greater number of magazines than the less intelligent, and also tend to read a higher type of magazine.

18. Negro students use libraries when they are available.

Taking the group as a whole or classifying them into kinds and location of schools attended, our data show that libraries are popular among students when they are accessible. This inference is further borne out by the fact that a larger percent of students used the school library regularly than used the public library, while fewer students failed to use the school library at all than was true of those who did not use the public library at all.

19. The occupational status of parents has a significant relationship to the scholastic aptitude of students and to other influencing factors in their lives.

Table 53 shows the rank order of the various occupational groups as they are compared in terms of many different factors.

The sums of the individual ranks are shown in the last row. The clerical group is first, followed by the professional group. These two groups were found to maintain these ranking positions rather consistently. The two lowest

ranking groups are the unskilled and farming, with seventh and eighth places, respectively.

TABLE 53.—*Ranks of occupations of fathers by various criteria*

Criteria	Rank of fathers by occupation							
	Clerical	Professional	Business	Miscellaneous	Personal and domestic service	Skilled	Unskilled	Farming
1	2	3	4	5	6	7	8	9
Influence to attend college:								
Quality of work offered	1	3	2	4	7	5	8	6
Vocational or professional reasons	8	5	7	3	1	2	4	6
To please parents	5	8	3	6	1	7	4	2
Number of high schools attended	1	8	5	3	4	6	2	7
Number of elementary schools attended	3	8	1	2	7	6	4	5
Degree of migration	3	6	5	4	2	7	1	8
Home ownership	3	2	1	5	7	6	8	4
Parents have additional property	3	2	1	4	7	6	8	5
Family income	2	1	3	4	6	5	7	8
Median number of rooms in home	3	2	1	4	7	5	8	6
Median number of persons in home	3	4	2	5.5	1	3	5.5	7
Modern conveniences	1	2	4	5	3	6	7	8
Mean gross psychological score	1	2	4	5	3	7	6	8
Median number of books in home	2	1	3	4	5	6	7	8
Number of magazines subscribed for	2	1	3	4	8	5	7	6
Books read voluntarily	1	2	3	6	4	5	7	8
Subscription to Negro newspapers	1	2	3	7	6	4	5	8
Extracurriculum interests:								
Organization membership	1	2	3.5	6	8	3.5	5	7
Offices held	1	2	4	3	6	5	8	7
Hobbies engaged in	2	1	3	5	7	4	6	8
Experiences had	1	2	5	6	3	4	7	8
Prizes and honors won:								
Sports	2	4	6	3	1	5	8	7
Music and arts	4	8	7	2.5	1	6	2.5	5
Literary and dramatics	1	3	6	4	7	8	2	5
Religious and civic	8	6	1	7	5	3	4	2
Scientific and mechanical	7	8	6	4	5	2	3	1
Travel experience	6	1	2	5	4	3	8	7
Regular church and Sunday school attendance	1	2	8	5	6	7	3	4
Church membership	8	2	3	4	6	7	5	1
Educational level of brothers and sisters:								
Graduated from high school	4	1	2	6	8	3	7	5
Graduated from college	1	3	5.5	5.5	7	2	8	4
Students earning support in high school	1	3	4	3	5	7	6	8
Expect to earn support in college	1	3	2	4	5	7	6	8
Educational level of parents	2	1	3	4	6	5	7	8
Sum of ranks	99	110	122	150.5	169	172.5	194	205

Analysis of this table shows that out of 35 items the clerical group stands first in 14, second in 6, and third in 5. The sum of the individual ranks amounts to 99. The professional group maintains first place in 7 items, second place in 13, and third place in 4. The sum of all individual ranks in the professional class amounts to 110.

The unskilled group which has seventh place in the composite ranks falls seventh in eight of the individual items and eighth in eight of them. The farming group which has eighth place in the composite ranks is eighth on 11 of the individual items and seventh on 6 of them. The sum of the individual ranks of the unskilled and farming groups respectively are 194 and 205.

20. The education of Negro parents and of brothers and sisters is definitely associated with the scholastic aptitude of students.

The psychological scores made by students tend to rise as the education of their parents increases; and, there is a significant difference between the scores made by students who had no brothers and sisters graduating from college and those who did; the difference being in favor of the latter.

21. The kind and location of high school attended have significant bearings on the scholastic aptitude of students.

According to our findings students from the schools of the Northern and "Border" States make a decidedly higher psychological score than those from the South. The ranks of the schools are: Northern city public school, 1; public school of "Border State", 2; northern rural public school, 3; southern city public school, 4; southern private school or academy, 5; southern rural public school, 6; miscellaneous, 7.

22. The changes made by Negro students from school to school and from place to place are tremendous.

These changes take place in elementary schools and high schools; and also from one kind of elementary school to another kind of high school. Many of these changes are from a poorer school to one of a better grade, but often, where the changes are too frequent, deleterious effects are likely to result.

23. Negro parents are earnestly endeavoring to give their children better educational opportunities.

This is shown by the kinds of changes made by students as they transfer from elementary to high school. According to the kinds of changes taking place there seems to be a serious effort to place the student in a better high school than the elementary school from which he transferred.

24. There seems to be a serious deficiency in the availability of adequate public school and college facilities for Negroes in certain sections.

This conclusion is supported by data concerning the kinds of changes made from elementary to high school, and by the enrollments in and distribution of Negro colleges.

A further substantiation of this inference may be found in findings of the National Survey of Secondary Education, frequently referred to in this study.

25. A large number of Negro college students come from broken homes.

In addition to the economic handicap with which students enter college, to which reference has been made earlier, abnormal family relations and broken homes furnish another obstacle calculated to interfere with the student's educational progress. Our data show that 27 percent of the students under investigation had fathers who were deceased; the students whose mothers were deceased constituted 16 percent. Of 445 students reporting some abnormal parental relation 33 percent were from homes where the parents were separated. Those reporting some parental relation other than normal constituted 24 percent.

26. The Negro teaching profession is apparently being entered by many persons of low intelligence.

This is revealed by the average psychological score of students anticipating majoring in "education"; by the proportion of students belonging to the occupational groups of low intelligence levels who anticipate majoring in "education"; and also according to the anticipated majors by kind of school from which the students come.

THE TYPICAL NEGRO COLLEGE FRESHMAN

The typical Negro college freshman is 20 years of age, has a mean psychological score of 76 [8]; and comes from a family of 5 children of which 1 has already graduated from college. His father and mother have respectively, 8 and 9 years of schooling. During his high-school career he read 21 books voluntarily; engaged in 3 hobbies or interests; belonged to 3 organizations and held 2 offices. He comes

[8] American Council on Education Psychological Examination for High-School Graduates and College Freshmen, 1930 ed.

from a home having a monthly income of $95. The home he comes from contains 5 or 6 rooms and is occupied by 4 or 5 persons. His parents have 96 books in their home and take two magazines.

SUGGESTIONS

Personnel work is not offered as a panacea for all the problems revealed by this study. As important as personnel work is with its many ramifications and interrelationships, it cannot be the sole justification for so comprehensive a survey. The study will find its ultimate merit in the contributions it makes to many other phases of education—to teaching, administration, and organization. Neither are its contributions confined to education on the college level. Perhaps its most important suggestions will have to do with education on the secondary and elementary levels, for it is only by beginning a program of personnel research and service in the earlier years of a child's life that the fullest measure of success can be achieved. Although its materials have to do with Negroes the application of the principles herein set forth transcend race, and, hence, need by no means be confined to them.

In view, therefore, of the foregoing considerations, and in light of the conclusiveness of the data and findings presented here, the following suggestions are offered. They should be of interest to every one concerned with Negro education: Public and private school officials, administrators, teachers, parents, and students alike.

1. Negro schools and colleges should make a more careful and objective study of their student bodies; the applicants for admission; and the sources of student supply.
2. The knowledge thus gained should be utilized insofar as present facilities and personnel will permit.
3. Schools and colleges should make special effort to find, cultivate, and conserve the talents of superior students.
4. An endeavor should be made to make the educational program sufficiently rich and flexible to provide for a variety of interests and intellects. Only by so doing can the principle of "equality of educational opportunity", which should apply to individual schools and classes as well as to school systems and States, be preserved.

5. This enrichment procedure should be done in terms of contemporary educational values rather than on the basis of tradition alone. Classics will have a place in such a program as well as cooking.
6. Lacking facilities for the inauguration of a personnel program, the work might well be begun with the introduction of some simple plans for educational and vocational guidance.
7. There should be a closer cooperation between Negro schools of all grades and kinds.
8. More attention should be given to the relation which the location and the constituency of a school bear to the type of service it may render.
9. Schools and colleges in order to promote the development of personnel work should continue to participate in all cooperative research designed to throw light on our educational problems.
10. Every effort should be made to widen the base and lessen the restrictions of vocational opportunities for Negroes in order to assure best results of personnel programs.
11. Schools and colleges should not postpone further the beginning of plans to inaugurate a program of personnel work.

Such a plan may begin by the appointment of a committee to study the field of personnel, to study the local situation so as to make the necessary adaptations, and in light of this study, to recommend the possible steps that should be taken immediately or in the near future. The work of such a committee, to be of greatest value, should be continuing.

In this connection it should be suggested that the person charged with the responsibility of this work should have a broad and thorough academic training balanced by wide experience, sound judgment, and sympathetic understanding of human nature. He should be trained in the use of the scientific method and should be familiar with the procedures of educational research. Above all he should be a coordinator and be able to secure and maintain the cooperation of teachers, administrators, and students. He must be "sold" to his work, and be able to inspire confidence, to secure con-

fidences, and to keep and use them for the good of the individual concerned.

For the benefit of those wishing more detailed suggestions, a selected bibliography is attached.

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Series of bulletins explaining the Study of the Relations of Secondary and Higher Education in Pennsylvania. This study is being made by the Carnegie Foundation for the Advancement of Teaching in cooperation with the Joint Commission of the Association of Pennsylvania College Presidents and the State Department of Public Instruction. Address: Carnegie Foundation for the Advancement of Teaching, 522 Fifth Avenue, New York City.

APPENDIX I

UNITED STATES DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, November 1930.

To Presidents of Negro Colleges:

The U.S. Office of Education, through its specialist in Negro education, is undertaking a study of the social, economic, and academic backgrounds of Negro college students. It is planned to have the freshmen of a large number of Negro colleges fill out a questionnaire which will cover questions relating to a variety of background factors. Not more than half an hour should be required to complete the blank.

A second feature of this project consists of a simple psychological examination to be used as a supplement to the questionnaire. The one to be used is the Psychological Examination of the American Council on Education, which organization is cooperating with the Office by furnishing copies of the psychological examinations.

As you perhaps know, this examination has been in use for several years and is revised each year on the basis of the findings of the previous year. Over 100,000 students in nearly 300 colleges took the examination last year.

It is hoped that some follow-up study can be made four years from now in order to check the results of the present study against the progress and activities of the students during the four-year period, and as reports of the study are made available we shall be glad to furnish you with copies. The name of the cooperating institution will not be used except where permission to do so is granted.

This promises to be a very significant study, and seems to offer an excellent opportunity to conduct a Nation-wide and cooperative study among Negro colleges. I am writing, therefore, to invite your college to become one of the cooperating institutions.

If you are willing to participate in this project we should like to hear from you at your early convenience; we shall then take up the details with the person whom you delegate to supervise the work. When you answer please state the number of students you have in the freshman class, and also the number of high-school graduates who are enrolled in the first year of departments or courses not included in the regular college work, if there are such.

Yours very truly,

WM. JOHN COOPER,
Commissioner.

APPENDIX II

UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION, WASHINGTON

BACKGROUND STUDY OF NEGRO COLLEGE FRESHMEN

Inquiry Form
1930

Do not write here

1------ 6------
2------ 7------
3------ 8------
4------ 9------
5------ 10------
11------

Directions to Students

The information sought by this questionnaire will constitute a part of a nation-wide study with which you are invited to cooperate. All information will be considered strictly confidential, names being used for classification purposes only. Facts are important; you are, therefore, asked to answer as accurately as possible, reading through each question carefully before beginning to answer. Under each question check (√) only one item unless otherwise indicated *Disregard figures preceding questions. They are code numbers*

---

12. Name of student ----------

Date ----------

Sex, check which:
1-( ) Male
2-( ) Female

A. Name of city or village in which home is now located

Street and number---------

13-14-15-16-17-18. Indicate by checking in the proper columns as specified the information requested below. Column A—State in which your present home is located; column B—State in which you were born; column C—Location of college at present attending.

	A	B	C
Ala.	01-( )	01-( )	01-( )
Ariz.	02-( )	02-( )	02-( )
Ark.	03-( )	03-( )	03-( )
Calif.	04-( )	04-( )	04-( )
Colo.	05-( )	05-( )	05-( )
Conn.	06-( )	06-( )	06-( )
Del.	07-( )	07-( )	07-( )
D.C.	08-( )	08-( )	08-( )
Fla.	09-( )	09-( )	09-( )
Ga.	10-( )	10-( )	10-( )
Idaho	11-( )	11-( )	11-( )
Ill.	12-( )	12-( )	12-( )
Ind.	13-( )	13-( )	13-( )
Iowa	14-( )	14-( )	14-( )
Kans.	15-( )	15-( )	15-( )
Ky.	16-( )	16-( )	16-( )
La.	17-( )	17-( )	17-( )
Me.	18-( )	18-( )	18-( )
Md.	19-( )	19-( )	19-( )
Mass.	20-( )	20-( )	20-( )
Mich.	21-( )	21-( )	21-( )
Minn.	22-( )	22-( )	22-( )
Miss.	23-( )	23-( )	23-( )
Mo.	24-( )	24-( )	24-( )

	A	B	C
Mont.	25-( )	25-( )	25-( )
Nebr.	26-( )	26-( )	26-( )
Nev.	27-( )	27-( )	27-( )
N.H.	28-( )	28-( )	28-( )
N.J.	29-( )	29-( )	29-( )
N.M.	30-( )	30-( )	30-( )
N.Y.	31-( )	31-( )	31-( )
N.C.	32-( )	32-( )	32-( )
N.Dak.	33-( )	33-( )	33-( )
Ohio	34-( )	34-( )	34-( )
Okla.	35-( )	35-( )	35-( )
Oreg.	36-( )	36-( )	36-( )
Pa.	37-( )	37-( )	37-( )
R.I.	38-( )	38-( )	38-( )
S.C.	39-( )	39-( )	39-( )
S.Dak.	40-( )	40-( )	40-( )
Tenn.	41-( )	41-( )	41-( )
Tex.	42-( )	42-( )	42-( )
Utah	43-( )	43-( )	43-( )
Vt.	44-( )	44-( )	44-( )
Va.	45-( )	45-( )	45-( )
Wash.	46-( )	46-( )	46-( )
W.Va.	47-( )	47-( )	47-( )
Wis.	48-( )	48-( )	48-( )
Wyo.	49-( )	49-( )	49-( )
Foreign	50-( )	50-( )	50-( )

B. Name of city or village in which you were born _____

C. Name of college at present attending _____

D. City or village in which school is located _____

19. How far away from this college is your home?

1-( ) Within 10 miles (travel distance)
2-( ) 11 to 25 miles (travel distance)
3-( ) 26 to 50 miles (travel distance)
4-( ) 51 to 100 miles (travel distance)
5-( ) 101 to 150 miles (travel distance)
6-( ) 151 to 200 miles (travel distance)
7-( ) 201 to 300 miles (travel distance)
8-( ) Over 300 miles (travel distance)

20. Where do you live now? Check:

1-( ) In college dormitory
2-( ) Fraternity house
3-( ) Private family in city
4-( ) Where you are working
5-( ) At home
6-( ) Other: Where? _____

21. How old are you? (nearest birthday) Check:

1 ( ) Fourteen years or less
2 ( ) Fifteen years
3-( ) Sixteen years
4-( ) Seventeen years
5-( ) Eighteen years
6-( ) Nineteen years
7-( ) Twenty years
8-( ) Twenty-one years
9-( ) Twenty-two years
x-( ) Twenty-three years
y-( ) Twenty-four years or more

22. How many elementary schools in different communities have you attended, up to and including the eighth grade?_____

23–24. Check in the proper column the place where you received most of your elementary schooling (five years or more); and most of your high school training (three years or more).

	El. Sch.	Hi. Sch.
Southern City Pub. Sch.	1-( )	1-( )
Northern City Pub. Sch.	2-( )	2-( )
Southern rural Pub. Sch.	3-( )	3-( )
Northern rural Pub. Sch.	4-( )	4-( )
Southern Priv. Sch. or Academy	5-( )	5-( )
Northern Priv. Sch. or Academy	6-( )	6-( )
Pub. Sch of "Border" State (Mo., Kans., Ohio, Md., Del., D.C., and Ind.)	7-( )	7-( )
Foreign School	8-( )	8-( )

E. Names of cities or towns and States in which schools were located _____
_____
_____

F. Names of other high schools attended_____
_____

G. Number of years attended high schools named in F _____

25. How many high schools have you attended? _____

26. Check the item which represents time lost due to continuous absence during your high school career.
1–( ) None
2–( ) One month
3–( ) Two months
4–( ) Half a session
5–( ) One year
6–( ) Two years or more

27. What was the cause of this continuous absence from school?
1–( ) Illness
2–( ) Working
3–( ) Helping at home
4–( ) Other: What? _____

28. Check the item below which represents the number of school or community organizations of which you were a member during your high school career.
1–( ) None
2–( ) One
3–( ) Two
4–( ) Three
5–( ) Four
6–( ) Five or more

H. Name them: _____
_____
_____
_____

29. How many offices did you hold in organizations listed above?
_____

I. What offices did you hold?_____
_____
_____

30–31–32 Check in the proper column below that hobby or interest for which you had first, second, or third preference during your high-school career. In case such hobbies or interests are not given, kindly list them in J below.

	1st Pref.	*2nd Pref*	*3rd Pref.*
Athletics	1–( )	1–( )	1–( )
Reading	2–( )	2–( )	2–( )
Playing musical instrument	3–( )	3–( )	3–( )
Painting and Drawing	4–( )	4–( )	4–( )
Singing	5–( )	5–( )	5–( )
School Paper	6–( )	6–( )	6–( )
Movies	7–( )	7–( )	7–( )
Dancing	8–( )	8–( )	8–( )
Scientific or Mechanical Construction	9–( )	9–( )	9–( )
Dramatics	x–( )	x–( )	x–( )

J. In case no item mentioned above constituted your first, second, or third preference, list below the ones which did, and check in the proper columns.

	1st Pref.	*2nd Pref.*	*3rd Pref.*
_____	1–( )	1–( )	1–( )
_____	2–( )	2–( )	2–( )
_____	3–( )	3–( )	3–( )

33. How *many* interests or hobbies did you engage in while in high school?
1–( ) None
2–( ) One
3–( ) Two
4–( ) Three
5–( ) Four
6–( ) Five or more

K. List the names of the magazines you read regularly while in high school.
_____
_____
_____

34. How many books not required in your school work did you voluntarily read while in high school? (Check.)
1–( ) 1 to 9
2–( ) 10 to 19
3–( ) 20 to 29
4–( ) 30 to 39
5–( ) 40 to 49
6–( ) 50 or more

L. List the names of books which you consider most important not required in your school work and which you voluntarily read while in high school.

35. Check the item which represents your attendance upon Sunday School or church during your high school career.
1–( ) Did not attend at all
2–( ) Attended sometimes
3–( ) Attended regularly

36–37 38. Check the item in the proper column which represents the church affiliation of yourself and parents.

	Self	*Father*	*Mother*
Not a member	1–( )	1–( )	1–( )
Baptist	2–( )	2–( )	2–( )
M.E.	3–( )	3–( )	3–( )
A.M.E.	4–( )	4–( )	4–( )
A.M.E.Z.	5–( )	5–( )	5–( )
C.M.E.	6–( )	6–( )	6–( )
Presbyterian	7–( )	7–( )	7–( )
Cong'l	8–( )	8–( )	8–( )
Catholic	9–( )	9–( )	9–( )
Other	x–( )	x–( )	x–( )

39. How much of your support did you earn while in high school? (Check only one.)
1–( ) None
2–( ) One-third
3–( ) One-half
4–( ) Two-thirds
5–( ) All

M. List the kinds of work you did.

40. How much of your support will you have to earn in college? (Check one.)
1–( ) None
2–( ) One-third
3–( ) One-half
4–( ) Two-thirds
5–( ) All

41. How many hours a week do you work for your support now? (Check only one.)
1–( ) None
2–( ) 1 to 3
3–( ) 4 to 6
4–( ) 7 to 9
5–( ) 10 to 12
6–( ) 13 to 15
7–( ) 16 to 19
8–( ) 20 or more

N. What kind of work are you doing now?

42. Check the amount you earn per week now.
1–( ) $1–$2
2–( ) 3– 4
3–( ) 5– 6
4–( ) 7– 8
5–( ) 9–10
6–( ) 11–12
7–( ) 13–14
8–( ) 15 or more

43–44. Check in appropriate column the item below which gives the correct information about your parents.

	Father	*Mother*
Living	1–( )	3–( )
Dead	2–( )	4–( )

O. Check the item below which gives the correct additional information about your parents.
1–( ) Have stepfather
2–( ) Have stepmother
3–( ) Have foster parents
4–( ) Parents separated

45–46–47–48–49–50. Check the item below in the appropriate column which shows the occupation of your parents. If either or both are dead, check occupation followed while living. Also check in appropriate column the occupation which you choose to enter.

	Father	*Mother*	*Your Choice*
Banker	01-( )	01-( )	01-( )
Barber	02-( )	02-( )	02-( )
Beauty Culturist	03-( )	03-( )	03-( )
Butler	04-( )	04-( )	04-( )
Carpenter	05-( )	05-( )	05-( )
Chauffeur	06-( )	06-( )	06-( )
Contractor	07-( )	07-( )	07-( )
Cook	08-( )	08-( )	08-( )
Dentist	09-( )	09-( )	09-( )
Farmer	10-( )	10-( )	10-( )
Housekeeper (at home)	11-( )	11-( )	11-( )
Insurance agent	12-( )	12-( )	12-( )
Insurance Executive	13-( )	13-( )	13-( )
Laborer	14-( )	14-( )	14-( )
Lawyer	15-( )	15-( )	15-( )
Laundry worker	16-( )	16-( )	16-( )
Maid	17-( )	17-( )	17-( )
Merchant	18-( )	18-( )	18-( )
Miner	19-( )	19-( )	19-( )
Minister	20-( )	20-( )	20-( )
Musician	21-( )	21-( )	21-( )
Physician	22-( )	22-( )	22-( )
Porter	23-( )	23-( )	23-( )
Postman	24-( )	24-( )	24-( )
Sch Teacher	25-( )	25-( )	25-( )
Skilled wrk in factory	26-( )	26-( )	26-( )
Skilled Mechanic	27-( )	27-( )	27-( )
Trained Nurse	28-( )	28-( )	28-( )
Undertaker	29-( )	29-( )	29-( )
Other	30-( )	30-( )	30-( )
---------- ----------	31-( )	31-( )	31-( )
--- ----------	32-( )	32-( )	32-( )
---------- -------	33-( )	33-( )	33-( )

P. State briefly the type of work your father does (or did) ___

Q. State briefly the type of work your mother does (or did) ___

51–52–53–54. Indicate by checking the appropriate columns the amount of schooling your parents had. If you don't know, *GUESS*.

	Father	*Mother*
Illiterate	01-( )	01-( )
1 yr. elem. schooling	02-( )	02-( )
2 yrs elem schooling	03-( )	03-( )
3 yrs elem. schooling	04-( )	04-( )
4 yrs. elem. schooling	05-( )	05-( )
5 yrs. elem schooling	06-( )	06-( )
6 yrs. elem. schooling	07-( )	07-( )
7 yrs elem. schooling	08-( )	08-( )
8 yrs. elem. schooling	09-( )	09-( )
1 yr. of high school	10-( )	10-( )
2 yrs. of high school	11-( )	11-( )
3 yrs. of high school	12-( )	12-( )
4 yrs. of high school	13-( )	13-( )
1 yr. normal (3d yr. H S.)	14-( )	14-( )
2 yrs normal (4th yr. H S.)	15-( )	15-( )
3 yrs. normal (1st yr Coll.)	16-( )	16-( )
1 yr. normal (1st yr. Coll.)	17-( )	17-( )
2 yrs. normal (2d yr. Coll.)	18-( )	18-( )
1 yr. college	19-( )	19-( )
2 yrs. college	20-( )	20-( )
3 yrs. college	21-( )	21-( )
4 yrs college	22-( )	22-( )
1 yr. grad. or prof. tr'g	23-( )	23-( )
2 yrs. grad. or prof. tr'g	24-( )	24-( )
3 yrs. grad. or prof tr'g	25-( )	25-( )
4 yrs grad. or prof tr'g	26-( )	26-( )
Other. ..... ----	27-( )	27-( )
----------	28-( )	28-( )

55. Check the item below which gives the number of children in your family. Include those dead as well as living.

1-( ) Only child
2-( ) Two children
3-( ) Three children
4-( ) Four children
5-( ) Five children
6-( ) Six children
7-( ) Seven children
8-( ) Eight children
9-( ) Nine children
x-( ) Ten or more children

56–57–58–59. This question is designed to ascertain the number of your brothers and sisters who had a given educational experience. You are asked to check in Column A the number of brothers and sisters who attended high school but did not graduate; in Column B, check those who graduated from high

school or normal school of high-school grade; in Column C those who attended college or normal school of college grade; and in Column D only those who graduated from college.

Number Brothers and Sisters	A Att'd High Sch	B Grad'd fr H S or Nor on H grade	C Att'd Col or Normal of Col grade	D Grad'd from College
None	1 ( )	1 ( )	1 ( )	1 ( )
One	2 ( )	2 ( )	2 ( )	2 ( )
Two	3 ( )	3 ( )	3 ( )	3 ( )
Three	4 ( )	4 ( )	4 ( )	4 ( )
Four	5 ( )	5 ( )	5 ( )	5 ( )
Five or more	6 ( )	6 ( )	6 ( )	6 ( )

R. If you have brothers or sisters working, state on the following lines what each is doing:

_____

_____

_____

S. State briefly the type of work they do _____

_____

_____

_____

60. Check the item which most strongly influenced you to come to this college in preference to others. Check one reason only.

1–( ) Convenience to home
2–( ) To please parents
3–( ) Influence of relatives or friends
4–( ) Less expensive
5–( ) Influence of high school teachers
6–( ) Visit of college representative
7–( ) Superior quality of work offered
8–( ) Vocational or professional reasons
9–( ) Scholarship granted
x–( ) Desire to be with friends
y ( ) Other: What? _____

61-62. In what major course of study do you plan to concentrate? Check one only.

01–( ) Agriculture
02–( ) Ancient Language
03–( ) Architecture
04–( ) Art
05–( ) Astronomy
06–( ) Biology
07–( ) Botany
08–( ) Business Administration
09–( ) Chemistry
10 ( ) Economics
11 ( ) Education
12–( ) Engineering
13–( ) English
14–( ) Geology
15–( ) History
16–( ) Home Economics
17 ( ) Journalism
18–( ) Library Science
19–( ) Mathematics
20–( ) Modern Language
21–( ) Music
22–( ) Philosophy
23–( ) Physics
24–( ) Political Science
25–( ) Psychology
26–( ) Religion
27–( ) Sociology
28–( ) Speech or Expression
29–( ) Zoology
30–( ) Other: What? _____

T. List the courses you are taking at present and amount of credit carried by each.

Subject	*Qr. Hrs Credit*	*Sem. Hrs. Credit*
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

U. State concretely the nature of the occupation you plan to follow: _____
_____

63. What influenced your choice of this occupation most? Check one only.
1–( ) Desire to make money
2–( ) Success of friends
3–( ) Advice of relatives or friends
4–( ) Teachers
5–( ) Desire to serve
6–( ) Things you read
7–( ) Belief in your ability in field
8–( ) Father's or mother's occupation
9–( ) Vocational guidance course or book
x–( ) Other: What? _____

64. Have you had any prolonged illnesses?
(One month or more)?
1–( ) Yes 2–( ) No

V. If so, what were they? _____
_____

65. Were you ill at any time last year?
(Two weeks or more)?
1–( ) Yes 2–( ) No

W. If so, state its nature and duration _____

X. Check the members of your immediate family who were ill for an extended period during your high-school career.

	Number of weeks
1–( ) Housekeeper	_____
2–( ) Breadwinner	_____
3–( ) Brother	_____
4–( ) Sister	_____
5–( ) Other? _____	_____

Y. State what ailments, physical or mental defects you have which you think have interfered or may interfere with your progress in school; also state the length of time you have had them_____
_____
_____

Z. List the prizes or honors which you won during your high-school career.
_____
_____
_____
_____

AA. Name the large cities you have visited _____
_____
_____
_____

66. Check the item below which best represents the total amount of time spent on visits.
1–( ) Spent one to three weeks on visit
2–( ) Spent four to eight weeks on visit
3–( ) Spent 2 to 3 months on visit
4–( ) Visited places mentioned in AA several times for short periods.

BB. Check item below which best represents additional travel experience which you have had.
1–( ) Visited rural town, farm, or village
2–( ) Visited foreign country or countries

67. What is the greatest distance you have traveled away from home, *excluding your trip to college*? (Check only one.)
1–( ) One to 50 miles
2–( ) 51 to 100 miles
3–( ) 101 to 150 miles
4–( ) 151 to 200 miles
5–( ) 201 to 250 miles
6–( ) 251 to 300 miles
7–( ) More than 300 miles

68. Check the item which describes your home status.
1–( ) Parents or guardians own home
2–( ) Parents or guardians rent home

CC. Check the additional items which describe your home status.
1–( ) Furnace heat in home
2–( ) Electric light in home
3–( ) Gas in home
4–( ) Bath in home
5–( ) Toilet in home
6–( ) Piano in home
7–( ) Radio in home
8–( ) Brick home
9–( ) Frame home
x–( ) Concrete, stone, or stucco home
y–( ) Home in apartment house

69. Do your parents or guardians own *additional* real estate?
1–( ) Yes 2–( ) No

DD. Estimate its value.....

70. Check the one item best representing the total income of your family last year; if you don't know, *GUESS*. (Combine income of breadwinner and housekeeper if both are working, and income from other sources.)
1–( ) Up to $50 monthly
2–( ) $51 to $75 monthly
3–( ) $76 to $100 monthly
4–( ) $101 to $150 monthly
5–( ) $151 to $175 monthly
6–( ) $176 to $200 monthly
7–( ) $201 to $225 monthly
8–( ) $226 to $250 monthly
9–( ) $251 to $275 monthly
x–( ) $276 to $300 monthly
y–( ) More than $300 monthly

71. Check the item representing the number of rooms in your home (not including baths or halls).
1–( ) Three
2–( ) Four
3–( ) Five
4–( ) Six
5–( ) Seven
6–( ) Eight
7–( ) Nine
8–( ) Ten or more

72. Check the one item which represents the number of persons who lived in your home last year.
1–( ) Two
2–( ) Three
3–( ) Four
4–( ) Five
5–( ) Six
6–( ) Seven
7–( ) Eight
8–( ) Nine
9–( ) Ten
x–( ) More than ten

73. Estimate the number of books in your home excluding school textbooks. Check one item only.
1–( ) Less than 25
2–( ) 26 to 50
3–( ) 51 to 100
4–( ) 101–200
5–( ) 201–300
6–( ) 301–400
7–( ) 401–500
8–( ) 501–750
9–( ) 751–1,000
x–( ) More than 1,000

74. How many magazines are taken or purchased regularly in your home? Check only one item.
1–( ) None
2–( ) One
3–( ) Two
4–( ) Three
5–( ) Four
6–( ) Five or more

EE. List the magazines taken or purchased regularly in your home·

---

75. Check the item below which represents the newspapers taken in your home. (Check only one item.)
1–( ) No daily newspaper and no Negro newspaper
2–( ) No daily but one or more Negro newspapers
3–( ) Daily and no Negro newspaper
4–( ) Daily and one or more Negro newspapers

FF. List the Negro newspapers taken:

---

76. Did you have access to a public library during your high school career?
1–( ) Yes 2–( ) No

77. Check the item representing your use of the library.
1–( ) Not at all
2–( ) Infrequently
3–( ) Regularly

78. Was there a special room equipped for a library in your high school?
1–( ) Yes 2–( ) No

79. If there was a library in your high school, was a special librarian in charge?
1–( ) Yes 2–( ) No

80. Check the item representing your use of the school library
1–( ) Not at all
2–( ) Infrequently
3–( ) Regularly

GG. Name the important Negro Magazines:

HH. Name four or five important books dealing with Negro life and characters:

II. Name the important philanthropic and civic agencies interested in Negro welfare:

JJ. Check all the items below which you have seen heard, or experienced:
1–( ) Symphony orchestra
2–( ) Oratorio
3–( ) Grand opera
4–( ) Ocean
5–( ) Art museum
6–( ) Historical or natural museum
7–( ) Zoo

8–( ) Building of sky-scraper
9–( ) Mining operations
10–( ) Operation of steel mill
11–( ) Shipyard
12–( ) Stockyard
13–( ) Cotton field
14–( ) Railroad shops
15–( ) Large commercial office
16–( ) Extensive orchard cultivation
17–( ) Yellowstone National Park
18–( ) Name any other significant experiences:

KK. List the subjects in which you failed in high school.

LL. List the subjects which you liked most in high school:

MM. List the subjects which you liked least in high school:

NN. List the subjects in which you received your highest marks in high school:

OO. If you had any deficiencies to make up when you came to college, list them below:

PP. Circle the number representing the amount of time which you devoted to the following subjects in high school:

Subjects	*Number of years or fraction thereof*					
1 English	⅛	½	1	2	3	4
2 Latin	⅛	½	1	2	3	4
3 Modern language	⅛	½	1	2	3	4
4 General Math	⅛	½	1	2	3	4
5 Algebra	⅛	½	1	2	3	4
6 Plane Geometry	⅛	½	1	2	3	4
7 Solid Geometry	⅛	½	1	2	3	4
8 Trigonometry	⅛	½	1	2	3	4
9 History	⅛	½	1	2	3	4
10 Civics	⅛	½	1	2	3	4
11 Sociology	⅛	½	1	2	3	4
12 Economics	⅛	½	1	2	3	4
13 Biology	⅛	½	1	2	3	4
14 Physiol and Hyg.	⅛	½	1	2	3	4
15 Physics	⅛	½	1	2	3	4
16 Chemistry	⅛	½	1	2	3	4
17 Geography	⅛	½	1	2	3	4
18 General Science	⅛	½	1	2	3	4
19 Agriculture	⅛	½	1	2	3	4
20 Stenography	⅛	½	1	2	3	4
21 Typing	⅛	½	1	2	3	4
22 Bookkeeping	⅛	½	1	2	3	4
23 Com. Arithmetic	⅛	½	1	2	3	4
24 Commercial Law	⅛	½	1	2	3	4
25 Physical Educ.	⅛	½	1	2	3	4
26 Music	⅛	½	1	2	3	4
27 Art	⅛	½	1	2	3	4
28 Mech Drawing	⅛	½	1	2	3	4
29 Industrial or Manual Arts	⅛	½	1	2	3	4
30 Home Economics	⅛	½	1	2	3	4
31 Others.....	⅛	½	1	2	3	4
.....	⅛	½	1	2	3	4
.....	⅛	½	1	2	3	4

QQ. Give following information regarding high school attendance:

Check

Yr. entered ____ 1st. sem. ( ) 2d sem. ( ) 1st qr. ( ) 2d qr. ( ) 3d qr. ( )

Yr. grad. ____ 1st sem. ( ) 2d sem. ( ) 1st qr. ( ) 2d qr. ( ) 3d qr. ( )

NOTE: Believing that much may be learned from the aid and constructive criticism of many students we are taking this opportunity to invite you to write us a brief letter giving suggestions concerning what you consider to be certain desirable changes in your high school and its course of study. If you could repeat your high school career, what would you do or take to better prepare yourself for your life career or for college, or what would you stress less and what more? What other changes or improvements would you suggest? This letter which may be written at your leisure during the next few days is entirely voluntary and will be considered confidential. Please address it to *Ambrose Caliver, Specialist in Negro Education,* Office of Education, U.S. Department of the Interior, Washington, D.C.

APPENDIX III

UNITED STATES DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, December 1930.

INSTRUCTIONS FOR BACKGROUND STUDY OF NEGRO COLLEGE FRESHMEN

Dear Sir or Madam:

We are sending you under separate cover the questionnaires and examinations for use in the background study being conducted by our specialist in Negro education, and with which your school has kindly consented to cooperate. The person who is to supervise the study is asked to familiarize himself with the manual of instructions which is enclosed with the examinations, especially pages 7 to 12. We are requesting that each school arrange to have the tests scored immediately after the examination. Schools which desire to have the scores or any data from the questionnaire for their files may transfer them to their records, but they are asked to return all examinations and questionnaires to us as early as convenient.

The background questionnaire to be used is partially precoded, which fact will both facilitate the task of filling it out and of tabulating the results. Although the questionnaire may appear formidable at first, as a matter of fact, it is very simple. The supervisor of the study is requested to familiarize himself with the blank and then to make a general explanation of it to the students. Special explanation might be given of such questions as 13–19, 23–24, 56–59. The examination requires one hour to complete and the questionnaire should be filled out in forty or fifty minutes. In case both tasks are performed at one meeting of the freshmen, *which is highly desirable*, a brief rest period should be allowed between them.

You, of course, realize the importance which personnel studies are taking in our whole educational scheme, and how they are becoming the very foundation upon which programs of education, vocational and personal guidance are being built. It is desirable, therefore, that the background questionnaire be filled out as completely and accurately as possible. It is believed that the information thus furnished, together with the results of the accompanying examination, will give a body of facts which will be inestimable in their value, not only for the education of the Negro, but for education in general. We are extremely grateful, therefore, for your cooperation, and we believe that your school will receive many direct as well as indirect benefits from the study.

If you can arrange to have the examination taken and questionnaires filled out before the rush of the holidays begins, it would be very advantageous. You will find enclosed with the questionnaires and examinations a self-addressed penalty envelope for their return.

Yours very truly,

BESS GOODYKOONTZ,
Assistant Commissioner.



NATIONAL AND STATE COOPERATIVE HIGH-SCHOOL TESTING PROGRAMS



BULLETIN 1933, No. 9

By

DAVID SEGEL

Educational Consultant
and Specialist in Tests and Measurements
Office of Education

NITED STATES DEPARTMENT OF THE INTERIOR - - - - *Harold L. Ickes*, Secretary
FICE OF EDUCATION - - - - - - - - - - - - - - - - *William John Cooper*, Commissioner

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D.C., June 1933.

SIR: There seems to be an unusual interest in cooperative high-school testing programs. Accordingly our specialist in this field, Dr. David Segel, has made some examination of these plans on both the national basis and the State basis. He finds that on the national basis the College Entrance Examination Board, the Educational Records Bureau, the Cooperative Test Service, and the American Council on Education Psychological Examination are the major efforts. There are also mentioned some tests which have more than a State-wide influence. These are the Kansas Nation-wide Every Pupil Scholarship Test, the National Survey of English Usage, the New York Regents Examination, the Iowa Academic Contest, and the Ohio State University Intelligence Examination.

After checking up on these briefly, the bulletin treats of State testing programs as given in the various States. Many of the States, it will be found, have some testing in progress. The bulletin is finished with suggestions for possible improvements in cooperative programs. It is suggested, first, that achievement tests bear on the application of principles rather than on fact knowledge; second, it is desirable that tests be given throughout the high-school period rather than at the end of the period; third, that tests are so constructed that forms from one year to another are comparable; fourth, that tests from different cooperative programs should be equated on account of geographical regions; and fifth, that the cooperative testing program should include in its scope all pupils in the subject tested.

The bulletin is very suggestive of what may be done with the standardized achievement and aptitude tests, and I recommend that it be published as a bulletin of this Office.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

NATIONAL AND STATE COOPERATIVE HIGH-SCHOOL TESTING PROGRAMS

INTRODUCTION

In their constant groping toward achievement standards, the high schools of this country have developed what is known as "cooperative testing." This development is not recent. Cooperative testing dates back further than the standardized testing movement itself. For instance, it has been customary for about 50 years in New York and in certain Western States to conduct State high-school examinations. This type of testing was developed through the desire to standardize and supervise high-school instruction. There also developed at an early date a form of testing designed as a means of determining admission to college. In the last decade, particularly in the last 5 years, cooperative testing has been stimulated through the measurement movement.

There is a reason for the increasing popularity of cooperative testing. It is an advance over the use of tests by individual schools or school systems because in cooperative testing a group of schools, usually in a fairly well-defined geographical area, agree to give the same test under uniform conditions to their students so that the work of the individual students in one school can be compared with the work of the students in all schools. This intimate comparison tends to bring about a better understanding of the achievement and ability of the pupils in a given area. Whereas national norms classify the work of pupils in a general way they have not always been found to fit the achievement of pupils in these various geographical areas as well as results of tests given cooperatively. This is more true for the high-school level than for that of the elementary school because of the differing courses of study in each high-school subject in the different geographical areas.

That geography is a factor in the present development of cooperative testing is evidenced in the fact that the schools

on the plains of our Central States have been very willing to take up the movement. Probably this is true because in the small towns of this great area there is a fair degree of homogeneity of population and a oneness in the purpose of education. The actual variation in achievement among the schools of a Middle Western State is probably less than that of the schools of any fairly good-sized city. This, in turn, may be due to the fact that a city draws all classes of the population in large numbers.

This bulletin is restricted to cooperative testing programs in the United States which are State and national in character. We are not restricting ourselves to programs carried forward by State departments, but include all programs which cover large portions of the Nation or a State regardless of the agency which is sponsoring it. Only programs relating to grades 9 to 12, inclusive, are considered. By a cooperative testing program, we mean one initiated and carried through for the mutual benefit of all concerned and without a commercial aspect.

It so happens that on the high-school level there are no organized cooperative testing programs being pushed by commercial testing companies. This does not mean that such testing companies are not concerned with testing over large areas. Companies publishing tests do encourage testing over wide areas, but it is done through individual solicitation, and the connection of any school system's testing with another is through the use of norms and mutual experience with method of treating test results which are furnished by the company. This service of the testing companies goes along with their regular sales of tests. Insofar as this is true, it is not a cooperative affair, since the service is paid for directly to the testing company by the individual school systems through payment for tests and test materials, and there is no direct contact with other schools.

We consider as high-school testing programs all testing which is done in the ninth, tenth, eleventh, and twelfth grades and testing done after students graduate from high school but before they actually enter college. High-school testing by individual colleges for their own benefit to determine admission is not considered cooperative. By cooper-

ative testing in this regard, we mean programs which are carried out for the benefit of several institutions, be they all colleges or colleges and high schools.

Our definition of cooperative high-school testing programs takes into account among others practically all programs initiated for the determination of college entrance and placement in college. The few exceptions to this may be here noted: (*a*) The American Council on Education psychological examination when given in college; (*b*) the Cooperative Test Service tests when given in colleges; (*c*) the Ohio University psychological test when given in colleges; (*d*) Oklahoma testing program carried on in Oklahoma colleges with English placement and reading tests; (*e*) California mental-educational survey which was carried on in California junior colleges and which since has been carried on to some extent by individual schools.

A good division of testing programs is that into national programs of testing and State programs of testing. The former takes in those programs that have little or no reference to State lines, while the latter is concerned with those programs that are found within the confines of a State. We shall present here as much as we can for each program on the following topics: (*a*) Agency sponsoring the program; (*b*) special cooperating bodies; (*c*) the name of the tests, if standardized and sold commercially; (*d*) person responsible for constructing the tests; (*e*) criterion for the construction of tests; (*f*) extent of program; (*g*) classes tested; and (*h*) purposes of testing program, names of subjects tested, etc.

In describing these programs we assume that they are continuous from one year to another using the same organization and tests except where we note differently. Also the tests used are of the new-type short-answer tests unless otherwise stated. As mentioned it is the development of new-type testing which has made such programs as these possible. The testing set-up for those programs which require subjective analysis of the test papers will be found to be much more complicated than the others.

The programs described, if annual affairs, are usually held some time in the spring. The time of the closing of school,

the time it takes to assemble the results in any particular testing program, etc., in most cases determines the time set for testing. In some programs where the high schools are to use the results in guidance, the tests are given earlier in the year.

NATIONAL COOPERATIVE HIGH-SCHOOL TESTING PROGRAMS

Some of the national testing programs are expanded State programs. In other cases where the best classification of a program as a working program is a State program, we shall only mention it in this section.

COLLEGE ENTRANCE EXAMINATION BOARD

The tests of the college entrance examination board are carried on for the benefit of many colleges and high schools by a general agency consisting of (in 1930–31) 39 members representing universities, colleges, and scientific schools, and 11 members representing the interests of the secondary schools. This board carries on a testing program with graduating seniors in the high-school academic subjects and a scholastic aptitude examination. The results on these examinations are accepted by all universities and colleges in the United States. A few universities require the taking of college entrance examination board tests for entrance. Others accept the tests in whole or in part as determining college admission. In 1932, 19,929 students took one or more of the college entrance examination board tests.

The college entrance examination board prepares its own examinations, arranges to have them given at various centers, and appoints persons to score the papers. This is all done independently of any individual institution. Representatives of many different colleges and universities and secondary schools serve on committees appointed to score papers. These examinations have felt the influence of the objective type of examination question, although as yet this type of item has not been introduced to any great extent except in the case of the scholastic aptitude examination.

Students taking the examination are charged at a rate sufficient to defray expenses of the work of the board.

EDUCATIONAL RECORDS BUREAU

The Educational Records Bureau located in New York City is an independent organization of school people which is carrying out testing programs, some of which are on the high-school level. The Bureau is incorporated and chartered by the board of regents of the University of the State of New York. In the main it has served private schools, although its services are in no way restricted to private schools. It is in close touch with the cooperative test service. (See page 6.) The educational records bureau is essentially an organization for carrying on the program of testing whereas the cooperative test service is essentially an organization designed to construct tests.

The educational records bureau services are given according to two plans:

PLAN A. (I) Scoring and reporting service.

(II) Comparative statistics and studies:

1. General comparative reports including distribution of pupil scores and percentile norms on cooperative tests and others used in educational records bureau testing programs for the following classifications:
   - (*a*) Nation-wide.
   - (*b*) State and regional.
   - (*c*) Community, according to size and type.
   - (*d*) School, according to size and type.
   - (*e*) Sex.
   - (*f*) Age.
2. Confidential report to individual schools or individual school systems indicating their rank in one or more of the groups listed under II, 1. The cost of this service is:
   - (*a*) An annual membership fee of $15 per school.
   - (*b*) A per test charge based on service costs.

PLAN B. This plan is similar to Plan A except that the school is expected to score the tests. With this plan the service charge is reduced materially.

The tests recommended by this bureau for testing in high schools for 1933 include the cooperative test form 1933 in the following subjects: English, French, German, Latin, Span-

ish, general mathematics, algebra, plane geometry, soli geometry, trigonometry, biology, chemistry, general science physics, American history, ancient history, European history English history; American council tests in civics and Ameri can Government and in economics; Elwell-Foulkes bookkeep ing test; Engle-Stenquist home economics tests; Detroi mechanical aptitude examination for boys, Detroit mechan ical aptitude examination for girls; stenography test from Blackstone stenographic proficiency tests; typewriting tes from Blackstone proficiency tests. For general scholasti aptitude testing, it recommends the American Council or Education Psychological Examination.

The chief purposes of the work of this bureau are to act (*a*) as an agency for scoring tests and reporting the results and (*b*) as a coordinating center for testing so that results on different tests may be comparable.

The bureau in encouraging the use of tests emphasizes the cumulative record system whereby the results of tests for an individual over a period of years are pictured. It believes that a record of the growth of a pupil as shown by appropriate test results and other records is the best method of obtaining an indication of the future success of the student. In 1932 more than 225 schools held membership in the Educational Records Bureau.

COOPERATIVE TEST SERVICE

The cooperative test service is a service instituted under the auspices of the American council on education and works in close cooperation with the committee on educational testing of the council. The cooperative test service is subsidized by the General Education Board to the amount of approximately $50,000 per year (for 10 years), for the purpose of constructing 10 or more comparable forms of examinations in the fundamental subject matters of the senior high school and junior college level.

The advantages of a comparable series as listed in the announcement of tests of the cooperative test service (August 1932) are as follows:

(*a*) Individual growth in defined types of achievement can be measured year after year, thus making feasible types of educational

guidance and of educational research which would be difficult or impossible with unrelated examinations or with "standardized" tests which exist in two or at most three comparable forms.

(*b*) Each college, school, or school system that uses these tests may set up its own standards for admission, placement, promotion, certification, and graduation, and maintain those standards uniformly from year to year, and at the same time maintain transfer and advanced standing relations with other institutions on the basis of comparable achievement test measurements.

(*c*) The results of subjective and other local examinations can be made closely comparable from year to year by using the results of the cooperative tests as a common denominator, thus taking advantage of the best features and minimizing the weaknesses of both types of examinations.

The cooperative test service is now cooperating with other agencies in the use of their tests in National and State cooperative high-school testing. The State program of testing carried on under the auspices of the Association of Minnesota Colleges among the high schools and that carried on by the educational records bureau are using the tests of the cooperative test service. Other testing programs are considering the use of these tests.

The tests of this service available for senior high schools are those which are given above in connection with the testing program of the educational records bureau.

KANSAS NATION-WIDE EVERY PUPIL SCHOLARSHIP TEST

The Kansas Nation-wide every pupil scholarship test is carried on by the bureau of educational measurements of the Kansas State Teachers College at Emporia, Kans., twice each year. Tests are provided in most of the high-school subjects. The tests are constructed for every new testing by subject-matter specialists in the Kansas high schools under the direction of the bureau of educational measurements of the Kansas State Teachers College. The tests cost the schools 2 cents each. The participating schools score their own tests and send tabulations to the bureau of educational measurements. That bureau tabulates scores on tests by States and makes a report on the results so that each school can compare itself with the national norm on the test and the norm of the schools for those States which have

sufficient numbers taking the test to make satisfactory norms.

In the March 1931 every-pupil scholarship test there were 1,015 high schools in 42 States taking part. Norms were calculated for Kansas, Montana, Missouri, Nebraska, and North Dakota.

These tests are used by the schools for the following purposes: (*a*) For more accurate marking of the pupils in the subjects tested, and (*b*) for picking out students with high scholarship so that motivation for all students takes place. (See State programs for Kansas State testing programs.)

NATIONAL SURVEY OF ENGLISH USAGE

The Psychological Corporation through its Washington, D.C., branch has conducted a national survey of English usage in 1931–32 and has continued it in 1932–33, which covers the high-school grades as well as elementary grades. In 1932–33 it has been made a State program in Pennsylvania and Ohio. Pupils in all the States of the country have participated in this survey.

The purpose of this testing program is twofold: (*a*) To give a general measure of progress in English usage for use in comparing classes, schools, etc., so that the emphasis in teaching English usage may be directed more efficiently, and (*b*) to discover individual pupil weaknesses so that individual remedial instruction may be given. (See also the Pennsylvania program of the English usage survey.)

AMERICAN COUNCIL ON EDUCATION PSYCHOLOGICAL EXAMINATION

The American Council on Education sponsors the construction of an annual edition of a psychological examination for use by colleges and universities in testing college entrants. In some cases these examinations are given to high-school students or students just graduated from high school. Insofar as this is true it comes under our definition of a high-school testing program. The results of these tests are used as an aid in determining entrance to college and for guidance.

There are also State high-school testing programs which have expanded so that schools in other States participate in

their programs. Usually this participation is not as complete in regard to the use of the results as though the school were within the State concerned. In some cases the cooperation is merely that of providing the tests. Such State high-school testing programs which have expanded beyond State lines are: Iowa—Iowa academic contest; New York—Regents' examination; Ohio—Ohio State University intelligence examination.

STATE COOPERATIVE HIGH-SCHOOL TESTING PROGRAMS

ALABAMA

The Alabama State Department of Education, with the cooperation of the institutions of higher learning, is sponsoring a testing program with high-school seniors.

The Otis self-administering test, form C, was used in 1932. It is expected that another form of the same test will be used in 1933. Fifty-five hundred high-school seniors took the test last year. Of the 5,500, about 2,000 made scores of 43 or more. These 2,000 were reported in 10 lists. The first list contained 100 students making the highest scores, and the other lists were arranged according to certain score groupings. They were furnished to the higher institutions in January and used by these institutions in their own way in soliciting students for enrollment.

COLORADO

Colorado has two cooperative high-school testing programs. One is the annual State-wide scholarship contest and the other is the scholastic aptitude cooperative testing program. It also encourages schools to enter the every-pupil contests which are held under the direction of the Kansas State Teachers College at Emporia, Kans.

(*a*) The annual State-wide scholarship contest is sponsored by the Western State College at Gunnison, Colo. The contest is held in five centers in the State. The examinations are furnished without charge by the Western State College. These are:

English IX, X, XI, and XII
Algebra I
Algebra III
Plane geometry
Solid geometry
Biology

Chemistry
General science
Physiology
Physics
American history
Constitution
Ancient and Medieval history
Modern and European history
World history
Psychology
Sociology
Social civics
Community civics
Ancient history I and II
Economics
French I and II
Latin I and II
Vergil
Cicero
Spanish I and II
Bookkeeping
Commercial law
Foods
Clothing
Manual training: Woodwork
Mechanical drawing
Agriculture

All regular 4-year high schools of the State are invited to join in this contest. Each high school is entitled to one team of any number of students not exceeding 15. A high school may enter 2 students in each event except current history, which may be entered by any number of the members of the team. A student must be regularly enrolled in a subject or subjects (except a subject completed the first semester) in which he is a contestant, and must be classified in the school grade in which subjects appear in the course of study in the school in which he is a member, except that current history may be written by any member of a team. A student may participate in not more than three events exclusive of current history. Appropriate awards—cups and medals—are awarded to the contestants having highest scores in individual subjects and to winning high schools.

The purpose of this contest seems to be the motivation of individual achievement.

(*b*) Colorado's scholastic aptitude cooperative testing program is promoted by a committee of the Association of Secondary School Principals of Colorado and college registrars and is headed up by the director of personnel of Colorado State Teachers College, Greeley. At present the program consists in giving the American Council on Education psychological examination to high-school seniors. The colleges are using the results for the purpose of determining the student's fitness to do college work and to help guide him after he enters college into that type of work which he

can accomplish. Students below the tenth percentile are advised not to apply for admission to college, while those students with high aptitude are sent letters urging them to attend college. Four thousand four hundred and ninety-six students took the examination in 1932–33.

GEORGIA

A cooperative testing program under the direction of the supervisor of secondary instruction in the State of Georgia is carried on among high-school seniors. In 1932 the Shepherd English test for college freshmen and senior high school was given to 8,000 high-school seniors. This year it is planned to give a general mathematics test prepared by the Cooperative Test Service.

The purpose of the testing is (*a*) to acquaint all high schools with the value of standard tests to supplement the local examination (*b*) to make possible comparisons between classes and schools.

INDIANA

This State has two State high-school testing programs, the senior program centered at Purdue University and the other at Manchester College.

(*a*) The testing centered at Purdue is called the "State testing service" for Indiana high schools. This program is carried on under the auspices of the following State institutions: Ball State Teachers College, Indiana State Teachers College, Indiana University, and Purdue University. This testing program has been an annual affair. The schools may test with any number of tests offered. The schools score the tests and send the results to the division of educational reference at Purdue University. In return the schools receive the averages or norms of performance so as to enable each school to make pupil-to-pupil, class-to-class, and school-to-school comparisons. A large number of the high schools take part in this testing program. The tests are furnished at a cost of 4 cents a copy to the schools. The testing is carried on separately for short-term high schools and the long-term high schools.

The subjects in which tests are offered are:

First-year English [1]
Second-year English [1]
Third-year English [1]
Fourth-year English
First-year Latin
Second-year Latin
First-year Algebra
Advanced Algebra
Plane Geometry
Solid Geometry
Biology
Physics
World History
American History
First-year Typing
Second-year Typing
First-year Shorthand
Second-year Shorthand
First-year Bookkeeping
Second-year Bookkeeping
Second-year French

The tests are constructed by the teachers in the four State institutions under whose auspices the testing program is held under the general direction of the division of educational reference at Purdue University. New forms are made available each year. The tests are based on the Indiana course of study. The purposes of the State testing service for Indiana high schools are for (*a*) motivation of pupils, (b) motivation of teachers, and (*c*) educational and vocational guidance.

The only contest feature in the testing program is that in each of the two length-of-term groups of high schools the names of the 5 or 10 having the highest averages will be published. In 1930–31 a total of 101,597 tests were used by 240 high schools.

(*b*) *Manchester testing program.*—The other Indiana testing program inaugurated this year is the one sponsored by Manchester College. It is on a semiannual testing basis. The tests are prepared by Manchester College subject specialists in cooperation with Elkhart High School teachers of the respective subjects under the general direction of the School of Education of Manchester. The tests which were made available for the end of the first semester cover the following subjects for the first semester only:

English 9
English 10
English 11
United States History
World History
Physics
Latin 9
Latin 10
Civics
First-year Biology

[1] Each consists of two English tests restricted to (1) grammar and the mechanics of writing, and (2) understanding and appreciation of reading in both prose and poetry.

First-year Bookkeeping
General Mathematics
Plane Geometry
First-year Algebra
Ninth-year Home Economics
Eleventh-year Health
First-year Typing
Ninth-year Industrial Arts

The costs of these tests are 2 cents each. Several hundred high-school students (about 30,000 separate tests) were used in the first semester of 1932–33.

IOWA

The Iowa academic contest is held annually under the direction of the college of education and the extension division of the State University of Iowa. It is a testing program offered particularly to the high schools of Iowa (grades 9–12), but which may be participated in by high schools outside the State. Only the Iowa high schools are allowed to compete for awards. There are two phases to the academic contest—the every-pupil contest and the State scholarship contest. The every-pupil contest is held in those individual schools which elect to enter the contest. For schools entering on a competitive basis, all the pupils in the school finishing any of the subjects listed below must take the test. The subjects are:

Ninth-year Algebra
General Science
First-year Latin
English Correctness 9*
Plane Geometry
Second-year Latin
Biology
English Correctness 10*
World History
American History
American Literature
English Correctness 11*
Physics
Economics
American Government
English Literature
English Correctness 12*

For purposes of competition, the State is divided into districts and the schools are classified into size groups. Competition is carried on according to nine districts and four classifications of schools according to size. The classification according to size of school is as follows:

Class A—Enrollment of more than 400.
Class B—Enrollment 126–400, inclusive.
Class C—Enrollment 66–125, inclusive.
Class D—Enrollment 65 and fewer.

* In this subject, the same test is administered in all four grades.

The tests are furnished by the State University and the cost to the schools is 4 cents for each test. The tests are scored in the schools and the results are sent to the director of the contest. The report of the director to the schools includes the placement of the school in each subject and in the composite measure of the school in all subjects tested. The placement of the schools, except for winners, is confidential. The individual principal does not need to disclose the standing of his school unless he sees fit. The tests are constructed by subject-matter specialists under the direction of the director of contests. Every attempt is made to make them test judgment rather than mere information. The tests are revised annually.

In 1932 there were 45,293 pupils in Iowa taking the every-pupil tests. There were in addition many schools outside the State which also gave all or some of the tests. The every-pupil contest is essentially a school-to-school comparison. As such it provides an incentive for the teachers to do better teaching. This purpose is expressed by the director of the contest:[8]

> The every-pupil tests of the Iowa academic contest are constructed with a conscious and deliberate purpose to defeat rote learning. In them an effort is made to avoid the use of textbook language, to call for applications rather than statements of laws and principles, to require the interpretation of diagrams and illustrations rather than the repetition of words, and to require the pupil to draw inferences from or to recognize the implications of facts rather than merely to recall the facts themselves.

An important possibility of the use of the results on these tests is in research in regard to various practices and conditions in the high school, such as size of class, types of school organization, etc. This possibility of use for research is enhanced through the fact that schools partaking in the competitive testing must give the tests to all students in the school taking the respective subjects. This means that there is no selection of good students in one school and poor students in another. Studies based on the results of this testing thus have an added certainty of the validity of the results.

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[8] Lindquist, E. F. The Iowa Academic Contest Bulletin of the State University of Iowa. New series no. 667, December 1932, pp. 8–9.

It is suggested also that schools use the results of these tests in building up cumulative individual records for use in guidance.

The State scholarship contest is primarily a contest between individual pupils, just as the every-pupil contest is between entire high schools. The State contest has for its purpose the encouragement of scholarship in individuals. The State contest is held at the State university. The highest scoring pupils in each subject in each district are chosen for this contest. For 1933 the number of contestants is expected to be more than 1,000. This is a large number of contestants to be brought together at any one place as contestants in scholarship. The winners in this contest are given appropriate awards.

KANSAS

The bureau of educational measurements of the Kansas State Teachers College sponsors two contests apart from the Nation-wide every-pupil scholarship test described under national cooperative high-school testing programs. The one is called the Kansas State scholarship contest and the other the scholarship contest for high-school seniors.

The Kansas State scholarship contest is conducted annually by the Kansas State Teachers College through the cooperation of contest center chairmen. There are some 20 centers in the State where these tests are given. Any high school giving work in grades 9, 10, 11, or 12, and any junior high school recognized as such by the State department of education is eligible to participate in this contest. There is a registration fee of 25 cents for each pupil entered in the contest. The tests are furnished by the Bureau of Educational Measurements of the State Teachers College. They are returned to the bureau to be scored after the contest.

The contest covers practically all of the subjects by years which might be given in high school. For purposes of this contest the high schools are divided into classes (A, B, C, D, and E, junior high) according to their enrollments. There are more contests possible for the larger schools than for the smaller schools. The maximum number of contests for the different classes runs from 12 to 25, and the maximum

number of contestants each school may enter runs from 24 to 50, or 2 for each contest.

In 1932, 136 schools entered 2,544 contestants at 16 centers.

The tests are all of the new type, constructed by faculty members of the Kansas State Teachers College and by other subject-matter specialists in the State under the direction of the bureau of educational measurements. New forms are constructed each year.

The apparent object of the contest is the attainment of awards by individuals and schools. Thus the contest is a motivating agency for better work among the high-school seniors.

The scholarship contest for high-school seniors is carried on in much the same fashion as the Kansas State scholarship contests. Here the examination consists of a comprehensive examination covering the general fields of high-school work—i.e., those of history, social science, physical science, mathematics, and English. Medals are given the 3 ranking students in each subject group, and cash awards are made to the 10 highest ranking students in the whole contest if they attend a Kansas college the year following the contest.

MAINE

A testing program was carried on under the direction of the University of Maine during the years 1930–31 and 1931–32 involving from one fourth to one half the high schools of the State. This program may be carried on during the present year (1932–33). Tests constructed under the direction of the department of education of the University of Maine are used in a preliminary contest covering many of the high-school subjects. Class and school averages are obtained from this testing. The highest pupils in each school then participate in a district competition. The Sones-Harry achievement test is used with seniors. Individual winners among the seniors in these district contests are awarded scholarships to the University of Maine.

MICHIGAN

The bureau of tests and measurements of the University of Michigan recommends tests to be given by high schools and makes tabulations of the results by schools grouped

according to size. The program for 1931 consisted in the use of the following tests: Kirby grammar test, the Van Wagenen reading scales in English literature, the American Council alpha test, the White Latin test, the Columbia research bureau algebra test, the Columbia research bureau plane-geometry test, the Iowa physics test, the Powers general chemistry test, the Ruch-Cossman biology test, the Ruch-Popenoe general science test, the Brown-Woody civics test, and the Gregory test in American history. The English, Latin, and reading tests were given in all four high-school grades. The other tests were given in the regular classes taking the subjects tested.

The reports of the bureau of tests and measurements back to the schools include State norms based on the results of the testing for each school group so that each school can compare its own work in each subject with that of other comparable schools.

MINNESOTA

There are two programs of testing in Minnesota. One is sponsored by certain colleges and universities and the other by the State department of education.

(*a*) The University of Minnesota inaugurated a college-aptitude testing program several years ago. This program is now administered through the committee on testing established by the Association of Minnesota Colleges.

The University of Minnesota is responsible for carrying out the program. The tests are scored by the University of Minnesota. The cost of the testing is prorated among the colleges according to the number of students entering them from among the high-school seniors tested. The program is extensive, taking in practically all of the graduating seniors in the State, both in public and in private schools. The test which has been regularly used is the Minnesota college-aptitude test (a general intelligence test). In addition a placement test is sometimes given. In 1931 the Iowa English training test was given and in 1932 the Iowa mathematics training test was given to those students who were planning to enter engineering curriculum. The plan for 1933 includes the use of the tests of the cooperative test

service for sophomores in high school so that a cumulative record on the individual pupil may be begun.

The purpose of the Minnesota program is for the guidance into and selection of students for college. The results on the general aptitude tests are used by the University of Minnesota, and probably also by others, as an important factor in advising students to enter or not to enter college. The results are also used by the University of Minnesota for determining classification in some subjects for instructional purposes.

Johnson states in this connection: [4]

> Three levels of ability are recognized in classifying students, and any individual who presents outstanding peculiarities is given individual treatment. The upper half of the class—that is, those entering freshmen whose college-aptitude ratings are above 50—are admitted without any conditions or provisions, and they are permitted to register for any curriculum offered in the College of Science, Literature, and the Arts. Individuals may be advised or required to take the course in "How to study", and all are classified in English on the basis of English training tests and their college-aptitude ratings.
>
> The second group includes roughly those whose college-aptitude ratings are between 26 and 50. These students are classified in English and are advised to select studies that will have immediate value to them if they remain in college only a short time, and to postpone laboratory courses and languages.
>
> What is only advice for the second group becomes positive direction for the third group.

The ratings on the college-aptitude test are also sent to the high schools involved so that they can be made use of by the principals and teachers in advising pupils. Also, whenever a student applies to any specific college for admission the college-aptitude rating and its interpretation is sent to the student and his parents.

(*b*) The State department of Minnesota conducts examinations among its high schools in connection with its annual testing program which includes the elementary schools as well as high schools. These examinations are compulsory for high schools which are designated by the State high-school inspector and voluntary for other high schools.

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[4] Johnson, J. B. Advising College Students. Journal of Higher Education, 1: 317–318, June 1930.

Examinations are offered in the following high-school subjects:

English I
English II
Grammar and composition
English III
English IV
Modern history
Ancient history
Introduction to social science
Reading (1 hour)
Elementary algebra
Plane geometry
Solid geometry
Elementary American history
German I
German II
French I
French II
Elementary citizenship
General physical science
General biological science
Chemistry
Physics
Latin I
Latin II
Bookkeeping
General business education
Geography
Economic geography
Higher algebra
High-school American history
Elementary hygiene and sanitation
Arithmetic
Commercial law
Spelling (1 hour)

Students of all classes in high school take the examinations. In 1932 there were 193,939 examinations given in these subjects. The greatest number taking any examination was 16,894, which was in the first year of high-school English.

The examinations are furnished free by the State department to the public high schools of the State. Private schools of high-school grade may also use these tests upon proper application. The tests are scored by the local school and sent to the State department. The State department will return all papers for use by individual schools.

The tests are constructed by various subject-matter and testing specialists in the State. The State department sets down the general rules for the construction of these examinations. These rules state that—

> Tests should be as comprehensive as possible. Each test should contain 150 questions or test items. For testing pupils' knowledge of factual material, the objective types of test questions should be used as far as possible. The essay type of test question, however, should not be eliminated.

The tests are in the main objective. The validity of the tests has been checked against standardized intelligence and

achievement tests. The State department states further that—

> Each year test item validity is made and the good questions are picked out for a reservoir which we hope to have built up to a thousand questions for each subject within a period of years.

The questions are based upon the Minnesota State High-School Syllabi.

The tests are used by the State department as a supervisory instrument to check on the instruction of the high schools of Minnesota. Individual schools use the results for purposes of improving instruction. The results on these tests are used by students in unaccredited high schools to satisfy the entrance requirements of the university and other colleges.

MONTANA

The Montana scholarship contests are held annually under the direction of Montana State College. A contest is first held in districts composed of one or more counties. Winners of the district contests meet at Montana State College at Bozeman for the State contest.

District organizations are formed to carry on the district contests. There were 19 districts in 1932. The district organization is responsible for holding the contest in the district and for scoring the test papers and reporting the district winners.

A testing committee of the college is (beginning in 1933) constructing the tests on the basis of the high-school course of study of the State. The contest in the district is for the purpose of getting individual student winners and not school winners. In the State contest the three highest schools in the academic subjects and vocational subjects, respectively, are given awards as well as the winners in all subject contest and the general pentathlon contest. Any accredited 4-year high school in the State is entitled to participate in this contest. A student must be regularly enrolled in the subject or subjects in which he is a contestant and must be classified in the school grade in which the subject or subjects regularly appear in the course of study of the school of which he is a member.

The list of subjects to be tested are as follows:

Academic

Algebra I
Plane geometry
General science
Biology
Physics
Chemistry
English
American literature
English literature
Latin I
Latin II
American history
Civics
Current history
World history

Vocational

Bookkeeping
Junior shorthand
Senior shorthand
Home economics I
Home economics II
Art

A student may enter a contest in a subject belonging to a higher grade than his own, but not in a lower grade unless he is taking this subject for the first time and unless he is interested in the pentathlon—the case when a student is competing to get the highest average rating in at least five subjects.

The district organization determines for itself the number of representatives to be sent to the district contest by each school. Each district may be represented at the State contest by one pupil in each subject or event, but the representative in each subject must have won first place in the district contest, except that first and second place winners in the pentathlon may be candidates to the State contest. In addition to this district representation, each school may have two additional representatives chosen in such a manner as each school shall determine. Scholarships, cups, and medals or ribbons are awarded the individual and school winners.

The motivation of individual pupils seems to be the chief purpose of the Montana scholarship contests.

NEW HAMPSHIRE

The State Board of Education of New Hampshire conducts annually a testing program consisting of a general intelligence test and one or more achievement tests. The testing for 1932 was restricted to the senior class. Practically all the high schools in the State cooperate in this testing program. The following tests were given in 1932:

Otis self-administering test of mental ability, higher examination 4-A

A spelling test of 25 words selected from the second and third thousand words of the "Sixteen Spelling Scales."

The Iowa placement examination—series ET-1, revised (English training), Form A.

The tests are furnished free by the State board of education. The schools score the tests and send the results to the State department. In the case of the intelligence test, the raw scores are sent to the State board. The State board is responsible for the calculation of the I.Q's from these raw scores.

Each year the results on all the tests are sent to the dean of freshmen at the University of New Hampshire, who has charge of admissions. The dean uses the results of these tests in considering entrance and guidance during the first years in the university. The test results are also used by the elementary school agent of the State board of education in making her recommendations on students asking for admission to the State normal schools.

A report is made to the principal of the high school showing the placement of his school in relation to that of the other schools. The results on the achievement tests are used as a check upon high-school instruction.

NEW YORK

The University of the State of New York (the State education department) has two divisions having to do with testing work throughout the State of New York. One is the division of educational research and the other is the division of examinations and inspections.

(*a*) The division of examinations and inspections is in general charge of the New York regents examinations. The general use of the regents examinations is required under the powers given to the regents of the University of New York by the legislature, section 21 of the regents rules reading as follows:

S-21—general requirements. * * * No secondary school shall receive such apportionment unless it (1) shows for the school year an academic attendance of not less than 1,000 days; (2) has a charter from the regents or has been admitted to the university; (3) makes general use of the regents academic examinations or those set by the

college entrance examination board in the third and fourth years of the secondary course.

The examinations themselves are in general of the new type, although a certain amount of essay type material is used. These examinations are given three times a year, at the end of each of the two regular semesters and also at the end of the summer in recognized summer high schools.

The examinations are issued by the State department without cost to the schools. The examinations are given by local school authorities according to a very definite set of directions. The scoring of the papers takes place first at the individual schools by the principal or under his direction. Those papers which are thought to be passing are then sent to the State department, where the papers are again examined and the final decision as to the worth of the papers is made.

The main responsibility for the construction of these tests falls on a certain committee made up of instructors in the various high schools and colleges of the State, and including the State supervisors of the special subject fields. Tests so constructed are passed on to a general committee known as the "board of revision" which considers the various tests and makes what revision is thought necessary. The items in these examinations are made with the deliberate intention of testing power as well as knowledge. In this they follow the trend of the course of study and method of teaching, presenting situations which train reason and judgment, the sensing of cause-and-effect relationship, etc.

The regents' examinations cover practically all the work which can be taken in a New York high school. Examinations held for third- and fourth-year subjects, if passed, carry credit for the first and second year of work.

The results on these examinations are used in a variety of ways. They are used by the State department to establish a State standard of achievement. They are used therefore in comparing the efficiency of different schools in the State. They are used as final examinations by the participating high schools, thus eliminating the necessity for individual schools to make up examinations. Such local examinations would vary in standards and effectiveness. Credits

earned through these examinations are of equal value in the State-wide competition for the State tuition-paid scholarships in Cornell University and for the 750 university scholarships awarded annually.

The examinations, although not made with the purpose of providing material on which eligibility for college entrance is to be judged, are nevertheless used for such purposes.

(*b*) The educational research division of the State education department has cooperated in one testing program. A ninth-grade civics test, constructed and given because of the need of a supervisory standard on the part of individual schools, was offered for use.

Also, the results of the testing with group intelligence tests in the high schools of the State of New York were brought together. The analyses of these results were brought together in a bulletin showing the levels and ranges of ability in New York State high schools.

NORTH CAROLINA

The North Carolina college conference fosters and finances the North Carolina high school senior examination each year. This examination is given annually to all high-school seniors of the State through the cooperation of the State department of education. The tabulating and scoring is handled by the bureau of educational research of the school of education of the University of North Carolina, Chapel Hill.

The examination is a comprehensive one containing English language, English literature, reading; literature, reading, history, modern times, and civics; general science and mathematics.

The results of the examination are used by the colleges and universities of North Carolina for purposes of classification and guidance of students after entrance.

NORTH DAKOTA

The State department of public instruction offers examinations in all high-school subjects twice a year which are required to be taken by pupils in nonaccredited high schools. All the pupils who successfully pass are issued completion

certificates which they may present to institutions of higher learning as credit so that entrance examinations need not be taken.

OHIO

Ohio has two distinct State high-school testing programs—the educational testing program carried on by the State board of education and a general scholastic aptitude testing program carried on by the Ohio State University in connection with the Ohio College Association.

(*a*) The educational testing program sponsored by the State board of education to be described here may be divided into two parts—the every-pupil test and the general scholarship test for high-school seniors. The every-pupil test is a testing program covering both elementary and high-school subjects carried on twice a year. For the high school, 1932–33, the following subjects are to be tested:

Algebra
American History, grade 12
Chemistry, first year
English Usage, grades 9–12
General Science
Physics
Plane Geometry

These tests are offered free to the high schools of the State. Practically all schools of the State outside the large cities have availed themselves of the opportunity. The principal, superintendent, or teachers give the tests in their respective schools, score the test papers and tabulate the results, and send them to the State department. The State department of education makes a final report back to the schools so that each school can compare its own average score and the score for each of the pupils in the distribution of scores for the whole State. The tests furnished are constructed by subject-matter specialists under the general direction of the director of scholarship contests. The tests are based upon the courses of study and textbooks used in the State.

The purpose of the every-pupil tests is that of motivation and improvement of instruction. The report to the teacher of each class in the contest includes the percentile of the final distribution of scores for each test so that a teacher may compare the scores of the members of her class with the scores made by all pupils who took the test. This gives each

teacher and each pupil an opportunity to compare results with the State-wide results. Also since there are two testing programs in a year, each class and each pupil can compare the rank in the first test with that in the second. Analyses of errors in different tests of the contest are made by the State Department. Also directions are issued so that the teacher can analyze the items in the test papers of her class. Thus diagnosis and remedial instruction are made possible.

The other educational testing program is the general scholarship test for high-school seniors. This test is administered annually by the State department of education with the cooperation of Ohio University, Ohio State University, Bowling Green State College, Kent State College, and Miami University. Each high school of the State may pick not more than 25 percent of the graduating seniors to take part in this testing contest. In picking out these contestants from each school, faculty members are urged to take into consideration, in addition to scholastic endeavor, the student's future promise, attitude, ideals, and behavior. The students chosen to represent these schools come together at the county seat of each county where the scholarship tests are given under the direction of the county superintendent of schools. The tests cover the essentials of the high-school course of study. There are five subject groups. The subject matter of these five subject groups is as follows:

1. Mathematics: Arithmetic (⅛), Algebra (⅛), Geometry (⅛).
2. English: Fundamentals (½), American and English Literature (½).
3. History: United States History (½), World History (¼), Ohio History (¼).
4. Science: Physics (¼), Chemistry (¼), General Science (¼), Biology (¼).
5. Social science: The World Today (Current Events).

The purpose of this contest, according to the State department, is to stimulate continuous scholastic endeavor during the 4 years of high school and to select seniors of high standing and putting these students into contact with the Ohio colleges and universities that the students desire to enter. In addition, there are many scholarships awarded by the colleges and universities to the pupils having high standing. County awards: Certificates of award are presented to the

highest three pupils in each county, while the highest 25 percent receive honorable mention certificates. District awards: The State is divided into five districts. Each of the 25 students who place in the highest group will receive a certificate of award. A certificate of award (honorable mention) will be presented to each of the other contestants who place in the highest 10 percent in each district. State: All additional students who place in the highest 5 percent will receive honorable mention certificates.

(b) The statistics and college personnel division of the department of psychology of the Ohio State University, cooperating with the Ohio College Association, has been giving each year to practically all of the high-school seniors of the State a general scholastic aptitude test known as the "Ohio State University psychological examination." Beginning in 1932–33 the sophomores were also asked to take the test in order to make it eventually a sophomore testing program. A different form of examination is usually constructed for use for each academic year. The individual high schools pay the cost of testing. The tests are scored at Ohio State University and the results are reported to the various high schools.

These test results are used for the following purposes:

(1) The State department uses the test results in determining the entrance of students into Ohio teacher-training institutions. Toops* states: "The tests are accepted by the State department of education in fulfillment of the State statute requiring a minimum test score for entrance to the teacher-training institutions in Ohio. A minimum score for unqualified entrance to a teacher-training institution in Ohio is a 26-centile rank score on the Ohio College Association freshman basis; i.e., that 26 percent of all freshmen in Ohio applying for entrance to Ohio institutions would be denied entrance into the teacher-training institutions of Ohio. A student failing the first test is allowed a second chance on an alternative form of the test (this is form 15 O.S.U. intelligence test), but must attain to at least a score of 31-centile mark in order to be entitled to unqualified admission. A student failing both may, at the option of the college, be entitled to probationary admission. Our own institution does not avail itself of this provision.

* In a letter to the Office of Education dated Feb. 21, 1933.

(2) The test results are used by high schools in the guidance of pupils. With the test being given in the tenth grade, this function of the tests will be still more emphasized. Many directions regarding the interpretation of scores are given to the schools by the personnel division of Ohio State University.
(3) The test results are being used extensively in research on the prediction of scholastic success. The results of these studies are circulated among the high-school principals so that much of such research is immediately translated into practice.

Ohio has also participated in the Nation-wide survey of English usage conducted under the auspices of the Washington, D.C., branch of the Psychological Corporation. (See national programs and Pennsylvania programs for details of this program.)

PENNSYLVANIA

There are two cooperative high-school testing programs being carried forward in Pennsylvania.

(*a*) The Pennsylvania testing program in high schools is now being carried on by the bureau of educational records and research located at the University of Pittsburgh. This is an independent bureau designed in part to carry on the testing program which was initiated by the Carnegie Foundation for the Advancement of Teaching in cooperation with the joint commission of the Association of Pennsylvania College Presidents and the State department of public instruction.

The Pennsylvania testing program instituted under the subvention of the Carnegie Foundation was for the purpose of investigating the articulation of high schools and colleges. It was thought that testing the ability and achievement of pupils over a long period of time would give information which would serve as a foundation for a smooth transfer from high school to college. The testing instituted under the Pennsylvania study covered the junior high school year and the college period as well as the high school. This study began the testing in the fall of 1928 with seventh grade and in the spring of 1929 with seniors about to graduate from high school. The Pennsylvania study is following

the progress of the 12,000 seventh grade pupils who were tested in 1928. Upon the graduation of a large group of these pupils in the spring of 1934, an evaluation of the testing program over a period of years can be ascertained.

The Bureau of Educational Records and Research of Pittsburgh recommends tests to be used in following the plan of the Pennsylvania study and other tests. It plans to provide testing service at cost. It follows closely the plan of the Educational Record Bureau of New York City, and cooperates closely with this bureau and with the Cooperative Test Service.

The fall program of testing is for immediate diagnostic and placement purposes rather than for guidance, although some of the tests may be used for other purposes, whereas the spring program is mainly for getting accurate student achievement records. The main tests used in the fall and spring testing programs for 1931–32 for grades 9–12 were as follows:

	Pupils
Shank reading tests	501
Kuhlmann-Anderson intelligence	1,035
Ohio State psychological test, form 16	1,976
Cooperative English test	375
Cooperative French test	119
Cooperative Latin test	84
Cooperative algebra test	115
Cooperative plane geometry test	58
Cooperative chemistry test	49
Cooperative American history test	87
Commercial employment tests	481

The testing program takes particular care in recommending tests for the grade in which the 1928 seventh graders are found.

The purpose of the testing work of this bureau is to encourage the use of good tests (*a*) for cumulative records which in turn increase the accuracy of guidance, particularly guidance for college entrance; (*b*) for securing comparable measurement of abilities and achievements of pupils so that the effectiveness of instruction may be noted; (*c*) for purposes of research; and (*d*) for the diagnosis of individual

strengths and weaknesses. The bureau makes reports on all phases of the testing results to the participating schools.

(*b*) The Pennsylvania cooperative English study is being made in cooperation with the Psychological Institute, Washington, D.C., branch of the Psychological Corporation. The plan for the use of these tests in Pennsylvania is about the same as for the Nation as a whole.

The study in Pennsylvania is being carried on through the cooperation of various school people of the State, together with the Bureau of Educational Records and Research of Pittsburgh and the State department of education.

This study is designed to increase the effectiveness of English-usage courses of study and in improving methods of teaching English usage. The Nation-wide study of English usage is planned for a 5-year period, but each year can be considered separately or in connection with the results of the previous years. Tests are given in the fall and again in the spring. Teachers score the papers and make a tabulation of the errors. The teachers keep one tabulation and send one of the others to the organization which is sponsoring the program in that immediate neighborhood, and the other is sent to the Psychological Institute at Washington, D.C.

The following extracts from the manual provided by the Psychological Institute show these main uses for the results of the testing program:

1. To determine for a given class (1) the extent to which each phase of usage has been mastered to preceding grade and (2) on which of the phases of usage that are to be drilled to that grade major emphasis must be placed to meet the needs of individual pupils and of the class as a whole.

2. To measure progress in mastering, from grade to grade, each phase of usage.

These English tests are furnished tc schools for 2 cents each.

TEXAS

The State department of education each spring sends out examinations to high schools, upon request, on the regular school subjects. The questions are prepared and the returned papers graded by the State department. According to the

available information, these tests are not of the objective type. Credit obtained by means of these examinations is honored by the State University and all other institutions of higher learning in Texas.

WISCONSIN

The Wisconsin College and secondary schools cooperative testing program is carried on by a committee appointed to study the relation of secondary to higher education in Wisconsin. This committee is composed of superintendents and college officials. The program consists of testing the graduating high-school seniors for college aptitude through the use of general intelligence tests. The cost of the program is borne in the main by cooperating colleges of the State in the ratio of the number of freshmen admitted to each institution from Wisconsin and in part by the high schools.

The Ohio University psychological examination was used in 1929 and the American council on education psychological examination has been used since. In 1932–33 it is planned to use the Henman-Nelson test of mental ability in the tenth year of the high school. Practically all the high schools of the State have cooperated in these testing programs. Holt writes:[6]

> Every high school in the State of Wisconsin which is a public high school and a considerable number of private and parochial secondary schools are testing their seniors. Over 99 percent of the secondary schools are testing their sophomores.

The program for Wisconsin was begun because of the belief that there was much waste taking place in Wisconsin in that many inferior students attempted college work and that many superior students did not attend college. It was felt that a State-wide testing program using a standardized general scholastic aptitude test would secure such additional information as would make individual educational planning more efficient. The program in Wisconsin is definitely a guidance program having for its objective a better college student body for the college with consequently less failure in the freshman year.

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[6] Holt, F. O., registrar and director, Bureau of Guidance and Records, in a letter to the writter dated Dec. 18, 1932.

Each college is left free to use the results in any way which seems best for purposes of admission and guidance. The results are also sent to each of the cooperating high schools together with suggestions for use. A special letter is sent to all seniors who ranked above the 75 percentile but who had not indicated any intention of entering a Wisconsin college. The exact records on these tests represented by the percentile scores are not given to individual students.

Some States have had testing programs at some time or other but have found it necessary to discontinue them for one reason or another. These are:

Arkansas.—This State offered a testing program to graduating seniors in high school in 1930 and 1931 consisting of the American Council on Education psychological examination, an English examination, a mathematics examination, and the Iowa foreign-language aptitude examination. The purpose of the program was to aid in the guidance of students in choosing their college course.

Nebraska.—Testing program discontinued.

Idaho.—Testing program discontinued.

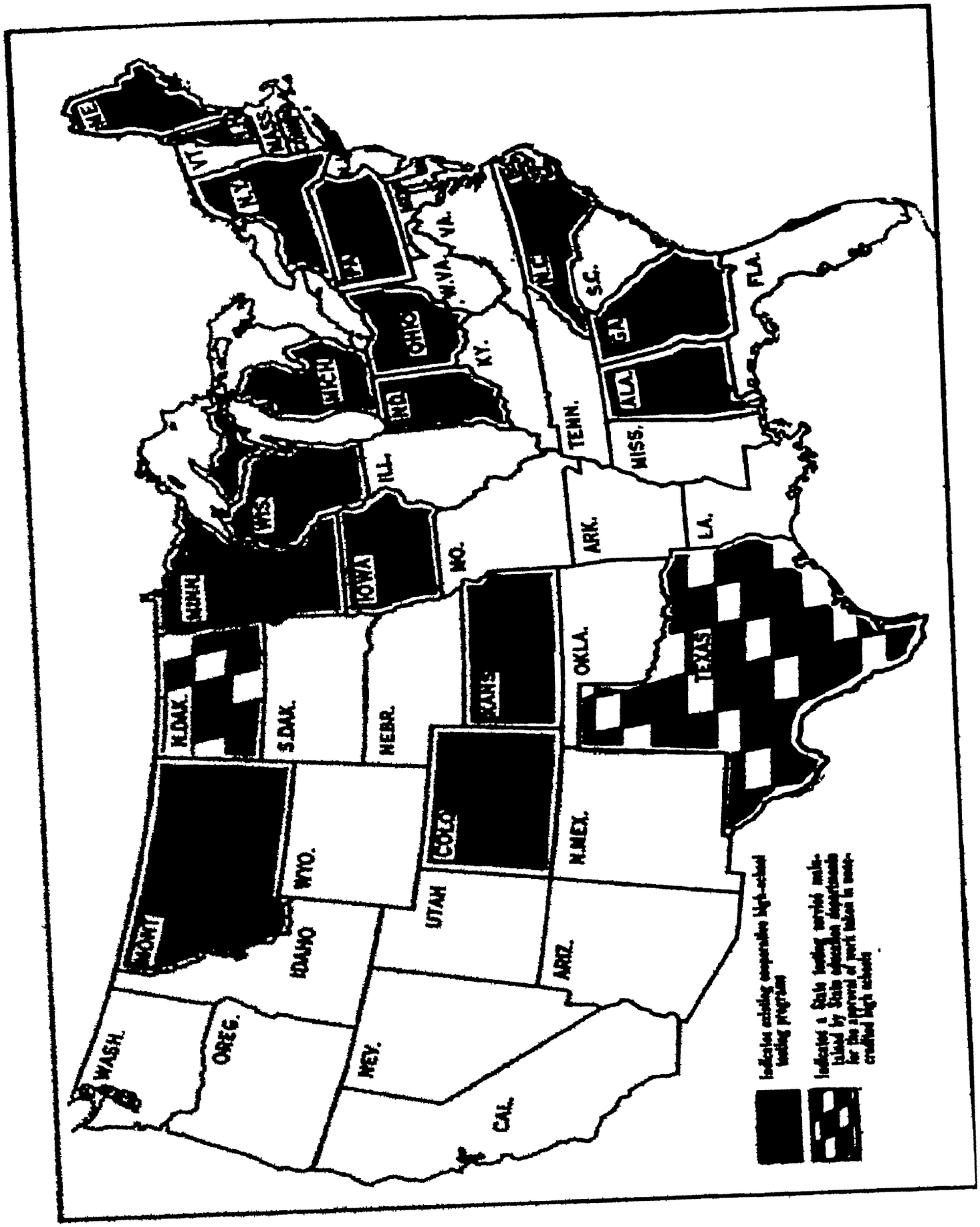
Among States which are planning high-school cooperative testing programs are Arizona, Kentucky, and Mississippi.

ANALYSIS OF COOPERATIVE HIGH-SCHOOL TESTING PROGRAMS

GEOGRAPHICAL DISTRIBUTION AND DIFFERENCES IN TESTING PROGRAMS

The accompanying figure shows the distribution of the State cooperative testing programs. The figure does not show States that have discontinued programs or those States which are planning the establishment of programs. The States indicated by the cross-hatching—North Dakota and Texas—have testing programs which are not considered to be as truly cooperative as the other State programs since they are used mainly for the approval of the individual student's work.

There seems to be certain geographical differences in the type of testing programs offered. Montana, Colorado, Kansas, Iowa, Indiana, and Ohio, through their own State-wide programs and Nebraska, South Dakota, Missouri, and Illinois through the extension of the programs in Kansas and Iowa, promote individual and school competition in high-


WASH.
OREG.
CAL.
NEV.
IDAHO
MONT.
WYO.
UTAH
COLO.
ARIZ.
N.MEX.
N.DAK.
S.DAK.
NEBR.
KANS.
OKLA.
TEXAS
MINN.
IOWA
MO.
ARK.
LA.
WIS.
ILL.
MICH.
IND.
OHIO
KY.
TENN.
MISS.
ALA.
GA.
FLA.
S.C.
N.C.
VA.
W.VA.
PA.
N.Y.
VT.
N.H.
MAINE

school subject-matter fields. The Minnesota, North Carolina, and Wisconsin programs, on the other hand, have consisted of general scholastic aptitude testing for the benefit, in large part, of cooperating colleges and universities. The senior of the two testing programs of Ohio has also been of this character. In the East and far South—Maine, Vermont, New York, Georgia, and Alabama, and to a degree in Pennsylvania, the general purpose has been that of supervision of high-school instruction, both as an inspectional service and for the direct improvement of instruction.

THE OBJECTIVE MEASUREMENT MOVEMENT AS A FACTOR IN THE ESTABLISHMENT OF COOPERATIVE HIGH-SCHOOL TESTING PROGRAMS

The general factor which has made cooperative testing possible is the trust school people have put in objective testing. Practically all cooperative testing programs are made up of examinations consisting of new-type questions. It is only in some of the longer established programs that we find the essay type of question used and even in those programs it holds ever less and less a dominating position. Also in these examinations we find more often than not the essay type of question framed in such a way that those who score the papers are very apt to agree.

Cities have to some extent been able to carry on the work of testing in high schools for purposes somewhat similar to those associated with cooperative testing. It is not surprising therefore that a detailed study of cooperative testing programs shows that many of them have been confined largely to the smaller cities and towns. There is now a general demand for the use of new type tests by all schools. Cooperative testing in the high schools satisfies this demand in part. In the elementary school the curriculum has been more static as far as fundamental content is concerned. For this reason, tests such as have been standardized and are sold by test publishing companies have more nearly satisfied the urge for measurement in the elementary field.

PURPOSES OF COOPERATIVE HIGH-SCHOOL TESTING PROGRAMS

In considering the various purposes of these testing programs, it should be kept in mind that the stated purposes of a testing program may or may not be fulfilled. In some cases, also, the most important uses that are expected by

the promoters of the program may not be emphasized in asking for cooperation because the sponsors believe emphasis on some other purpose will bring more schools into cooperation. In some cases new uses for tests are found after the program has been in existence for some time. For instance, the regents examinations in New York State have been held primarily as an agency of supervision or standardization of the work of New York State high school. However, the results on these examinations have been used more and more as evidence by New York high-school graduates in applying for entrance into institutions of higher learning. Through experience, colleges have learned to regard these test results as valuable for predicting success or failure in colleges.

The different values of the cooperative high-school testing program will be analyzed in turn.

1. *Motivation through competitive examinations in school subjects.*—Many cooperative testing programs have this purpose as the prime reason for their existence. Such testing programs have arisen, in part, through the feeling of school people that attention should be given to scholastic endeavor in somewhat the same fashion as attention is centered on physical competition of various sorts between schools. Some of these testing programs include all the students in a school or class, but often only a small proportion of the students take part in the testing program. Competition is brought about by the awarding of appropriate honors to schools and individual contestants. Scholarships in college are often awarded to individual winners.

The value of this type of testing lies in the general effect on teachers and pupils. It can be seen that the greatest effect on both teachers and students will come about if all the pupils in a class or school are tested. If only a few pupils in a class are tested, the value of testing for the teacher is reduced because the general standing of the pupils in the class is not ascertained and the value for the pupils is reduced because only a few pupils expect to have any contact with the testing. The marking of pupils in high school on the results of tests is considered one aspect of motivation. Incidentally the marking is thus made much more accurate.

2. *The emphasis of the tests upon reasoning rather than upon factual knowledge in a given field.*—Some of the examinations in the testing programs which cover high-school subject matter emphasize the applications of principles to the solution of new problems and the general aspects of the field rather than specific bits of facts which could be learned through simple force of memory. Where a testing program measures the effect of instruction on entire classes, the teacher will be influenced by the type of examinations. The result is, when examinations are of the progressive type mentioned, a freeing of the teacher from too great dependence upon the textbook, which will make the method of instruction freer and easier. The teacher, if she realizes that specific facts are not considered the most important aspect of the course of study in her subject, will naturally turn to the more general development of the thinking of her students on the subject concerned, since it is power that is tested by the examinations. Some programs are consciously trying to fulfill this aim of cooperative testing.

3. *Testing for college entrance (immediate guidance).*—Many private eastern colleges have for years depended upon the college entrance examination board's results in determining eligibility for entrance. Other colleges and universities, and especially State institutions, have more recently begun to use general scholastic aptitude tests (general intelligence tests) for this purpose. Usually the results on such tests are used in conjunction with other data, such as marks made in high-school subjects in determining admission. Also some students, who might otherwise not attend college, are encouraged to do so because of their high standing in these tests.

4. *Guidance.*—In addition to the examination or examinations given at the end of the high-school course for the immediate and expressed purpose of determining college entrance, testing programs are tending strongly toward periodic testing through the high-school years with the attendant cumulative record keeping. It is felt that a record of the growth of an individual over a comparatively long period of time will furnish a better means of predicting success in

school or in different curriculums in schools than we have hitherto had. The Cooperative Test Service, the Educational Records Bureau of New York, and the Bureau of Educational Records and Research located at Pittsburgh are active in encouraging the development of cumulative records. A simple form of this long-range guidance is found in the testing of the first- or second-year high-school students with scholastic aptitude tests as is being advocated in the Wisconsin and the Ohio scholastic aptitude testing program.

The advantage of a continuous program of testing is readily apparent. The worry of a student incident to the taking of a single college-entrance examination can be thus eliminated. The continuous check-up on achievement is a motivating power. These are incidental values compared to the two following: (*a*) The increased accuracy of prediction which can be obtained from a record of growth as shown by objective measures; and (*b*) the plans for the further education or the vocational plans of an individual which can be determined somewhat in advance.

5. *Supervision and standardization of high schools by agencies outside the high school.*—The cooperative testing programs carried out by State departments of education are apt to be for the purpose of supervision and standardization. The accrediting of high schools by State departments is influenced by the results on tests. The New York regents' examination is the best example of the use of cooperative testing as a standardizing agency. The supervision of high-school work by test results is accomplished through analyzing the results on tests to show the strengths and weaknesses of individuals in certain fields of work so that redirection of instruction may take place.

6. *Research.*—An important purpose of cooperative testing programs is the opportunity for research which they afford. It is only through continuous research that increased efficiency of the testing work will be established. Research work on the results of tests as guidance possibilities are carried on in a few places. Studies of different methods of instruction, different textbooks, size of class, etc., are also suggested for solution through cooperative testing.

POSSIBLE IMPROVEMENTS IN COOPERATIVE HIGH-SCHOOL TESTING PROGRAMS

Cooperative high-school testing programs are finding an important place in the modern educational scheme. Through testing programs a much better picture of the achievement and educational possibilities of the students is brought about than is otherwise possible. Although it may seem at first glance that there is a great variation in the kinds of cooperative testing programs, actually the differences are not fundamental except, perhaps, in the accuracy of the results obtained. The different programs represent different attacks on the problem. The ultimate possibilities in the different programs are much the same. All tests of subject matter, whether fairly specific or comprehensive, can be used for guidance, supervision, research, and motivation. It is suggested that the various possibilities be pointed out to high schools cooperating in such testing programs.

It seems probable that certain developing procedures in cooperative testing may lead to even more efficiency, both in the tests themselves and in the method of administering them. Some of these possibilities are as follows:

First. It is important that attention be given in the construction of the achievement tests used in these programs to the application of principles or reasoning rather than to mere factual knowledge. Examinations constructed with this in mind are more valuable because: (*a*) Such an emphasis corresponds with the new emphasis in secondary education—that of growth in general culture and ability to solve new problems, thus making the examinations more valid for the individual school; (*b*) items thus constructed are less specific and will make the examinations more valid from the standpoint of the group of schools cooperating. In using an examination containing many detailed bits of factual knowledge there is some chance that by accident one school will have happened to dwell on the details found in the examination and that another school did not; (*c*) this emphasis in the examinations will influence the teachers not to depend upon the mere memorization of the course material.

Second. It is desirable that tests be given throughout the high-school period rather than just at the end of the high-

school course. This distribution of testing for each individual over a long period of time makes it possible to begin planning the post high-school educational career while he is still in the first or second year of high school. This foresight will aid in determining whether or not a pupil should continue on in a college preparatory course or switch to some other course. It also makes the guidance at the end of the high-school course more accurate since there are several measurements made over a long period of time recorded for each pupil.

Third. Tests should be constructed so that forms for 1 year after the other are comparable. This means that the material in the examinations should cover the same general ground and that the scores should be equated. The main value of this is in the increase of accuracy of the measurement of the achievement and ability of pupils over a period of years. It makes possible the accurate picturization of the growth of the individual student and the comparison of each student's achievement and ability with students of previous years. If comparable tests are used in different high schools over a period of years, colleges can more accurately determine the chances of success of an entering student because the relationship between the test scores and college success will be known.

Fourth. Tests from different cooperative test programs should be equated so that students transferring from one geographical area to another during their high-school career or in entering college would continue to have the benefit of wise counseling and direction. Tests made for national testing programs should be of considerable use in this regard.

Fifth. The cooperative testing program should include, at least in its initial stages, all the pupils in the subject tested, or all the pupils in a school if it is a general mental ability test or general achievement test. This is true because (*a*) in this way only will the full force of the testing from a motivating standpoint be ingendered into both pupils and teachers, and (*b*) only with such a procedure will experimentation and research be made possible from the results of testing, since unselected samples are necessary for experimentation and research.

APPENDIX

This appendix gives the name of the person, if known, in charge of each testing program, and the references describing the programs. Information regarding testing programs was obtained from these references and through correspondence with the persons in charge of the testing programs. The references given do not constitute an exhaustive list. Information is given herein concerning all testing programs considered or mentioned in this bulletin regardless of whether or not they are active programs.

NATIONAL TESTING PROGRAMS

College entrance board examinations:

Thirty-second Annual Report of the Secretary, 1932. Including the Seventh Annual Report of the Commission on Scholastic Aptitude Tests. College Entrance Examination Board, 1932. New York City. (431 West One Hundred and Seventeenth Street.)

College Entrance Examination Board. Definition of the requirements. College Entrance Examination Board, 1932. New York City.

The Work of the College Entrance Examination Board, 1901–1925. Boston, Mass., Ginn & Co., 1926.

Examination Questions, June and September 1930. Boston, Mass., Ginn & Co., 1931.

Brigham, Carl C. A Study of Error. A Summary and Evaluation of Methods Used in Six Years of Study of the Scholastic Aptitude Test of the College Entrance Examination Board. New York City, College Entrance Examination Board, 1932.

Cooperative Test Service

In charge of Ben D. Wood, professor of collegiate research, Columbia University, New York City.

Announcement of cooperative tests, August 1932.

(See reports in the Educational Record.)

Educational Records Bureau

In charge of W. B. Stephens, acting director; Eleanor Perry Wood, associate director.

The Educational Achievement and Intelligence of Independent School Children, 1927–28. New York City, Educational Records

Bureau, 437 West Fifty-ninth Street. (Educational Records Bulletin No. 2.)

The Educational Achievement and Intelligence of Independent School Children, 1929–30. New York City, Educational Records Bureau. (Educational Records Bulletin No. 6.)

Measuring of Academic Aptitude and Reading in Independent Schools, fall 1932. New York City, Educational Records Bureau. (Educational Records Bulletin No. 9.)

Psychological Corporation, Washington, D.C., branch Nation-wide Survey of English Usage.

In charge of L. J. O'Rourke, director of scientific research in personnel and administration, United States Civil Service Commission.

(See also under Pennsylvania programs.)

American Council on Education Psychological Examination

In charge of L.L. Thurstone, professor of psychology, University of Chicago.

(See reports in the Educational Record.)

Kansas—See Kansas programs.

STATE PROGRAMS

Alabama

In charge of W. L. Spencer, director of secondary education, State Department of Education, Montgomery, Ala.

Arkansas

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